

## **Weston Elementary School Annual Report 2018-2019**



### **Mission Statement:**

Weston Elementary School is preparing all of our students for a successful future!

### **Vision Statement:**

Weston Elementary is a place where students are valued, nurtured, and fostered with confidence in order to succeed academically, socially, and emotionally. Our goals are to have a developmentally appropriate, student-centered curriculum and assessments that build upon students' learning for their highest potential. We are committed to building relationships with students, families, and the entire community.

## School Annual Education Report (AER) Cover Letter

June 23, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Weston Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Douglas Hibbs, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.earsleyschools.org](http://www.earsleyschools.org) or you may obtain a copy from the Weston office.

For the 2018-19 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given any of these labels.

Key challenges facing Weston include enrollment, funding, and assuring achievement of all students in all subject areas. The Weston staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices. Information regarding key initiatives being undertaken at Weston Elementary to accelerate student achievement and close persistent gaps in achievement are addressed below in our school improvement update.

We are continuously working to improve at Weston. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Developmental Kindergarten, Kindergarten and first grade students are assigned to Weston Elementary if they are residents of the Kearsley Community Schools attendance area or have made an application through the Schools of Choice process. Schools of Choice enrollment is offered to non- residents based on available openings. All DK-1 students in the Kearsley District attend Weston Elementary School.

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

### **Writing**

**Goal:** All students will be proficient in writing.

This goal was continued from previous years through the SI process. The essence of the goal was derived using the data from our district common assessments for narrative, opinion, and informational writing to identify kindergarten and first grade instructional needs.

**Objective:** 80% of all students will demonstrate a proficiency in writing in English Language Arts by 6/13/2019 as measured by district writing assessments. (by 2024)

### **Focus Strategies for Writing Goal: (Improve Phonemic Awareness with Students)**

- Weston teachers will differentiate instruction through writing workshop and our new curriculum. Teachers will implement Benchmark Advance Curriculum with fidelity and will be provided professional development with the curriculum.
- Writing Interventions-Classroom teachers and intervention staff will provide supplemental interventions for targeted students in order to increase their proficiency in writing. This will be offered through the Building Literacy Tier 2 Intervention Menu, through the Benchmark Advance Curriculum and through Heggerty Materials.

### **Writing Activities:**

- Piloted new ELA Curriculum, both Benchmark Advance and Wonders. The district will be using Benchmark Advance K-5 starting in 2019-20.
- Staff had professional development with Michigan's Essential Literacy Practices, videos and modules. (3<sup>rd</sup> Grade Reading Law)
- Worked on writing interventions with the literacy coach and reading teachers.
- Worked with the district curriculum department to continue to align curriculum documents, materials and assessments with the Common Core State Standards.
- Continue the use of the Lucy Calkins writing rubrics for scoring our district common assessments for narrative, informational, and opinion writing in kindergarten and first grade
- Implemented the MAISA units of study for writing in kindergarten and first grade. (This will be the last year for this)
- Provided professional development for grade level representatives focused on the writing units of students. Grade level representatives were responsible for sharing that information during staff meeting and team meeting time.
- Provided professional development by the curriculum coordinator and the literacy coach in the use of the new writing rubrics for narrative, informational, and opinion writing.
- Implemented specific mini-lessons to target improvement in both writing content and readability.

- Provided tiered writing interventions support to targeted students.
- Identified and implemented mini-lessons to target improvement in both writing content and readability.
- Reinforced concepts from mini-lessons through the use of conferring.
- Continued *Words Their Way* word work activities in both kindergarten and first grade.
- Administered the Observation Survey to all first grade students at the start of first grade.
- Invited Weston families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.

