

**Weston Elementary School  
Annual Report  
2019-2020**



**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, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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.kearsleyschools.org](http://www.kearsleyschools.org) or you may obtain a copy from the Weston office. The AER combined report is located at this link: <https://bit.ly/39vuNQe>.

For the 2019-20 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.

This year was an unprecedented year with the onset of COVID-19. The virus closed down Weston Elementary, and schools across the country, for the remainder of the school year for 2019-2020 (from March 16 until the end of the school year in June). With the closure of Weston, data will be limited, missing data for the Spring of 2020 for all reports. Thus, the data will show Fall of 2019 reports compared with Winter of 2020 reports. With this "distance learning" at home, Kearsley Community Schools, including Weston, will start a 1:1 device plan in order to be proactive for next school year. 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:**

- First year of implementation for new ELA Curriculum, Benchmark Advance. Staff had professional development for Benchmark with Benchmark Representatives and our District Literacy Coach.
- 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 regarding Benchmark, BA.
- 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 two priority categories with the Observation Survey to 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.

[18-19 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.
- Continue to strengthen Instructional practices with 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.
- Use Reading Eggs and Learning Packets to enhance writing during the Distance Learning Time (COL Plan for Kearsley).
- 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:**

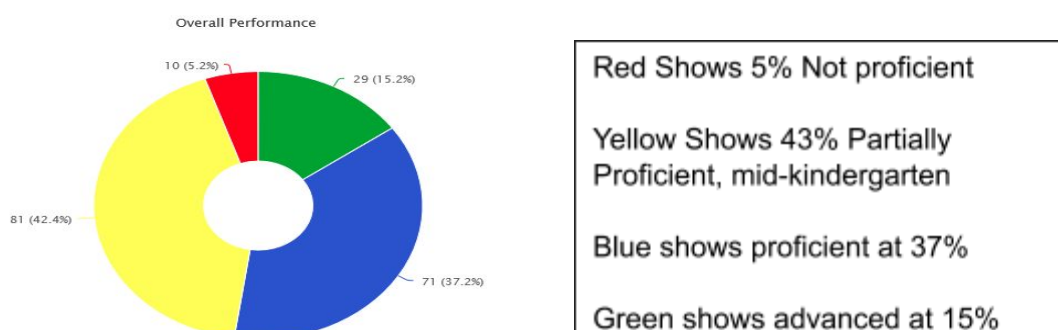
- Continue to strengthen instructional practices for ELA in Benchmark Advance.
- Continue the use of STAR Early Literacy online assessments as a universal screener for all students in kindergarten and first grade and disaggregate data.
- Provided training for all new teachers in the use of DRA2.
- Continued 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)
- Use software to enhance learning during the Distance Learning Time, specifically Benchark Advance and Reading Eggs. (COL Plan for Kearsley)

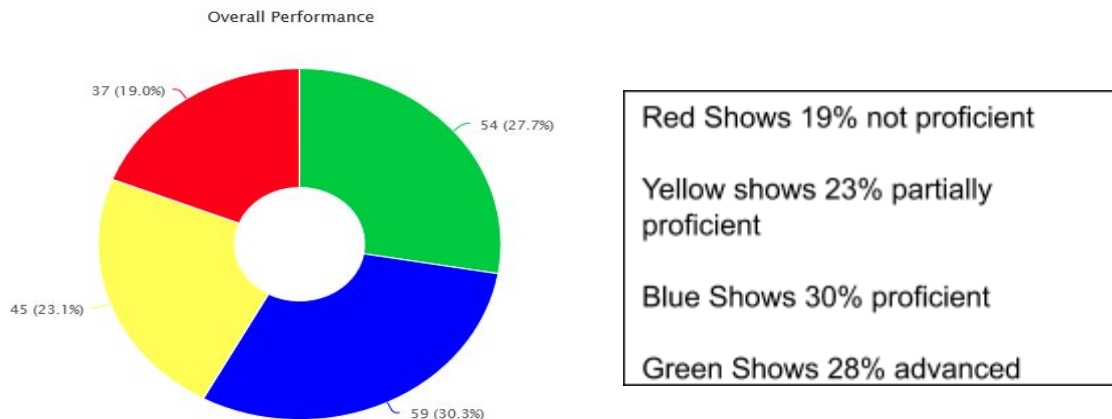
DRA2 is the district wide reading assessment given to all students K-3 in May. In the second year, 2013-14, of implementation of full day kindergarten, we saw an additional 3% increase with kindergarten students achieving proficiency as evidenced by the DRA2. In our third year of full day kindergarten, it went to 80% and is leveling off, showing consistency. First grade scores have remained relatively consistent over the past few years, while having a gain of 8% from the 2013-14 school year to the 2014-15.

