

**Weston Elementary School
Annual Report
2013-2014**



Weston staff is dedicated to promoting life-long learning in order to prepare our students for success in a rapidly changing society, by fostering self-confidence, independence and overall academic growth in each child through a developmentally appropriate, literacy-rich, safe, caring school community.

School Annual Education Report (AER) Cover Letter

June 20, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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 Jennifer Bjorkman, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.kearsleyschools.org or you may obtain a copy from the Weston office.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus schools is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels. Due to the grade levels, no MEAP scores are reported for Weston Elementary. In addition, there is no Top-to-Bottom ranking reported for Weston.

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. 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

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Writing

Goal: All students will be proficient in writing.

This goal was continued from last school year 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: 75% of all students will demonstrate a proficiency in writing in English Language Arts by 6/13/2014 as measured by district writing assessments.

Strategy: Improve readability and content in writing.

Weston teachers will differentiate instruction using writing workshop. Teachers will implement units of study based on the MAISA Language Arts units for writing in order to improve the content (ideas and organization) and readability (conventions) of student writing.

Writing Activities:

- Worked with the district curriculum department to continue to align curriculum documents, materials and assessments with the Common Core State Standards.
- Implemented 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
- 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 kindergarten students at the end of the school year.
- 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.

The following graph of the Observation Survey data is used both in writing and reading to track student progress for both the reading and writing goals and interventions. It is also utilized to determine student placement for literacy interventions (Reading Recovery, Leveled Literacy Intervention, and Title 1 support) in the fall.

Kindergarten Observation Survey			
Kindergarten Spring to Spring Compare	2012-13	2013-14	2013-14
	Stanine 5 and above Spring of Kindergarten	Stanine 5 and above Spring of Kindergarten	Stanine 4 (Almost there) Spring of Kindergarten
Letter Identification	84%	86%	5%
Ohio Word Test	66%	73%	15%
Concepts About Print	82%	84%	9%
Writing Vocabulary	86%	86%	8%
Hearing and Recording Sounds in Words	77%	74%	12%

This graph of the Kindergarten Observation Survey represents student performance after a year in Kindergarten. Percentages reflect the number of students performing at a stanine 5 or above in each category. Last year new stanines were implemented, so data from the past two years was compared for consistency with the new stanines for proficiency. In addition to high quality instruction and interventions, the continuation of a full day kindergarten program helped support our students' achievement on the Observation Survey. The most dramatic increases occurred in Ohio Word Reading, which increased by 13% from last year.

This year, Weston implemented new writing prompts to correspond with the writing curriculum and assessment program that was consistent from kindergarten through eighth grade in Kearsley. Writing common assessments were scored using the Lucy Calkins writing rubrics. Weston students were administered pre-tests in the fall for narrative, opinion, and informational writing. Post assessments were given at the completion of each unit, thus measuring what students learned during instruction, rather than measuring their growth for the year. This shift in

thinking helped us begin to use our common assessments to support instruction and intervention in addition to using them as a measure for student growth in writing.

The following graphs show the disaggregated data for our Weston students in the both the pre- and post-assessments for narrative, opinion, and informational writing.

Narrative Writing Assessments 2013-14

% proficient	All Students	Male	Female	Black	Hispanic	White	F&R Lunch	Paid Lunch	DIS-SP&L	No SPED	Title I	No Title I
Kdg Narrative Pre-Test	0	0	0	0	0	0	0	0	0	0	0	0
Kdg Narrative Post Test	32.5	29.4	36.5	33.3	8.3	34.3	22	50	11.8	35.3	16.3	47.1
1st Grade Narrative Pre-Test	2.2	1.5	3	0	0	2.5	0	5.6	0	2.5	0	3.7
1st Grade Narrative Post Test	41.8	34.8	51.2	41.7	53.8	42.2	30.9	55.3	25	44.3	28.9	54.5

This narrative pre-test data indicates that our kindergarten students have very little knowledge of the writing process when they enter kindergarten. Although our first grade students have knowledge and skill in writing, when they enter first grade, they are not at the end of year benchmarks. Our data for writing indicates that there are some achievements gaps for our sub-groups, in particular our first grade boys, students receiving speed and language services, and our economically disadvantaged students. The post assessment for narrative writing was given in March of 2014. In the past, we administered the assessment at the end of the year to show a year's worth of growth. As stated earlier, we are moving toward using our assessments as a guide for instruction and intervention, so assessing after the unit was taught allows us better support our students throughout the year.