## **2017-18 Writing Scores**

### **Narrative Writing Assessment**

Kindergarten Pretest:	<u>0% proficient</u>	100% not proficient
Kindergarten Post test:	<u>79% proficient</u>	21% not proficient
First Grade Pretest:	<u>3% proficient</u>	97% not proficient
First Grade Post test:	<u>78% proficient</u>	22% not proficient

### **Opinion Writing Assessment**

Kindergarten Pretest:	<u>0% proficient</u>	100% not proficient
Kindergarten Post test:	<u>70% proficient</u>	30% not proficient
First Grade Pretest:	<u>1% proficient</u>	99% not proficient
First Grade Post test:	<u>84% proficient</u>	16% not proficient

### **Informational Assessments**

Kindergarten Pretest:	<u>0% proficient</u>	100% not proficient
Kindergarten Post test:	<u>91% proficient</u>	9% not proficient
First Grade Pretest:	<u>2% proficient</u>	98% not proficient
First Grade Post test:	<u>88% proficient</u>	12% not proficient

## **2018-19 Writing Scores**

<b><u>Kindergarten Pretest Narrative</u></b> 0 % Mastered / 100 % Not Mastered	<b><u>Kindergarten Post Test Narrative</u></b> 75.1% Mastered / 24.9 % Not Mastered
Boys 0% Mastered / 100% Not Mastered	Boys 63% Mastered / 37% Not Mastered
Girls 0% Mastered / 100% Not Mastered	Girls 84.5% Mastered / 15.5% Not Mastered

<b><u>1st Grade Pretest Narrative</u></b> 4.2% Mastered / 95.8% Not Mastered	<b><u>1st Grade Post Test Narrative</u></b> 74.9 % Mastered / 25.1% Not Mastered
Boys 4.3% Mastered / 95.7% Not Mastered	Boys 70% Mastered / 30% Not Mastered
Girls 4% Mastered / 96% Not Mastered	Girls 78% Mastered / 22% Not Mastered

<b><u>Kindergarten Pretest Informational</u></b> 32.6% Mastered / 67.4% Not Mastered	<b><u>Kindergarten Post Test Informational</u></b> 87.2% Mastered / 12.8 % Not Mastered
Boys 23.4% Mastered / 76.6% Not Mastered	Boys 81% Mastered / 19% Not Mastered
Girls 34% Mastered / 66 % Not Mastered	Girls 88% Mastered / 12% Not Mastered

<b><u>1st Grade Pretest Informational</u></b> 9.9% Mastered / 90.1% Not Mastered	<b><u>1st Grade Post Test Informational</u></b> 78.4% Mastered / 21.6% Not Mastered
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Boys 6.4% Mastered / 93.6% Not Mastered	Boys 50.5% Mastered / 49.5% Not Mastered
Girls 14.3% Mastered / 85.7% Not Mastered	Girls 83% Mastered / 17% Not Mastered

<b><u>Kindergarten Pretest Opinion</u></b> 30.1% Mastered / 69.9 % Not Mastered	<b><u>Kindergarten Post Test Opinion</u></b> 91.9% Mastered / 8.1% Not Mastered
Boys 23.5% Mastered / 76.5% Not Mastered	Boys 91% Mastered / 9% Not Mastered
Girls 34.7% Mastered / 65.3% Not Mastered	Girls 89% Mastered / 11% Not Mastered

<b><u>1st Grade Pretest Opinion</u></b> 6.9% Mastered / 93.1% Not Mastered	<b><u>1st Grade Post Test Opinion</u></b> 87.3% Mastered / 12.7 % Not Mastered
Boys 11.6% Mastered / 88.4% Not Mastered	Boys 80% Mastered / 20% Not Mastered
Girls 10.7% Mastered / 89.3% Not Mastered	Girls 86% Mastered / 14% Not Mastered

The writing data for the school year 2018-19 showed positive growth. Looking over the charts, kindergarten students showed a large gain in scores from 17-18 to 18-19. For instance, Kindergarten Opinion Post Test for 17-18 shows 70 percent of students proficient at years end. The 2018-19 school year shows 91% mastered the opinion unit after being taught.

1<sup>st</sup> Grade data scores from 17-18 to 18-19 are very similar, some of the data showing exactly the same at 78% mastered for Narrative Post Testing. Other data is very consistent. For the 18-19 school year, data was disaggregated between male and females to see if there is a trend. Overall, females performed better with writing scores.