### **2017-18 School Year DRA Reading Scores for Kindergarten**



Kindergarten had a change in cut scores. The district decided that a DRA level 3 would no longer be proficient at the end of the year. The DRA level 3 was changed to partially proficient for the end of the school year for the 2015-16 school year and continued into 17-18 and the present. DRA level 4 and up now shows proficiency. With this change, scores seem lower than last year. Weston Staff will continue to explore professional development and research based instruction and literature to help meet this new expectation for our students.

## 2017-18 School Year DRA Reading Scores for First Grade



This data shows us that 58% of Weston's first grade students are advanced or proficient in reading. This data shows that 81% of Weston students are at least partially proficient with 19% being not proficient.

### 2018-19 Data

#### Kindergarten DRA DATA

Spring DRA	
% proficient (DRA 4 or above)	28.5%
% partially proficient (DRA3)	52.5%

Winter DRA	
% proficient (DRA 2 or above)	48.3%

First look at this data shows 28.5% proficient in reading according to the DRA2 Assessment. However, looking closer at the data shows the combined scores of proficient, 28.5%, and partially proficient, 52.5%, of 81%. The data from 17-18 shows a combined score of 80% with proficient and partially proficient.

#### First Grade DRA DATA

DRA	2017	2018	2019
% proficient	42	60	46.4
% partially proficient	9	26.6	32.4

First grade data from 2019 shows a gain from 2017 with a drop from 2018. While it shows a drop from 2018, the combination of proficient and partially proficient stays pretty consistent.

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

- Dig deeper with the new curriculum, Benchmark Advance, to fill gaps/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 in Benchmark Advance.
- 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.
- Support Distance Learning during the COVID-19 shutdown with software, Reading Eggs and RAZ kids and understand this may possibly carry over to the next school year.

## **Math**

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

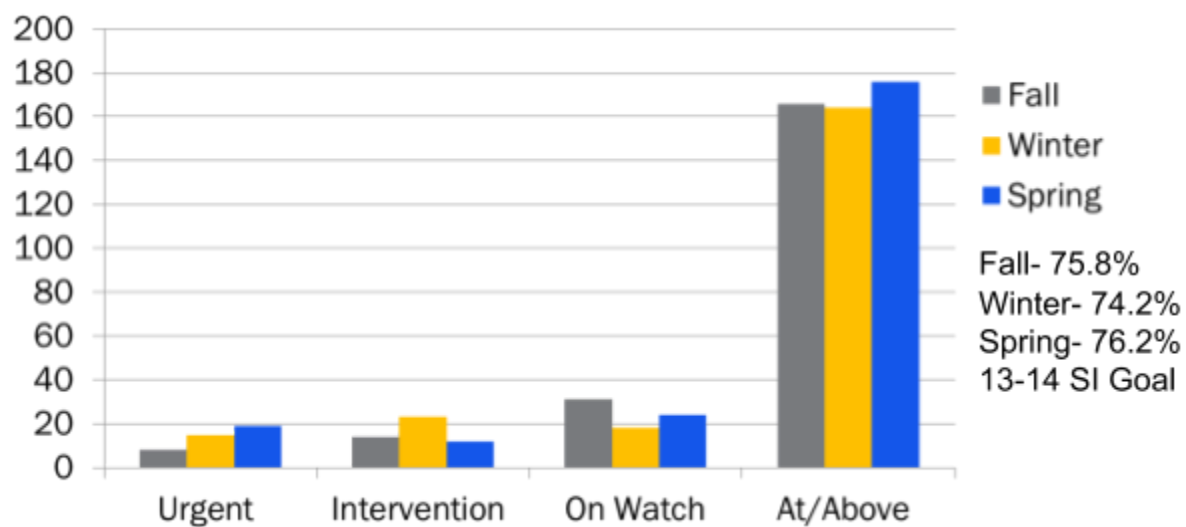
**Objective:** 80% of all students will demonstrate proficiency in mathematics by 6/13/19 as measured by STAR assessment with a yearly increase of 1%. (By 2024)

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

**Activities:**

- Participated in training on math workshop and math lab with teachers.
- Ongoing Bridges in Mathematics Curriculum Professional Development.
- Worked with the curriculum coordinator to develop a pacing guide for math units and first grade common assessments.
- 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
- 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.
- Looked into Software Programs to support Distance Learning, IXL Math and MobyMath

**STAR Math First Grade Assessment Data for 2013-14**



64%

First grade STAR testing indicated that 76.2% of students met grade level benchmarks at the end of the year.