Opinion Writing Assessments 2013-14

% proficient	All S	Male	Female	Black	Hispanic	White	F&R L	Paid L	DIS-SP&L	No SPED	Title I	No Title I
Kdg Pretest Opinion	0	0	0	0	0	0	0	0	0	0	0	0
Kdg Post-Test Opinion	76.8	74.6	79.8	77.8	58.3	77.7	71.8	86.6	58.8	80.9	67	85
1st Pretest Opinion	0.5	0.8	0	0	0	0.5	0	1.1	0	0	0	0.8
1st Post-Test Opinion	59.6	58.3	61.2	41.7	61.5	61	47.7	75.3	38.9	61.5	48.6	69.8

With the shift to the Common Core State Standards and the new MAISA units of study, Weston teachers and staff implemented a new unit of study on opinion writing for our kindergarten and first grade students. Pre-test data indicates that our students were not familiar with opinion writing prior to the teaching of this unit. For opinion writing post-assessments, the data indicates that there are significant gaps for our economically disadvantaged students and our students receiving speech and language support. There is a minimal gender gap for this genre of writing.

Informational Writing Assessments 2013-2014

% proficient	All S	Male	Female	Black	Hispanic	White	F&R L	Paid L	DIS-SP&L	No SPED	Title I	No Title I
Kdg Pretest Informational	0	0	0	0	0	0	0	0	0	0	0	0
Kdg Post-Test Informational	86	84.8	87.5	100	75	86.1	79.5	97	64.7	90.3	75.8	94.5
1st Pretest Informational	0	0	0	0	0	0	0	0	0	0	0	0
1st Post-Test Informational	60.5	57.6	64.3	50	76.9	60.6	49.6	75	27.8	63.8	43	76.7

Pre-test data indicates that our students had minimal knowledge of informational writing prior to teaching the unit. Achievement gaps exist for our students from economically disadvantaged backgrounds and students receiving speech and language support services.

This year was the first year using the new writing units of study, writing assessments, and scoring rubrics. We will review and modify our practices to meet the needs of our students, including aligning the units of study with the assessments and ensuring that the language of the rubric is clear. We look forward to next year when we can compare data over time to determine the effectiveness of our writing program at Weston.

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 using the MAISA writing units of study.
- 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 paraprofessional 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.
- 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.