## Writing Data Implications for School Improvement:

- Continue full implementation of tiered writing interventions in order to further target instruction to support student improvement in writing conventions (readability).
- Work with the curriculum coordinator to align curriculum documents, materials, and assessments to the Common Core State Standards.
- **Transition from MAISA Units to Benchmark Advance Curriculum**
- Provide continued training to grade level representatives through workshops at the GISD. These teachers will share their learning with their grade level team.
- Provide continued training for the new writing units of study to all classroom teachers.
- Identify and implement writing mini-lessons to target improvement in both writing content and readability based on analysis of student writing samples and spring district writing assessment results.
- Develop common marking period benchmarks to be used on evaluating and monitoring student writing proficiency in readability and content based on student writing samples (anchor papers).
- Review and revise writing rubrics for narrative, opinion, and informational writing.
- Continue to implement Words Their Way program in kindergarten and first grade.
- Administer writing pre-assessments to students within the first few weeks of school in order to establish beginning of the year data as a universal assessment.
- Invite families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Provide *Reading Recovery* and *Leveled Library Intervention* to identified first grade students who are most at risk of not achieving grade level proficiency.
- Provide Tier 2 interventions to small groups of targeted students with a intervention para-professional in order to help them read grade level expectations in writing
- Continue implementing Writers' Workshop, *Words Their Way* and the handwriting program.
- Continue to build awareness of the gender performance gap for struggling boy writers. Articles and research on the difference between boys and girls with regards to school structures and growth and development will be shared at staff and grade level team meetings.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Invite families to attend literacy night events to provide parents and guardians with activities and strategies to support and challenge their students in reading and writing.
- Provide professional development and insight into why males are scoring lower than females in regards to writing.
- Utilize the expertise of the literacy coach to work with teachers to enhance classroom instruction and interventions

## **Reading**

**Goal:** All students will be proficient in reading.

This goal is a continuation from previous years. The essence of the goal was derived using Observation Survey data, STAR and DRA data in order to identify areas for instructional focus. The activities were designed to address needs for both kindergarten and first grade.

**Objective:** 80% of all students will demonstrate a proficiency in reading in English Language Arts by 6/13/19 as measured by the Developmental Reading Assessment 2 (DRA2) with a yearly increase of 2.0%. (By 2024)

### **Focus Strategies for Reading Goal:**

- Independent Reading-Students will continue to be offered quality independent reading time with the new curriculum, Benchmark Advance.
- Reading Intervention-Intervention staff will provide extended learning opportunities and supplemental interventions for targeted students in order to increase their proficiency in reading.

### **Activities:**

- Implemented the MAISA reading units of study for kindergarten and first grade. (Last year)
- The 19-20 School year will see a 100% transition to Benchmark Advance Curriculum.
- Implemented the use of STAR Early Literacy online assessments as a universal screener for all students in kindergarten and first grade.
- Provided training for all new teachers in the use of DRA2.
- Continued Tier 1 and 2 Interventions during targeted intervention time based on student achievement data.
- Provided Reading Recovery and Leveled Literacy Intervention programs for the most struggling readers in first grade.
- Provided teachers with training in reading workshop through a lab classroom experience. Topics for training included mini-lessons, conferring, and assessments.
- Continued implementation of reading workshop in all classrooms.
- Repeated reading of Sulzby books were used in kindergarten classrooms to provide opportunities for students to reread and retell during reading workshop.
- Purchased mentor text for each classroom to support the reading units of study.



- Purchased books for classroom libraries through the generous donation of our Weston Parent Teacher Organization.
- Collaborated with and received instructional support from the literacy coach in order to increase student achievement in reading.
- Invited families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.
- Continued the use informational text to support students in science and social studies, through an increased amount of time spent on the instruction of non-fiction text and academic vocabulary.
- Used Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Provide Books that have a series in order for first grade students to have close reading and allow for character study
- Provide Electronic books for students at their reading level through RAZ Kids (A Reading A to Z Program)