#### First Grade Scores Fall 2014 (below)

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 244 SS	At/Above 40 PR	114	62%
Category Total			114	62%
<b>Below Benchmark</b>				
On Watch	Below 244 SS	Below 40 PR	25	14%
Intervention	Below 208 SS	Below 25 PR	35	19%
Urgent Intervention	Below 157 SS	Below 10 PR	11	6%
Category Total			71	38%
<b>Students Tested</b>			185	

#### First Grade Scores Spring 2015 (below)

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 376 SS	At/Above 40 PR	163	83%
Category Total			163	83%
<b>Below Benchmark</b>				
On Watch	Below 376 SS	Below 40 PR	17	9%
Intervention	Below 342 SS	Below 25 PR	10	5%
Urgent Intervention	Below 287 SS	Below 10 PR	7	4%
Category Total			34	17%
<b>Students Tested</b>			197	

From the 2014-15 STAR scores above, Weston has an increase of 21% proficient in math from fall to spring. The proficiency level according to STAR in the fall of 2014 was 62%, while the proficiency in May of 2015 was 83%. The growth from 2013-2014 to 2014-2015 according to STAR is about 7%--13-14 proficiency was 76.2% while 14-15 proficiency is 83%.

#### Kindergarten Scores Fall 2014 (below)

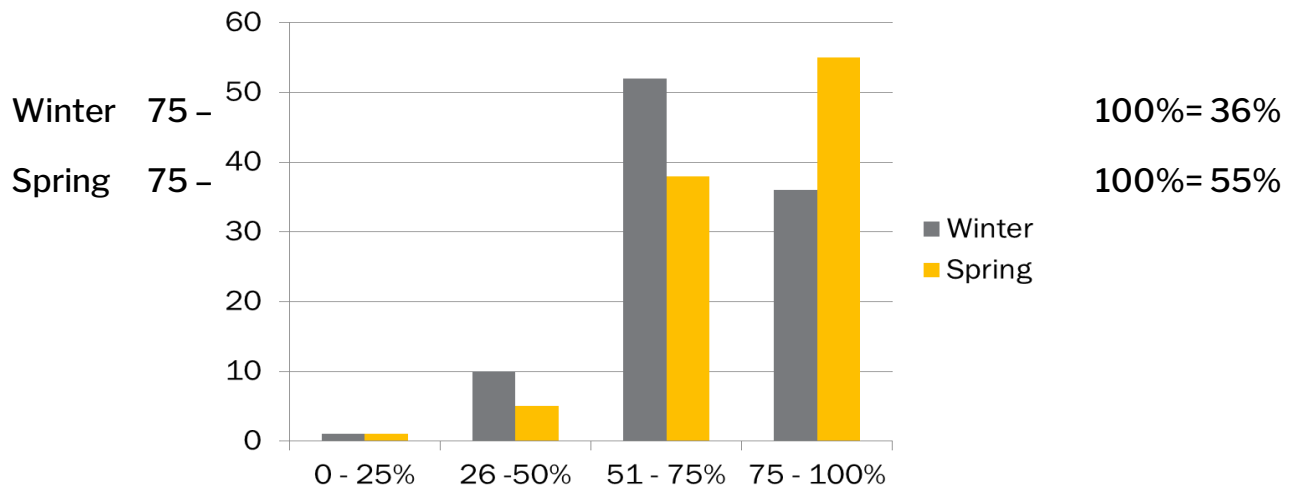
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 499 SS	At/Above 40 PR	87	50%
Category Total			87	50%
<b>Below Benchmark</b>				
■ On Watch	Below 499 SS	Below 40 PR	33	19%
■ Intervention	Below 455 SS	Below 25 PR	40	23%
■ Urgent Intervention	Below 401 SS	Below 10 PR	14	8%
Category Total			87	50%
<b>Students Tested</b>			174	

#### Kindergarten Scores Spring 2015 (below)

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 577 SS	At/Above 40 PR	156	81%
Category Total			156	81%
<b>Below Benchmark</b>				
■ On Watch	Below 577 SS	Below 40 PR	24	12%
■ Intervention	Below 533 SS	Below 25 PR	11	6%
■ Urgent Intervention	Below 473 SS	Below 10 PR	2	1%
Category Total			37	19%
<b>Students Tested</b>			193	

The 2014-15 Kindergarten Scores above are from STAR. The STAR Assessment in kindergarten has both literacy and math pieces as one test. The growth from fall to spring overall proficiency is 31%, moving from 50% in the fall to 81% in the spring.