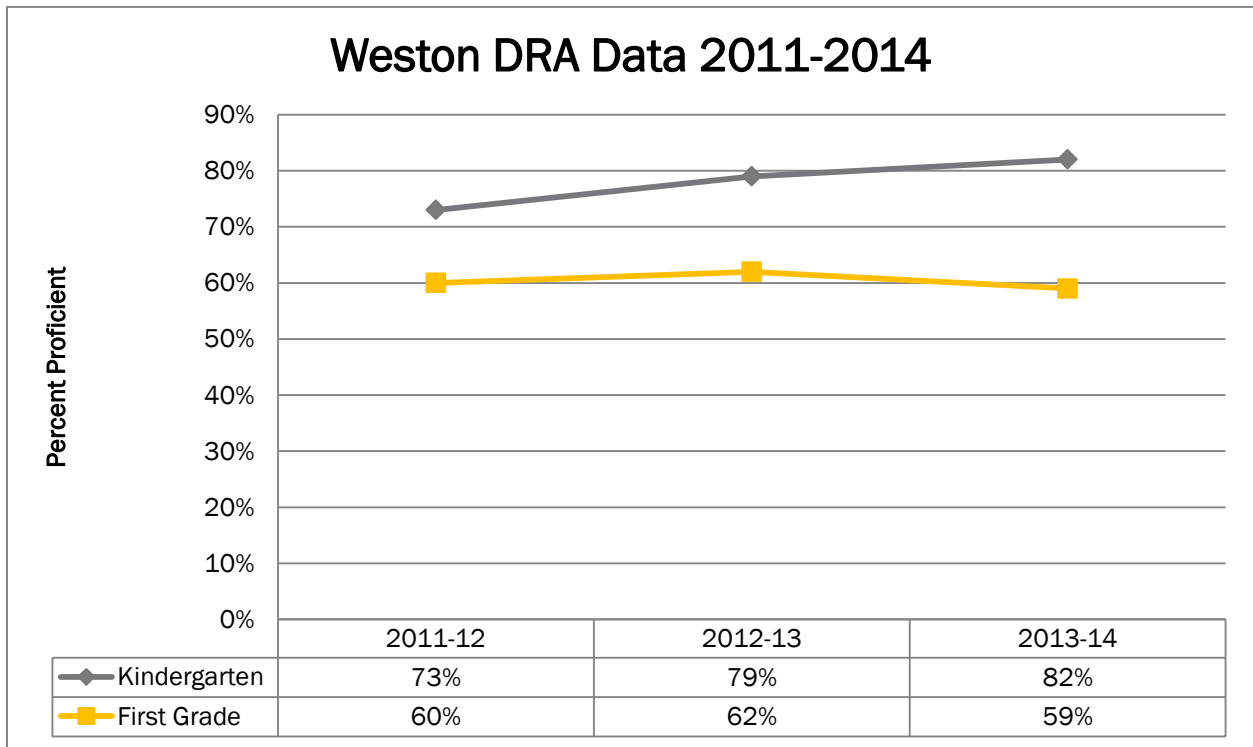
This goal is a continuation from previous years. The essence of the goal was derived using Observation Survey data, STAR and DRA data in order to identify areas for instructional focus. The activities were designed to address needs for both kindergarten and first grade.

Objective: 71% of all students will demonstrate a proficiency in reading in English Language Arts by 6/13/14 as measured by the Developmental Reading Assessment 2 (DRA2) with a yearly increase of 1.8%

Activities:

- Implemented the MAISA reading units of study for kindergarten and first grade.
- 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.
- Implemented a literacy component to our food backpack program. Each week targeted students received a backpack full of groceries and a new or gently used book.

DRA Reading Assessment Data



DRA2 is the district wide reading assessment given to all students K-5 in May. In our second year of implementation of full day kindergarten, we saw an additional 3% increase with kindergarten students achieving proficiency as evidenced by the DRA2. First grade scores have remained relatively consistent over the past few years.