### DRA Reading Assessment Data

#### **Weston Developmental Reading Assessment (DRA2)**

<b>Kindergarten</b>	15-16	16-17	17-18	18-19
DRA Level 3 or 4 and Above *Expectation increased from level 3 to level 4	*87%	85%	74%%	63%
Below DRA Level 3	13%	8.2%	18.9%	37%
<b>First Grade</b>				
DRA Level 16 and Above *Expectation increased from Level 16 to Level 18	57.9%	*60%	68.9%	48%
Below DRA Level 16	42.1%	40%	31.1%	52%

### **STAR Early Literacy Assessment Data**

<b>Early Literacy 2017 - 2018</b>	<b>Percent of Students By Performance Band</b>											
	<b>Urgent</b>			<b>Intervention</b>			<b>On Watch</b>			<b>At or Above Benchmark</b>		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kdg	15	8	9	23	18	21	25	20	17	36	54	53
1st	9	3	4	17	11	11	18	8	16	56	79	69

Early Literacy 2018 - 2019	Percent of Students By Performance Band																
	Urgent			Intervention			On Watch			At or Above Benchmark							
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring					
Kdg	14	9	13	24	12	19	20	18	16	42	62	51					
1st	16	10	8	25	8	18	19	9	12	40	73	62					
Urgent			0 to 9th percentile						On Watch			25th to 39th percentile					
Intervention			10th to 24th percentile						At or Above Benchmark			At or above 40th percentile					

### Reading Data Implications for School Improvement:

- Dig deeper with the new curriculum coming to fill holes. This adds both horizontal and vertical alignment while addressing the buildings phonemic awareness concerns.
- Work with the curriculum coordinator to continue to align the reading curriculum and assessments.
- Develop a pacing guide for the reading units of study.
- Provide support and training for teachers implementing the new reading units of study.
- Continue to use Reading Workshop for Tier 1 instruction by providing training and support for teachers through the Kearsley Reading Workshop Classroom Lab.
- Regularly analyze student achievement data including DRA and STAR Early Literacy at the building and classroom level to differentiate instruction and to identify needed interventions to support student learning with decoding or comprehension.
- Implement Tier 2 interventions at targeted intervention times during the school day delivered by classroom instructional aides and / or classroom teachers.
- Continue with the increased amount of time spent on instruction of non-fiction text and academic vocabulary.
- Provide Tier 3 interventions through a *Reading Recovery* intervention to qualifying first grade students scoring in the lowest percentile and *Leveled Literacy Intervention (LLI)* to an additional group of students in the next tier performing below grade level in order to targeting each students' learning needs. Implement kindergarten *LLI* intervention support during the second semester.
- Use the STAR Early Literacy Assessments for all students. Staff will with use data from the STAR Early Literacy assessment to evaluate student reading achievement, monitor progress, inform instruction, and prescribe interventions.
- Provide more level texts for classroom use and the literacy library.
- Provide mentor text to all classroom teachers to align with the new reading units of study.
- Train and review DRA2 protocols with all teachers.
- Invite families to attend literacy night events to provide parents and guardians with activities and strategies to support and challenge their students in reading and writing.
- Utilize the expertise of the literacy coach to work with teachers to enhance classroom instruction and interventions.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to build awareness of the gender performance gap for struggling boy readers and writers. Articles and research on the difference between boys and girls with regards to school structures and growth and development will be shared at staff and grade level team meetings.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.

- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Continue to provide books to targeted students through the food backpack program.

## **Math**

**Goal:** All students will be proficient in math.

**Objective:** 80% of all students will demonstrate proficiency in mathematics by 6/13/19 as measured by STAR assessment with a yearly increase of 1%. (By 2024)