### Kindergarten STAR Early Numeracy for 2013-14



STAR Early Numeracy data indicates that kindergarten students made a 19% gain in proficiency throughout the second half of the school year. The STAR Early Numeracy is a portion of the STAR Early Literacy assessment. At this time we are looking into how effective this assessment is at measuring our students' math skills.

Weston Elementary implemented STAR testing this year for our students. The tests were administered to all students on iPads. The use of technology for assessments was very new for our staff and our students. The lessons we learned in our implementation year will guide us as we continue with online testing next year.

### 2015-16 Data for Math

#### First Grade STAR Data Fall 2015

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 252 SS	At/Above 40 PR	109	58%
Category Total			109	58%
<b>Below Benchmark</b>				
■ On Watch	Below 252 SS	Below 40 PR	31	17%
■ Intervention	Below 216 SS	Below 25 PR	28	15%
■ Urgent Intervention	Below 165 SS	Below 10 PR	19	10%
Category Total			78	42%
<b>Students Tested</b>			187	



## First Grade STAR Data May 2016

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 373 SS	At/Above 40 PR	152	81%
Category Total			152	81%
<b>Below Benchmark</b>				
■ On Watch	Below 373 SS	Below 40 PR	21	11%
■ Intervention	Below 339 SS	Below 25 PR	8	4%
■ Urgent Intervention	Below 284 SS	Below 10 PR	7	4%
Category Total			36	19%
<b>Students Tested</b>			188	

The First Grade Math Data shows a growth in math scores of 23% from Fall to Spring. This data provides evidence that 81% of Weston's First Grade Students are proficient in math. The data from the end of the previous year is very consistent.

## Kindergarten STAR Data Fall 2015

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 545 SS	At/Above 55 PR	47	26%
Category Total			47	26%
<b>Below Benchmark</b>				
■ On Watch	Below 545 SS	Below 55 PR	20	11%
■ Intervention	Below 509 SS	Below 40 PR	60	33%
■ Urgent Intervention	Below 448 SS	Below 20 PR	55	30%
Category Total			135	74%
<b>Students Tested</b>			182	





## Kindergarten STAR Data May 2016

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
■ At/Above Benchmark	At/Above 692 SS	At/Above 55 PR	92	48%
Category Total			92	48%
<b>Below Benchmark</b>				
■ On Watch	Below 692 SS	Below 55 PR	26	14%
■ Intervention	Below 651 SS	Below 40 PR	45	24%
■ Urgent Intervention	Below 582 SS	Below 20 PR	28	15%
Category Total			99	52%
<b>Students Tested</b>			191	







The Math STAR Data for Kindergarten shows a growth of 22% from Fall to Spring. A key piece of information to remember when investigating this data is that STAR for Kindergarten encompasses both ELA and Math.

### Kindergarten 18-19 STAR Data

<b>At/Above Benchmark</b>				
 At/Above Benchmark	At/Above 644 SS	At/Above 40 PR	97	52%
<b>Category Total</b>			<b>97</b>	<b>52%</b>
<b>Below Benchmark</b>				
 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%

Again, 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

<b>At/Above Benchmark</b>				
 At/Above Benchmark	At/Above 357 SS	At/Above 40 PR	146	66%
<b>Category Total</b>			<b>146</b>	<b>66%</b>
<b>Below Benchmark</b>				
 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</b>	<b>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.
- Prioritize Common Core Math Standards
- Use math workstations in all classrooms.
- Continue to implement Bridges in Mathematics Curriculum and Interventions (Year 4).
- 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.
- Provide Distance Learning through software beyond Bridges into Mathematics, IXL or MobyMath or a similar program.

## **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 2019-2020, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 11 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 7 students attended these programs.
- ❖ 14 students are in early childhood programs and services. Last year 9 students participated in these programs.
- ❖ 7 students are educated at the Marion Crouse Instructional Center. Last year 11 students attended programs here. 5 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- ❖ 464 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 472 students were enrolled in local special education programs.
- ❖ 2 students attended Michigan School for the Deaf. Last year, 0 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2018-2019.