Kindergarten Sub-Group Analysis of DRA2 Data

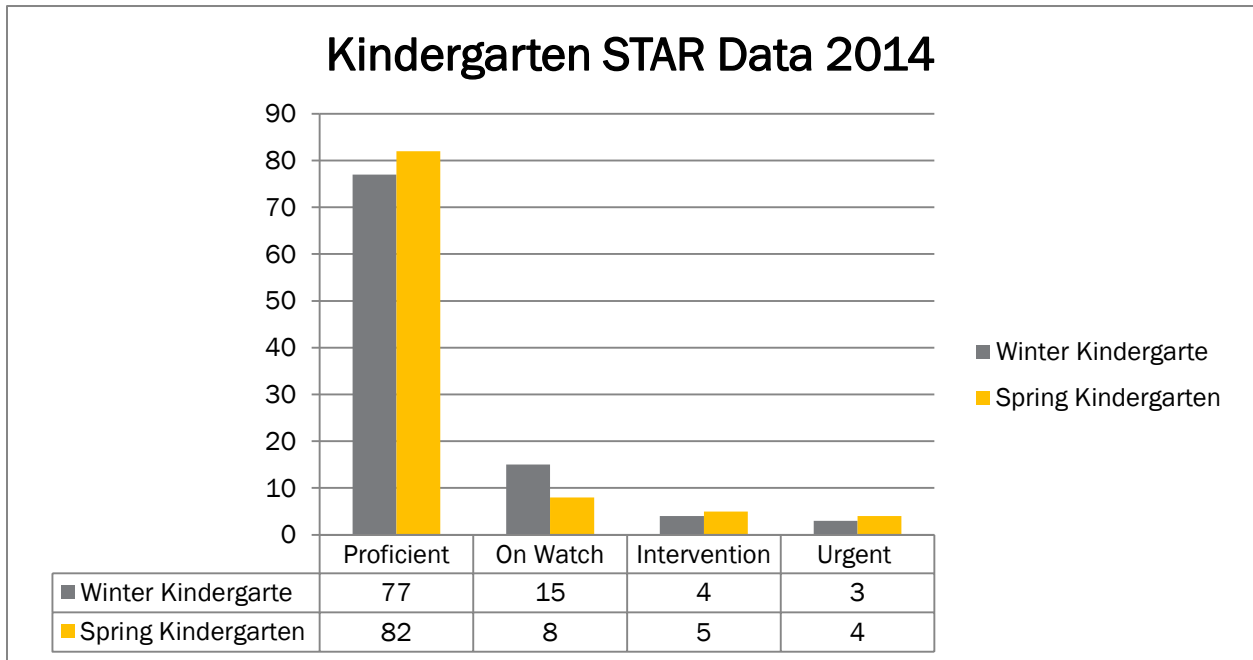
%prof	All S	Male	Female	Black	Hispanic	White	F&R L	Paid L	DIS-SP&L	No SPED	Title I	No Title I
DRA— Jan	71.3	70.6	72.1	70	66.7	84.6	61	92.3	52.9	74.1	46.7	92.4
DRA— May	82.4	83.6	80.9	75	33.3	73.8	76.4	95.5	64.7	85.6	64.1	97.3

Sub-group analysis of kindergarten DRA2 data indicates that there is an almost 20% achievement gap for students from an economically disadvantaged household and for our students receiving speech and language services.

First Grade Sub-Group Analysis of DRA2 Data

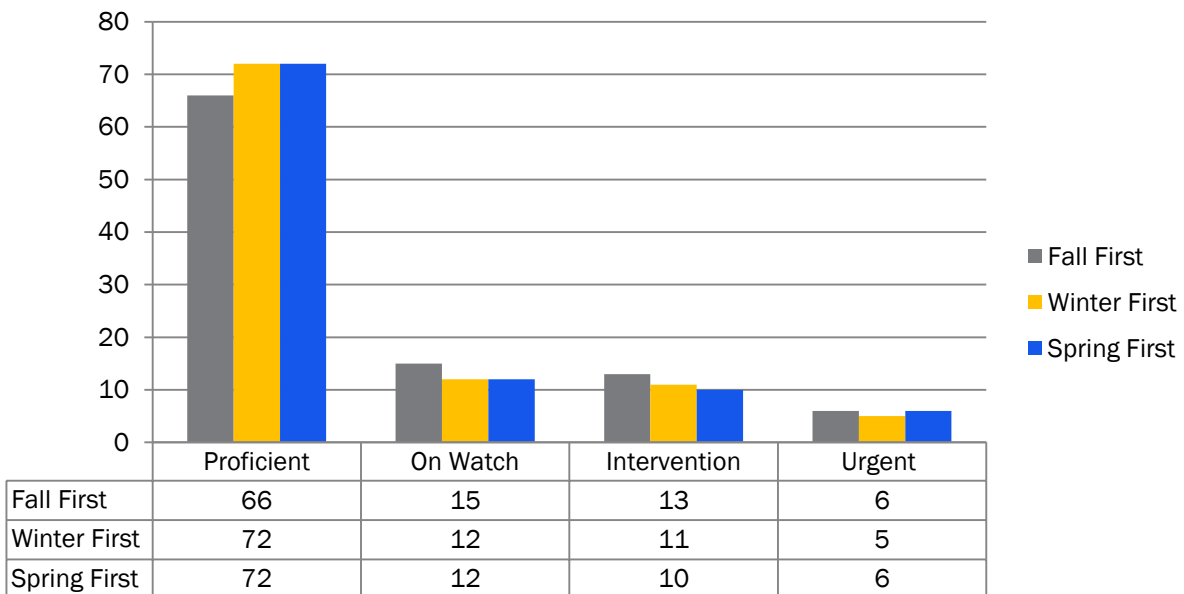
%prof		All S	Male	Female	Black	Hispanic	White	F&R L	Paid L	DIS-SP&L	No SPED	Title I	No Title I
DRA— Fall		40.6	37.9	44.2	33.3	38.5	41.3	32.8	48.2	22.2	42.5	18.5	62.2
DRA— Jan		60.7	56.3	66.3	66.7	76.9	59.3	54.3	67.1	22.2	42.8	34.3	85.3
DRA— May		58.5	55.9	61.8	58.3	61.5	58.3	52.3	69.4	27.8	61.3	32.7	81.1