**Strategy:** Weston teachers will differentiate instruction through math workshop and best practice.

### **Activities:**

- Participated in training on math workshop.
- Implement Bridges in Mathematics Curriculum with Professional Development
- Worked with the curriculum coordinator to develop a pacing guide for math units and first grade common assessments.
- Concluded book study on the Debbie Diller book, Math Workstations
- Created book study for interested teachers using Dr. Nicki Newton's book, Guided Math.
- Attended professional development sessions with Dr. Nicki Newton on problem solving and grade level specific content.
- Administered local marking period assessments, unit common assessments, and STAR Math assessments to our first grade students.
- Administered local marking period assessment to our kindergarten students and STAR Early Literacy which includes an early numeracy component.
- Used STAR Math reports to guide us in instructional and intervention planning.
- Reviewed math data throughout the year to determine instructional needs and develop interventions during Data Days
- Implemented Tier 2 math interventions using iPads and the IXL and Moby Max software during targeted intervention times
- Played Math-O to build number sense with a "bingo-type: game in each classroom".
- Encouraged the home-school connection by having families participate with their child in daily number sense activities as outline in the February Math Month calendar.
- Invited families to attend a Family Math Night where parents received information and materials to support their students at home.
- Continued to research technology options and applications for supporting all students in their math development
- Analyzed math MEAP data and reviewed over the new Smarter Balanced Assessments that call for an increased depth of knowledge for our students.
- Provide students with formative and summative assessments aligned to Common Core State Standards and Standards Based Report Cards
- Provide Students with Research Based Number Sense Interventions through a book by Nancy Jordan and Nancy Dyson, Number Sense Interventions.
- Intervention Time called WIN TIME-What I Need Now (what the students need)
- Provide more time for math facts fluency
- Provide Tier 2 Interventionists with Bridges Interventions Training





- Utilize District Math Coach through professional development, coach, and a math lab.
- K-5 Math FAME Team to discuss early numeracy and fluency
- Increased math instructional and intervention time to seventy minutes per day in each classroom.

## Kindergarten 18-19 STAR Data

At/Above Benchmark				
	At/Above Benchmark	At/Above 644 SS	At/Above 40 PR	97 52%
<b>Category Total</b>				<b>97 52%</b>
Below Benchmark				
	On Watch	Below 644 SS	At/Below 39 PR	30 16%
	Intervention	Below 593 SS	At/Below 24 PR	36 19%
	Urgent Intervention	Below 532 SS	At/Below 9 PR	25 13%

The STAR Math Assessment for Kindergarten has a large response to literacy while only addressing math with a few questions. With this, 52% of Kindergarten Students showed at or above grade level with 16% on watch, combined totaling 68%.

## First Grade 18-19 STAR Math Data

At/Above Benchmark				
	At/Above Benchmark	At/Above 357 SS	At/Above 40 PR	146 66%
<b>Category Total</b>				<b>146 66%</b>
Below Benchmark				
	On Watch	Below 357 SS	At/Below 39 PR	30 14%
	Intervention	Below 321 SS	At/Below 24 PR	24 11%
	Urgent Intervention	Below 266 SS	At/Below 9 PR	21 10%
<b>Category Total</b>				<b>75 34%</b>
<b>Students Tested</b>				<b>221</b>

The First Grade STAR Math Assessment is entirely a math assessment. The data above shows 66% of students are at or above grade level with math with 14% on watch, together totaling 80%.

## **Math Data Implications for School Improvement:**

- Utilize a Math Workshop format for instruction to differentiate instruction and provide more opportunities for students to practice the key skills and concepts from the K-1 Math Curriculum.
- Use math workstations in all classrooms.
- Continue to implement Bridges in Mathematics Curriculum and Interventions (Year 3).
- Provide professional development opportunities to support the use of the Bridges in Mathematics Instruction.
- Implement common math assessments that align with Bridges in Mathematics Units of Study for kindergarten.
- Adjust common math assessments that align with the Bridges in Mathematics Units of Study for Kindergarten and First Grade.
- Continue with increased math instructional time of seventy minutes per day, which includes both enrichment and intervention opportunities of students.
- Continue to provide a math-rich environment in the classroom and hallways including: celebrations for students achieving grade level benchmarks, shared reading or interactive read aloud with books that focus on math concepts, hallway birthday calendar, hallway Math-O pocket chart, and classroom calendar time to support communication skills connected to number sense
- Continue to provide a School-Home Connection through building and classroom newsletters and homework, a Math Month Calendar and a Family Math Night.
- Use STAR assessments and common math assessments to identify students struggling with number sense and operations through the use of a math assessment/data wall and provide supplemental targeted Tier 2 interventions.
- Provide Tier 2 interventions to students using our new math intervention menu, hands on manipulatives, and applications on the iPads
- Collaborate with and receive math instructional support from the math coach in order to increase student achievement in math.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.