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 DCC 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 Jane Fonger, Director of Curriculum, Assessments and Grants at [jfonger@kearsleyschools.org](mailto:jfonger@kearsleyschools.org).

## ***Language Arts Curriculum***

An aligned language arts program has been implemented in grades K-12. Reading curriculum and instruction focuses on the development of reading skills and strategies as well as the ability to analyze, evaluate, and respond to literature. Students work with a variety of text materials, developing the tools necessary to access and create meaning from both narrative (story) and expository (informational) selections. Emphasis has been placed on being strategic readers, learning how to navigate different text formats and genres. The writing process is also a key focus of the language arts program, as well as writing for different purposes and audiences. Attention continues to be given to the importance of writing within all content areas.

During the 2015-2016 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with the Michigan K-12 Standards. These standards guide the focus of district study of story types/genres, writing forms, and grammar elements among other language arts components. State assessments also guide curriculum and instruction, with reading assessments of narrative and informational text. The MAISA (Michigan Association of Intermediate School Administrators) Language Arts materials have been adopted by the Kearsley district in grades K-8. Curriculum work focuses on unpacking the lessons, pacing the units of student, and developing common assessments. Emphasis continues on both reading and writing conferring to target student skill development. All grade levels continue to look at common assessments to gather data to inform curriculum and instruction.

Kearsley Community School District teachers in grades K-8 continue to implement reading workshops in their classrooms. This method of instruction allows for students to receive instruction and select books at their own level. During the 2014-2015 school year, teachers, again, participated in Lab Classroom professional learning. This lesson study format allowed teachers to visit model classrooms within the district with a focus on reading workshop. Teachers then debriefed and made plans for implementation in their own classrooms.

Teachers in grades K-5 continue to develop a deeper understanding of the Developmental Reading Assessment (DRA2) and its impact on instruction. This assessment gives important reading data across classrooms, buildings and grade levels. More importantly, the assessment guides reading instruction as teachers are able to target small group reading lessons based upon information gathered through the DRA2.

During the 2015-2016 school year, teachers continued to implement the Words Their Way program in grades K-5. This program helps students to understand how words work from letter recognition and phonics to spelling patterns, affixes, and word origins. Students are assessed within the program, and small, flexible instructional groups are formed based on individual student abilities and challenges. This program develops skills and understanding in both reading and writing.

For the 2016-17 school year, Weston Elementary worked on aligning formative and summative assessments with report cards and with Michigan K-12 State Standards. Team members were even involved in the F.A.M.E. group to explore formative assessments with educators across Michigan. The School Improvement Team worked on developing a more specific standards-based report card aligned to the Michigan K-12 Standards and district common assessments. The School Improvement Team, along with District Curriculum Coordinators,

developed formative and summative assessments to correspond with Michigan K-12 Standards, with targeted attention to mathematics.

For 2018-19, the district continues to dig into MAISA Units and enhance instruction for students. The District Literacy Coach/Curriculum Specialist is working with a team to investigate the needs for both a phonics program and to investigate the best suited ELA curriculum for our students. At the start of this year, the district, K-5, investigated ELA Curriculum. The District Curriculum Team, after discussion and piloting, chose to adopt Benchmark Advance Curriculum. The 2019-2020 school year will see full implementation of Benchmark Advance ELA Curriculum. This school year, 2019-20, saw the full implementation of Benchmark Advance (BA) for K-5. District administrators, curriculum coaches and teachers collaborated with each other and Benchmark Advance Representatives to enhance instructional practices. As this was the first year with BA, all educational professionals will continue to have professional development on ELA to enhance instructional practices regarding this new curriculum.

### ***Science Curriculum***

Curriculum is aligned for grades K-12. Further curriculum revision continues to be needed as we respond to state and federal changes in curriculum expectations and assessment. Although there are not new Core Curriculum Standards for science content, there are new literacy standards for science. The K-8 Michigan Educational Assessments are administered in the fall, with science assessed at grades five and eight. High school juniors are assessed in science in the spring, as part of the Michigan Merit Exam. Science teachers have made many adjustments to curriculum and instruction in order to meet the expectations established by the No Child Left Behind federal legislation. The focus for the 2015-2016 school year was on the Science and Engineering Practices. The district is waiting for the adoption of the Next Generation Science Standards for further curriculum development.