Sub-group analysis of first grade DRA2 data indicates that the gender gap decreased by the end of the school year to just below 6% for girls outperforming boys. We continue to see significant gaps for our economically disadvantaged and our speech and language students.



This year we implemented STAR Early Literacy at Weston Elementary. Kindergarten STAR Early Literacy Data aligns with the DRA2 scores, showing that 82% of kindergarten students have reached grade level expectations in reading.

First Grade STAR Data 2013-2014



First grade STAR Early Literacy showed that 72% of students were proficient. In comparison, DRA2 showed that only 59% of students were proficient. As we become more familiar with the STAR assessment program, we hope determine what is causing the disparity between the two assessment scorings. There are many variable, including the online format of STAR and the retelling component of DRA2 that could allot for this discrepancy in scores.

Reading Data Implications for School Improvement:

- 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 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: 77% of all students will demonstrate proficiency in mathematics by 6/13/14 as measured by STAR assessment with a yearly increase of 1%.

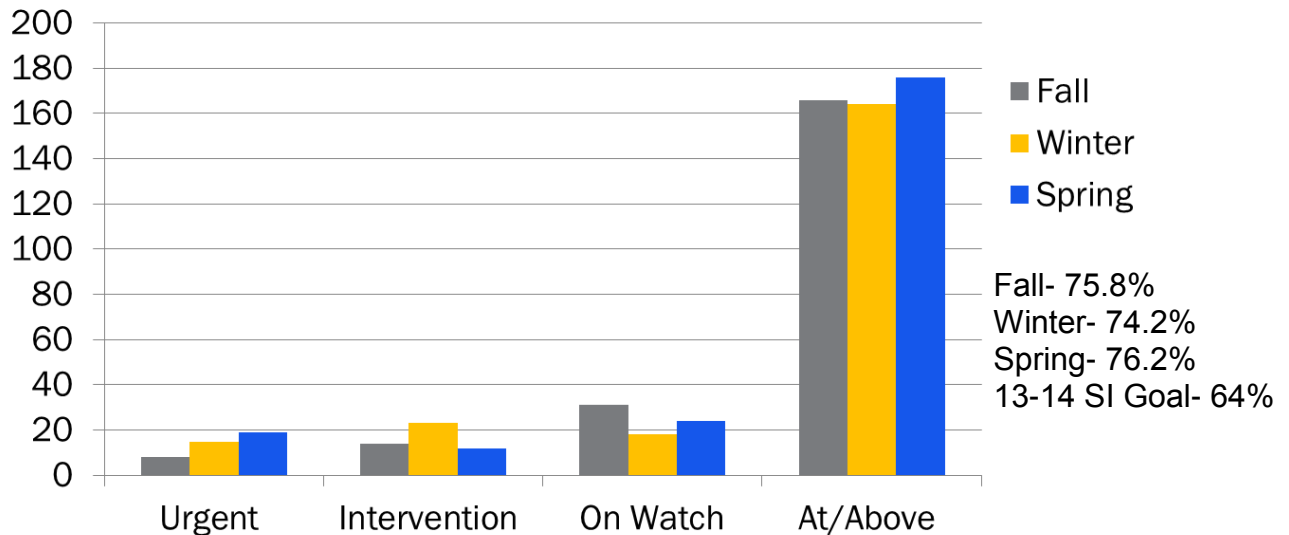
Strategy: Weston teachers will differentiate instruction through math workshop and best practice.

