

**Weston Elementary School  
Annual Report  
2021-2022**



**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

February 14, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 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 Kasie Allen, 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 <https://bit.ly/39vuNQe>.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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. We are continuously working to improve at Weston. Our focus continues to be on improving proficiency in the core areas of Reading, Writing, and Mathematics. In order to further meet the needs of our students, our school has been focusing professional development activities on integrating the Essential Instructional Practices in Literacy to impact all students as well as close achievement gaps. Other building initiatives and programs at include:

- MTSS (Multi-Tiered System of Supports) plan for struggling students
- Instructional coach to support instruction in the classroom
- Math Bridges Curriculum, Number Corner, Counting Collections to improve mathematical thinking
- Benchmark Curriculum for Reading and Writing, as well as supplemental materials for differentiation.

Further 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.

State law requires that we also report additional information.

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

#### English Language Arts

**Goal:** Weston will increase ELA proficiency to (65%) by June 2027, as measured by STAR Early Literacy/Reading

Prior to the identification of this goal, the reading and writing goals were as follows:

- All students will be proficient in reading.
- All students will be proficient in writing.

## **Math**

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

For ELA and Math, several assessments are used to gauge progress toward goals. Proficiency is shown in the following tables from the three previous school years in DRA3 and STAR. We continue to explore MTSS (Multi-Tiered System of Supports) as a means to meet the needs of students who are not yet proficient. We have also undertaken long-term professional development initiatives that will impact Tier 1 instruction. Instructional coaching is also being utilized to support teachers in enhancing instructional practices across tiers, as well as guide teachers in their use of formative and summative data to adjust instruction.

DRA3 is the district wide reading assessment given to all students K-3 in May. Spring, 2020 Data is unavailable due to the Covid-19 shutdown.

### **Spring Kindergarten DRA DATA**

<b>DRA</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>	<b>2022</b>
% proficient	29%	n/a	18%	26%
% partially proficient	53%	n/a	53%	50%

### **Spring First Grade DRA DATA**

<b>DRA</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>	<b>2022</b>
% proficient	46%	n/a	39%	35%
% partially proficient	32%	n/a	31%	17%

In 2021, instructional time was reduced due to a hybrid model of instruction that was developed to meet return to school guidelines in response to the Covid-19 pandemic. We believe that this had an impact on proficiency levels.

### **Kindergarten STAR READING/EARLY LITERACY DATA**

	<b>2019</b>	<b>2020*</b>	<b>2021</b>	<b>2022</b>
% At/Above Benchmark	52%	n/a	49%	54%
% On Watch	16%	n/a	17%	17%
% Intervention	19%	n/a	19%	12%
% Urgent Intervention	13%	n/a	15%	16%

\*Kindergarten students took the STAR MATH assessment for the first time in spring, 2021. Prior to this, the STAR Math data for Kindergarten was gathered using the handful of math questions of the STAR Early Literacy assessment.

### **First Grade STAR READING/EARLY LITERACY DATA**

	<b>2019</b>	<b>2020*</b>	<b>2021</b>	<b>2022</b>
% At/Above Benchmark	62%	n/a	69%	35%
% On Watch	12%	n/a	7%	17%
% Intervention	18%	n/a	13%	24%
% Urgent Intervention	8%	n/a	11%	23%

### **Spring First Grade STAR MATH DATA**

<b>DRA</b>	<b>2019</b>	<b>2020*</b>	<b>2021</b>	<b>2022</b>
% At/Above Benchmark	66%	n/a	49%	69%
% On Watch	14%	n/a	17%	13%
% Intervention	11%	n/a	17%	9%
% Urgent Intervention	10%	n/a	17%	10%

\*Spring, 2020 STAR Data is unavailable due to the Covid-19 shutdown.

### **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.

### **SPECIALIZED SCHOOLS**

#### **Special Education Services**

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-26, are available to Kearsley Community School District 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.

Specifically, through the GISD, the following are available:

- Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments)
- Early childhood programs and services
- Marion Crouse Instructional Center
- GISD Transition Center
- Michigan School for the Deaf (MSD)

Just under 500 students receive special education programs and/or services at Kearsley Community Schools. This includes support for students with autism spectrum disorder, cognitive impairments, emotional impairments, learning disabilities, speech and language impairments, and other disabilities. This is a similar number to the previous school year.

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 state assessments (MSTEP). 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 revisit developed curriculums to ensure alignment with Michigan's K-12 Academic Standards. 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.

**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. The 3-8 Michigan Summative 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.

**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 implement a curriculum called Bridges in Mathematics, a program heavy on number sense, number corner, and learning hands-on. 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>
2018-2019	91%	90%	93%
2019-2020*	71%	68%	73%
2020-2021**	82%	84%	80%
2021-2022	84%	82%	76%

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

\*\*Conferences held virtually only

### **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 following are some ways parents are involved at Weston:

- PTO Monthly meetings
- Fall and Spring Parent-Teacher Conferences
- Summer Kick-Off/Family Night (Title I and 35a5 funded)
- March is Reading Month Activities, including One Book, One School (Title I funded)
- Kids Read Now Program
- Several fundraisers to support Weston

### **Implications for School Improvement**

Weston staff will continue to share the love of reading and teach fundamental skills in foundational reading-phonics, phonemic awareness, etc. Kearsley adopted new K-5 ELA materials, Benchmark Advance in 2019 to 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.

In closing, at Weston Elementary we will continue to implement improvements that enable us to meet the needs of all our students. Our overall goal is for student proficiency in all content areas, and the staff is dedicated to delivering a standards-based curriculum through high-quality instruction. With a continued focus on improving instruction and curriculum, I look forward to the long-term growth and success at Weston Elementary. Overall, we had a very successful 2020-2021 school year, thanks to the hard work of our staff, students, parents, and community. The Weston Staff would like to formally thank parents/guardians and other family members for all they did to support student learning and school initiatives.

Sincerely,

Sarah Wood  
Principal, Weston Elementary School  
2499 Cashin St.  
Burton, MI 48506  
Tel: (810) 591-8483