### ***Math Curriculum***

As a district, math data was analyzed in an effort to determine how to best support students in math. In looking to improve our students' understanding of math and their math achievement, teachers will implement a curriculum called Bridges in Mathematics, a program heavy on number sense, number corner, and learning hands-on. A K-5 Math Coach/Curriculum Specialist was added to support classroom teachers in the implementation of research-based instructional practices. The coach will also work with teachers and paraprofessionals to implement interventions for our most struggling students. More professional development will be provided next year to support staff in the continued implementation of math workshop and workstations, new math units of study, common math assessments, and tiered math interventions. In addition, students will be provided seventy minutes of math instruction and intervention or enrichment throughout the school day. Students who are identified for at-risk in math will be offered 15-30 minutes of intervention time with an Early Numeracy Intervention, Bridges Intervention, or another research based intervention that is found appropriate.

## ***Social Studies Curriculum***

Social Studies curriculum development at all levels K-12 continues to be focused on the CCSS's (Common Core State Standards) and their impact on curriculum and instructional alignment. In addition, the Michigan K-12 Standards have been adopted by the state. Although there are no specific CCSSs for social studies, there are standards focusing on literacy that have an impact in this area.

## **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 Article section of this report.

## **PARENT-TEACHER CONFERENCES**

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2014-2015	94%	93%	95%
2015-2016	95%	94%	96%
2016-2017	92%	95%	89%
2017-2018	88%	84%	92%
2018-2019	91%	90%	93%
2019-2020**	71%	68%	73%

\*\*19-20: Decline as  
winter conferences had  
a snow day due to poor  
weather

## **Parent Teacher Organization (PTO) Officers for 2019-20**

Nichole Tisch—President

Kristen Palmer/AJ Young-VP

Beth VanHamlin—Treasurer

Mindy Webb—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)\*Cancelled this year, COVID-19
- Family Math Night
- Family Literacy Night\*Cancelled this year, COVID-19
- 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
- Thanksgiving Feast

### **Building Curriculum/ Professional Development**

- iPad training provided by technology support personnel from Kearsley Community Schools-new ipads given out to staff in 2019
- Math Units of Study, Bridges
- Writing Units of Study
- Reading Units of Study with the literacy coach (BA)
- Collaborated Tier 1 and Tier 2 intervention during Data Days
- Math Teacher Labs (District Math Coach)
- Close Reading
- Grade Level ELA PLC's/Benchmark Advance
- School Improvement Initiatives, Program Evaluation
- Essential Practices in Early Literacy Training and State Modules
- Intervention Reading Plan Meetings (IRIPS)
- 3<sup>rd</sup> Grade Reading Law/IRIP's
- Poverty PD and Simulation
- Safety/ALICE Training and Support

### **Additional Staff development**

- Grade Level Team Data Days
- Grade Level ELA PLC Time
- Assessment wall meetings month with the literacy coach
- Book studies
- Literacy coach support
- Staff meetings and grade level team meetings
- Title I School-wide information review
- School Improvement team meetings and planning
- Supporting students who are economically disadvantaged
- PBIS Team Meetings, Behavior Overview, Minor vs. Major



## **Building Technology Report**

The integration of technology into the classrooms at Weston is happening in a myriad of ways, including:

- During science lessons, the science teachers provided students technology experiences with iPads, Smart Board instruction, and desktop computers.
- All kindergarten and first grade classrooms used student computers during centers or independent practice times in language arts and math. Our science specials class also had eight student computers for students to use as a tool to research and to explore science concepts.
- Teachers continue to receive training on Synergy. Synergy is used for reporting attendance, grading, and creating report cards. Teachers input common assessment scores into our data management system, Illuminate. Administrators and literacy coaches used Illuminate to prepare data reports for monitoring student achievement and supporting goal planning.
- Ceiling projectors and Apple TV's were mounted in all classrooms for teachers to use with their iPads. These tools allow access to the internet and GISD network to support student learning.
- Two iPad carts, each containing thirty iPads, were used to provide math intervention support to our students. Students used MobyMax Math to enhance their math skills. Tier 2 interventions were put into place using targeted apps.
- Building administrator utilized Synrevoice to disseminate parent information.
- All staff received training in the use of iPads for instruction.
- Teachers continue to explore how to receive awards and/or grants to offer our students more technology devices (Genesee Intermediate School District Grants or Donors Choose)
- Continued support in technology is available through our Kearsley Technology team or through the Genesee Intermediate School District technology department.
- Two new classroom computer labs for multiple purposes, 60 computers total
- MobyMax Math Tablets to enhance math intervention using MobyMath

### **Weston's Comprehensive Needs Assessment (CNA)**

## **Demographic Data:**

### **Summary of findings:**

#### **Students**

Weston has 429 students. Weston houses Kearsley's developmental kindergarten (DK), kindergarten and first grade students. DK has 11 students, 1 female, 10 male. Kindergarten has 190 students, 99 female and 91 male. First grade has 222 students, 98 female and 124 male. 37 students are of Hispanic ethnicity, about 9%. 30 students are of 2 or more ethnicities, 7%. Two students are of Asian ethnicity, less than 1%. Nineteen students are of African American ethnicity, over 4%. One student is of Native American ethnicity, less than 1%. 334 students are under the ethnicity of white, about 79%.