Activities:

- Participated in training on math workshop.
- Implemented the Georgia Department of Education Math Units of Study
- Worked with the curriculum coordinator to develop a pacing guide for math units and first grade common assessments.
- Received professional development training on the Georgia Department of Education Math Units of Study
- 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.

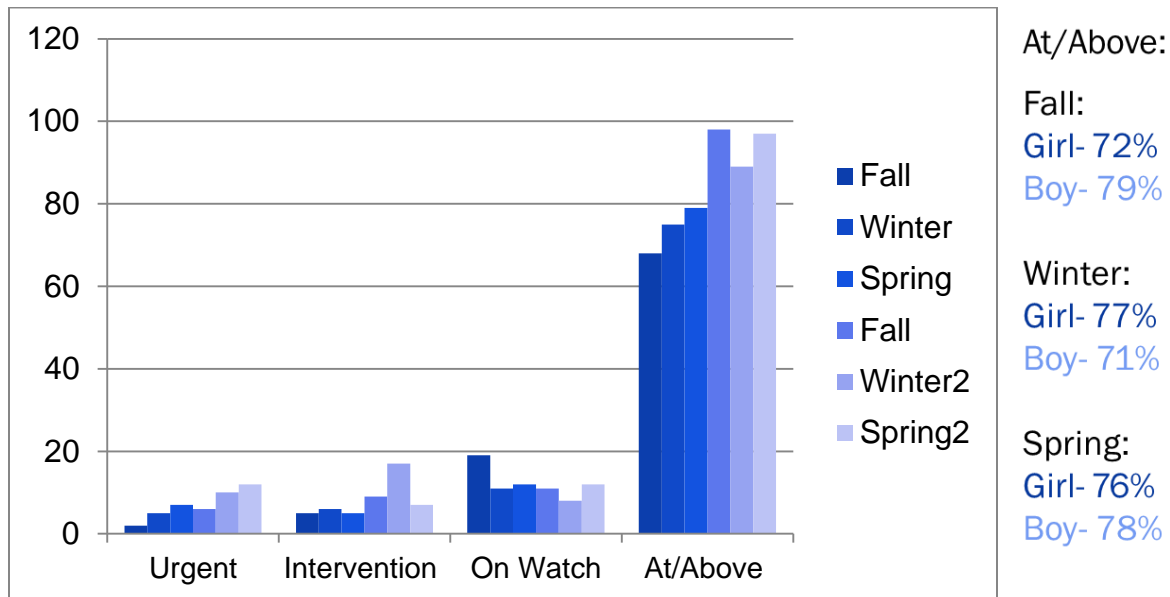
- Administered local marking period assessment to our kindergarten students and STAR Early Literacy which includes an early numeracy component.
- Used STAR Math reports to guide us in instructional and intervention planning.
- Reviewed math data throughout the year to determine instructional needs and 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.
- Increased math instructional and intervention time to seventy minutes per day in each classroom.

STAR Math First Grade Assessment Data



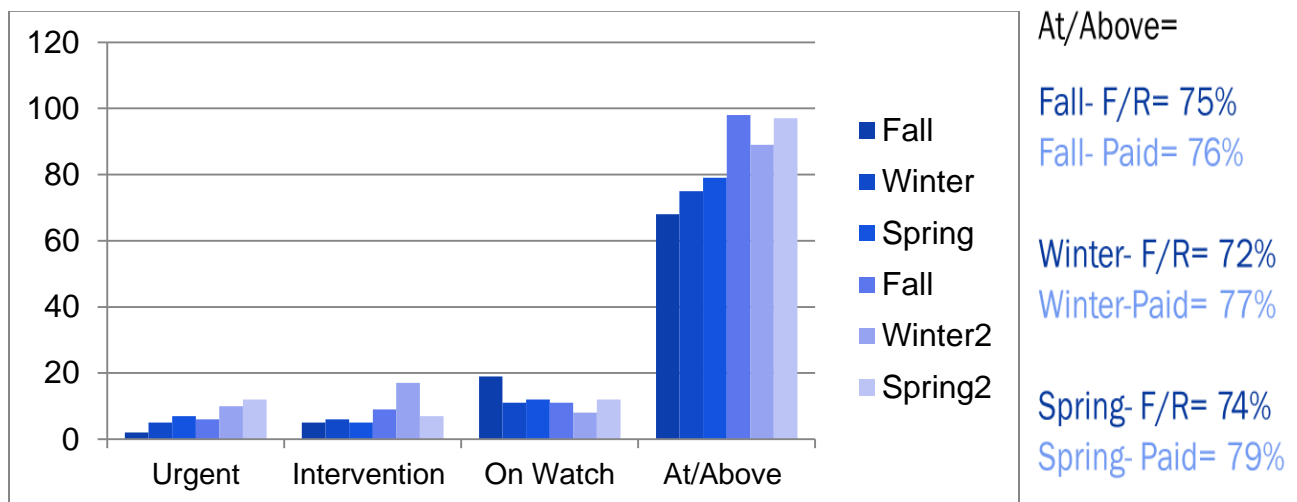
First grade STAR testing indicated that 76.2% of students met grade level benchmarks at the end of the year.