## **SPECIALIZED SCHOOLS**

### **Students Enrolled in Special Education**

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education
- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2018/2019, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 8 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year, 6 students attended these programs.
- ❖ 11 students are in early childhood programs and services. Last year 11 students participated in these programs.
- ❖ 6 students are educated at the Marion Crouse Instructional Center. Last year 9 students attended programs here. 4 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- ❖ 472 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 455 students were enrolled in local special education programs.
- ❖ 0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2017/2018.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitations of their disabilities.

## CORE CURRICULUM

### Curriculum Development

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the Michigan Education Assessment Program (MEAP). Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, world languages, physical education, and technology.

Curriculum writing is an ongoing process. The continuing development of curriculum is based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the District Curriculum Council process to organize curriculum efforts and to provide communication across grade levels, buildings and departments.

Curriculum committees have been established for each content area. Each committee studies current issues, reviews and updates district curriculum, and examines materials (current and new) needed to deliver this curriculum. After implementation of curriculum and materials, committees monitor progress and make adjustments before beginning the KCC cycle again.

Core committees are revisiting developed curriculums to ensure alignment with the Common Core State Standards (CCSS). In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the Kearsley committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at [ayorks@kearsleyschools.org](mailto:ayorks@kearsleyschools.org)

## STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Results for DRA2, STAR Early Literacy and STAR Math Assessments are referenced in the School Improvement Status Article of this report.

## PARENT-TEACHER CONFERENCES

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2016-2017	92%	95%	89%
2017-2018	88%	84%	92%
2018-2019	91%	90%	93%

## **Parent Teacher Organization (PTO) Officers for 2018-2019**

Kristen Palmer—President

AJ Young —Vice-President

Nicole Tisch—Treasurer

Kati Allinger—Secretary

### **Parental Involvement Opportunities:**

Weston continues to engage parents in many ways and provides opportunities for active parent involvement. Opportunities are offered at the classroom and school wide level for parents to become part of the Weston community. The PTO helped fund many projects including fieldtrips, publications for classrooms, supplementary materials like books and assemblies, to name a few.

The following are some ways parents are involved at Weston:

- PTO Monthly meetings
- Parent Advisory Council meetings
- Coffee & Conversation – Helping students with transitions – 2 sessions
- August Open House
- Fall and Spring Parent-Teacher Conferences
- Parent Information Nights (K-1 in the Fall & Incoming Kindergarten in March)
- Fun Night (Winter Carnival)
- Mommy Son Dance (District K-5)
- Family Math Night
- Family Literacy Night
- March is Reading Month Celebration
- Kindergarten Visit Event
- Classroom Volunteers
- School-wide volunteers
- Several fundraisers to support Weston
- Field trip volunteers
- WATCHDOGS-Male Volunteers within the building
- Apple Orchard Event
- Thanksgiving Feast



**School Improvement Team Members**

Douglas Hibbs- Principal  
Kristen Palmer —Parent Advisory Council (PAC/PTO)  
Kati Allinger—PAC Representative  
Kelley Goulish—LLI—District Chair  
Chrissy Mann—Kindergarten—Math Chair  
Carey Brockman—Kindergarten—Writing Chair  
Sarah Pagogna—LLI—Reading Chair  
Jeni Dwyre—ELA Curriculum and Literacy Coach  
Holli Taylor—School Counselor  
Amy Nagy—Special Education Teacher Consultant

We had a very successful 2018-2019 school year at Weston Elementary thanks to the hard work of our exemplary staff, responsible students, wonderful parents, and supportive community. We will continue our efforts to maximize student achievement and support all learners as they grow and develop into responsible citizens, life-long learners, and proud Kearsley Hornets!

Sincerely,

Douglas Hibbs  
Principal, Weston Elementary School