In the past three years, Weston has had a free and reduced lunch percentage ranging from 75-85. This past school year, 2019-20, the percentage was 77. This has shown a need for Weston to offer universal breakfast and universal snacks.

## Staff

Weston has 25 highly qualified teachers. Most are classroom teachers. Others include specials teachers, speech pathologists and interventionists. Weston has 28 support staff, ranging from a School Nurse to Secretaries and para-professionals.

Staff turnover is low at Weston. Weston has had two teachers chose to leave in the last ten years and one was an out of state move. Weston has had four teachers retire within the last three years. A few teachers have transferred to other positions outside of the building within the last five years, still staying within the district. Three teachers have transferred to Weston from other buildings within the district over the last five years.

28% of teachers have 0-5 years of teaching experience. 24% of teachers have 5-10 years of experience. 28% of teachers have 10-15 years of experience. 20% of teachers have 15 or more years of experience.

Two staff members are of Hispanic ethnicity, almost 4%. 51 staff members are of White ethnicity, about 96%.

## Implications for School Improvement

Weston continues to retain teaching staff. This provides a committed and trained staff dedicated to the education of young students. Retaining teachers may be in part due to Kearsley's Teaching Salary Pay Scale, the second highest in Genesee County. Weston offers teachers professional development that allows for continued development on instructional practices, essential literacy skills, and developmentally appropriate instruction. Next year Weston will offer professional development for teachers on the new ELA Curriculum, Benchmark Advance. Kindergarten Teachers will receive continuous, rigorous training on the Kindergarten Readiness Assessment (KRA).

Weston continues to have students of poverty with a school free and reduced percentage at 77. Next year Weston Staff will continue to have professional development regarding poverty. The Weston Staff have started a book study regarding poverty with Eric Jensen's research. This will continue.

Weston will continue to reflect on ethnic data. The district purchased 500 books for each classroom. Administration and the literacy coach made sure the books had diverse titles with diverse characters. Weston will continue to reflect on academic gaps within student populations. Over the past several years, the staff has reflected on the difference between male and female learners, specifically at young ages.

## **Perception Data:**

### Summary of findings:

#### Student Survey

Due to the age of our students, DK-1, we do not have a student survey.

#### Parent Survey

##### **Highest:**

My child knows the expectations for learning in all classes – 4.45

Our schools provides a safe learning environment – 4.44

##### **Lowest:**

Our school's purpose statement is formally reviewed and revised with involvement from parents – 4.02

Our school provides opportunities for stakeholders to be involved in the school – 4.04

#### Staff Survey

##### **Highest:**

Our school's leaders expect staff members go hold all students to high academic standards – 4.45

Our school provides qualified staff members to support student learning – 4.44

##### **Lowest:**

Our school provides opportunities for students to participate in activities that interest them – 2.89

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (eg. Action research, examination of student work, reflection, study teams, and peer coaching) – 3.0

#### Implications for School Improvement

The survey results show that Weston is doing well sharing student expectations to families and providing a safe school environment. While the scores were not necessarily low, families feel that having the purpose statement formally reviewed (4.02) and having stakeholders involved (4.04) in the school are the lowest. Taking this into consideration, Weston Staff will continue to review the purpose statement and think of creative ways to share it with all stakeholders beyond the district website. Weston has, over the last three years, had a WATCHDOGS Program. This program tries to get males involved in the school. Even with that, the building will reflect on how we can get even more stakeholders involved, all genders.

The lowest item on the survey with staff was in regards to our school providing opportunities for students to participate in activities that interest them. This year we offered an after school program regarding STEM. Next year we will incorporate student goals for the future with careers and the workforce. While using our curriculum with fidelity, the building will continue to reflect on how we can interest all learners within and outside of the classroom.