STAR Math First Grade Disaggregated Data by Gender



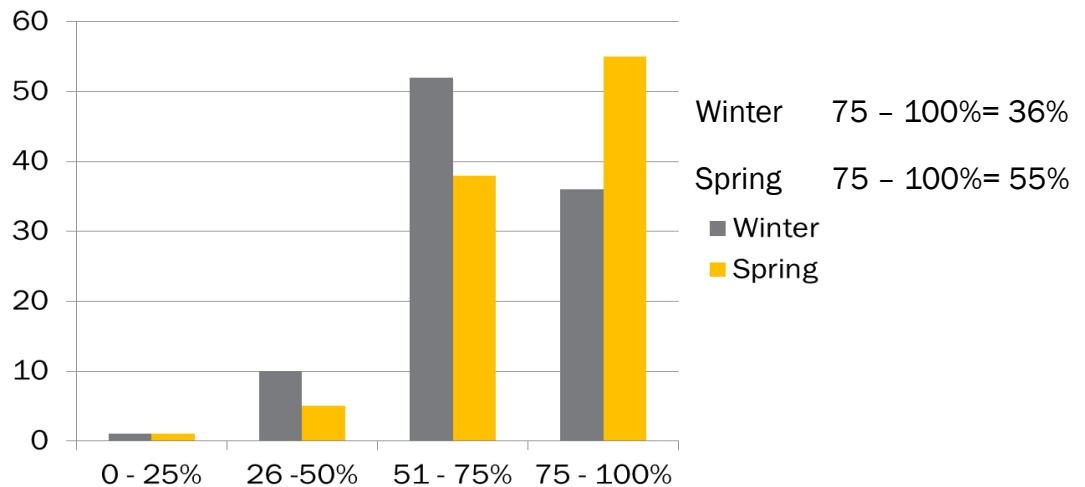
The gender gap for first grade according to STAR testing was minimal, ending with a 2% gap at the end of the year.

STAR Math First Grade Disaggregated Data by Economically Disadvantaged



The achievement gap for students from the economically disadvantaged sub-group is 5%.

Kindergarten STAR Early Numeracy



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.

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 use the Georgia Department of Education Math Units of Study.
- Continue to provide professional development opportunities to support the use of the Georgia Department of Education Math Units of Study.
- Implement common math assessments that align with the Georgia Department of Education Math Units of Study for kindergarten.
- Adjust common math assessments that align with the Georgia Department of Education Math Units of Study for 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.

1. 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.

2. 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 April Yorks, Curriculum Coordinator at ayorks@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 2013-2014 school year, teams of teachers in grade K-8 continued to work on aligning the curriculum and materials with the new Common Core State Standards (CCSS). The CCSS 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 2013-2014, teachers 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 2013-2014 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.

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 2013-2014 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, this year teachers implemented the Georgia Department of Education Math Units of Study. In addition, Weston teachers completed a book study on Math Work Stations by Debbie Diller in an effort to deepen their understanding of math workshop and math workstations. Several Weston teachers also imitated another book study on Nicki Newton's book Guided Math. The

kindergarten and first grade teachers attended professional development sessions led by Dr. Nicki Newton to further understand the depth of knowledge that the CCSS requires of our 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.

Social Studies Curriculum

Social Studies curriculum development at all levels K-12 continues to be focused on the GLCEs (Grade Level Content Expectations) and the HSCEs (High School Content Expectations) and their impact on curriculum and instructional alignment. In addition, the new CCSS (Core Curriculum State 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.

The Michigan Citizenship Consortium Curriculum has been used as a framework for curriculum at Kearsley. This framework allows for an aligned curriculum K-11 in social studies with each year building a foundation for students for the next year. During the 2013-14 school year, the instructional units and supplementary materials, where available, continued to be implemented in grades K-7 and used as a framework for 8th grade US history, 9th grade US History and Geography, 10th grade World History and Geography, and 11th grade Civics and Government and Economics.

In the elementary grades, the MiC3 (Michigan Citizenship Consortium Curriculum) is used to organize the units of instruction for the year.. As lessons become available, teachers will blend the lessons from this year with the MiC3 lessons. Assessment will also be the focus of work for next year. Next year, teachers will continue to implement the units and lessons and work to develop accompanying assessments.

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

Results for DRA2, Observation Survey, 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>
2009-2010	90%	92%	88%
2010-2011	95%	97%	93%
2011-2012	91%	91%	92%
2012-2013	92%	91%	95%
2013-2014	92%	93%	92%

Parent Teacher Organization (PTO) Officers for 2013-2014

Rebekah Boggs—President

Joe McCormick—Vice-President

Christy Woods—Treasurer

JoAnn Jones—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

Building Staff Development

Curriculum/ Professional Development

- iPad training provided by technology support personnel from Kearsley Community Schools
- Math Units of Study, Math Workshop, and Math Work Stations
- Writing Units of Study and writing rubric training
- Reading Units of Study with the literacy coach

- Collaborated Tier 1 and Tier 2 intervention during Data Days
- Reading Workshop Teacher Lab—Mini-lessons, and conferring, assessment in the reading workshop

Additional Staff development

- Grade Level Team Data Days
- 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 review with GISD trainer, Nicolette Sheff

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.
- Teachers used traveling Smart Boards in general education, special education, and science classrooms. Smart boards were used to enhance instruction.
- 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.
- Weston continued the successful implementation of an electronic report card system, using a standards-based format.
- Teachers utilized desk-top computers on a daily basis for communication purposes, daily attendance, and grade reporting.
- Teachers received training on our new program, Synergy. Synergy is used for reporting attendance, grading, and creating report cards.
- Teachers input common assessment scores into our data management system, Datawise. Administrators and literacy coaches used Datawise to prepare data reports for monitoring student achievement and supporting goal planning.
- All certified staff received iPads this year for use in the classroom to support instruction and as a data collection tool.
- 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 the IXL program or Moby Max to enhance their math skills.
- Building administrator utilized Synrevoice to disseminate parent information.
- The GENNET / ITV lab is available for teachers and students to do projects, take virtual field trips or connect with other classrooms outside of the district.

- All staff received training in the use of iPads for instruction.
- A couple teachers received technology awards through the Donor's Choose program, including mini-iPads and iPods.
- 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 were added to Weston at the end of the year, which we will use with our students next year.

School Improvement Team Members

Jennifer Bjorkman- Principal

Theresa Lillywhite—Parent Advisory Council (PAC) Representative

Christy Woods—PAC Representative and District SI Team

Chrissy Mann—District Chair—Kindergarten—Math Co-Chair

Karen Aagesen—First Grade – Math—Co-Chair

Kara Webster—First Grade—Math Co-Chair

Kourtney Lobsinger—Reading Recovery and LLI—Writing Co-Chair

Annette Laureto—Reading Recovery and LLI—Reading Co-Chair

Sarah Pagogna—Kindergarten—Reading Co-Chair

Michele Eggleston—Counselor

Amy Nagy—Special Education Teacher Consultant

We had a very successful 2013-2014 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,

Jennifer Bjorkman
Principal, Weston Elementary School