#### **Achievement Data:**

##### Summary of findings:

#### M-Step Proficiency and Growth

Weston does not administer M-Step as that assessment does not begin in Michigan until 3rd grade. While Weston does not administer it, we reflect on 3-5 data with the district. Our 3-5 Math scores continue to be at the top tier of Genesee County. Our reading scores range from the middle to bottom tier of Genesee County.

#### STAR Reading and Math

#### Proficiency and Growth

#### **Kindergarten Early Literacy**

Spring STAR 2019	
At/Above Benchmark	52%
On Watch	16%

<b>Intervention</b>	19%
<b>Urgent</b>	13%

Weston Kindergarten Students saw a jump in Fall STAR Data at 42% at or above grade level to 52% at or above grade level in the Spring (regarding Early Literacy). This was a raise of 10%.





### First Grade Early Literacy

<b>Spring STAR 2019</b>	
<b>At/Above Benchmark</b>	62%
<b>On Watch</b>	12%
<b>Intervention</b>	18%
<b>Urgent</b>	8%

First grade was at 40% at or above grade level in the Fall and then had 62% at or above grade level in the Spring. This was a raise of 22%. (Early Literacy)

1st Grade administers STAR Math. (Kindergarten does not)

In the Fall, 55% of first grade students were at or above benchmark on the STAR Math Test. In May, 66% of first grade students were at or above benchmark on the STAR Math Test. This is an increase of 11% of students.

<b>At/Above Benchmark</b>				
	At/Above Benchmark	At/Above 357 SS	At/Above 40 PR	146 66%
<b>Category Total</b>			<b>146</b>	<b>66%</b>
<b>Below Benchmark</b>				
	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</b>	<b>34%</b>
<b>Students Tested</b>			<b>221</b>	

Other data - DRA, District Assessments

### 1st Grade DRA 2018-2019

<b>Spring DRA</b>	
% proficient (DRA 18 or above)	46.4%
% partially proficient (DRA 16)	32.4%

Girls proficient	43%
Boys Proficient	58%

1st Grade DRA data showed 46.4% at or above DRA 18. Between percent partially proficient and at or above is 78.8 for 2018-2019. Of the proficient students, 43% were female and 58% were male.

#### Kindergarten DRA 2018-2019

Spring DRA	
% proficient (DRA 4 or above)	28.5%
% partially proficient (DRA3)	52.5%

Kindergarten DRA data showed 28.5% at or above DRA 4. 52.5% of Kindergarten Students were at DRA 3. Combining these two shows 81% of the students were DRA 3 or above. With the proficient students, 32% were female and 17.8% were male.

#### Implications for School Improvement

Weston staff needs to continue to share the love of reading and teach fundamental skills in foundational reading-phonics, phonemic awareness, etc. Kearsley is adopting a new K-5 Program, Benchmark Advance. The hope is this new program will help teachers deliver effective foundation skills to students while offering progression over grade levels, horizontal and vertical curriculum. Weston Staff will continue to study the difference between male and female learners in accordance with reading and writing. Staff will continue professional development with the Literacy Coach through a balanced literacy program and with the State of Michigan Early Literacy Essentials.

DRA specifically shows a low percentage in proficiency, for first at DRA18 and for kindergarten DRA4. Staff has collaborated on why this is the case. Many have said DRA18 is challenging for students due to fluency, timing and because of retelling and the author's message. We have interventions in place to help students with fluency and reading mileage. Kindergarten teachers have shared DRA4 is challenging for students because of sight words and mainly because of retelling, a lot of prompting is needed. Staff will continue to dig deeper regarding this and problem solve.

#### **School Improvement Team Members**

Douglas Hibbs- Principal  
 Kristen Palmer —Parent Advisory Council (PAC/PTO)  
 Nichole Tisch—PAC Representative  
 Kelley Goulish—LLI—District Chair  
 Chrissy Mann—Kindergarten—Math Chair  
 Michelle Cichowicz—Kindergarten—Writing Chair  
 Kelley Goulish—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 2019-2020 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!

We were very sorry to see the year discontinue within the building mid-March. Weston Staff missed students dearly. With this said, Weston Staff offered Distance Learning from March 2020 to June 2020 through a variety of ways—Distance Learning Paper Packets that aligned with our curriculum, Zoom Meetings, Feedback, MobyMath, Reading Eggs, Bloomz, Remind101, ClassDojo and RAZ kids to name most items. Weston Staff would like to formally thank parents/guardians and other family members for assisting with at home learning—thank you!

Sincerely,

Douglas Hibbs  
Principal, Weston Elementary School

