



Weston Elementary School

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.

Weston Elementary School
Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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, accountability and teacher quality. If you have any questions about the AER, please contact Douglas Hibbs, Principal, for assistance.

The Weston Elementary Annual Education Report is available for you to review electronically by visiting the Kearsley Schools webpage: www.kearsleyschools.org or you may obtain a copy from the Weston office. You may view a copy of the Weston Combined report on the following web site <https://goo.gl/wqW8C5>

For the 2016-17 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 one 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.

Key challenges facing Kearsley High School include enrollment, funding, and assuring achievement of all students in all subject areas. The High School 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.

- Multi-Tiered System of Support with a focus on good classroom instruction, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Monitoring of student achievement through formative, interim and summative assessments
- Realignment of curriculum, instruction, and assessment to meet the Michigan K-12 Standards.

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 the following 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. All K-1 students in the Kearsley District attend Weston Elementary School. Weston has one morning section of developmental kindergarten.

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: 77% of all students will demonstrate a proficiency in writing in English Language Arts by 6/13/2017 as measured by district writing assessments that are supported by MAISA Units.

Focus Strategies for Writing Goal: (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 Interventions-Classroom teachers and intervention staff will provide supplemental interventions for targeted students in order to increase their proficiency in 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 first grade students at the start of first grade and at the end.
- 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.
- Disaggregated data from rubrics to see needs of student instruction

For the 2016-17 school year, Weston continues to develop the MAISA Units of instruction and provide the best instructional practices for our students. Weston is in the third complete year of implementation with the MAISA Writing Units and using Calkins Rubrics to support instruction.

Weston kindergarten students continue to show low knowledge of the writing process as they enter kindergarten in the fall. This is evident as our pre-assessment data shows 0% mastery in all core writing areas—opinion, informational, and narrative. The post assessments show a large percentage of growth as staff is committed to the process and common goal of making all students proficient in writing while have a common curriculum.

Staff continues to disaggregate the data to find what Weston students need. The Writing School Improvement Team Leader investigated data to find that kindergarten and first grade students are building solid ideas while finding the most challenges with structure according to the Calkins Rubric. The data shows a gender gap with more female students being proficient in writing. This data will continue to be investigated in regards to structure and male learners.

Below you will find the data in writing for our students for the 2016-17 school year—

<u>Kindergarten Pretest Narrative</u> 0% Mastered / 100% Not Mastered	<u>Kindergarten Post Test Narrative</u> 63% Mastered / 37% Not Mastered
Boys 0% Mastered / 100% Not Mastered	Boys 63% Mastered / 37% Not Mastered

Girls 0% Mastered / 100% Not Mastered	Girls 63% Mastered / 37% Not Mastered
<u>1st Grade Pretest Narrative</u> 0% Mastered / 100% Not Mastered	<u>1st Grade Post Test Narrative</u> 72% Mastered / 28% Not Mastered
Boys 0% Mastered / 100% Not Mastered	Boys 61% Mastered/ 39% Not Mastered
Girls 0% Mastered / 100% Not Mastered	Girls 86% Mastered/ 14% Not Mastered

<u>Kindergarten Pretest Opinion</u> 0% Mastered / 100% Not Mastered	<u>Kindergarten Post Test Opinion</u> 73% Mastered / 27% Not Mastered
Boys 0% Mastered / 100% Not Mastered	Boys 73% Mastered / 27% Not Mastered
Girls 0% Mastered / 100% Not Mastered	Girls 74% Mastered / 26% Not Mastered
<u>1st Grade Pretest Opinion</u> 0% Mastered / 100% Not Mastered	<u>1st Grade Post Test Opinion</u> 73% Mastered / 27% Not Mastered
Boys 0% Mastered / 100% Not Mastered	Boys 68% Mastered/ 32% Not Mastered
Girls 0% Mastered / 100% Not Mastered	Girls 84% Mastered/ 16% Not Mastered

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 an 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.
- 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: 73% of all students will demonstrate a proficiency in reading in English Language Arts by 6/13/17 as measured by the Developmental Reading Assessment 2 (DRA2) with a yearly increase of 2.0%

Focus Strategies for Reading Goal:

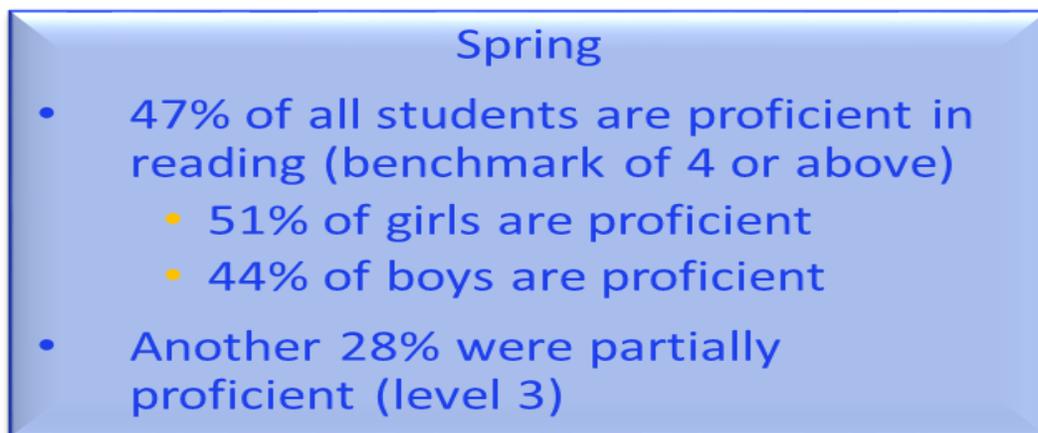
- Reading Workshop-Weston teachers will differentiate instruction using Reading Workshop to help all students reach grade-level state standards.
- Reading Intervention-Intervention staff will provide extended learning opportunities and supplemental interventions for targeted students in order to increase their proficiency in reading

Activities:

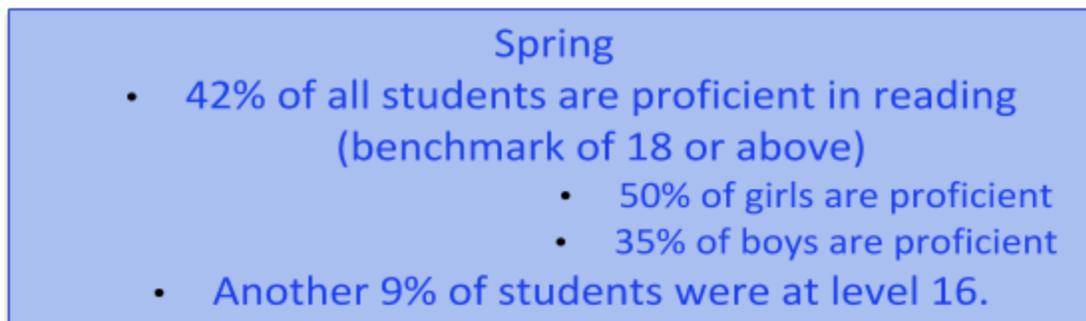
- Implemented the MAISA reading units of study for kindergarten and first grade.
- Implemented the use of STAR Early Literacy online assessments as a universal screener for all students in kindergarten and first grade.
- Provided training for all new teachers in the use of DRA2.
- Continued Tier 1 and 2 Interventions during targeted intervention time based on student achievement data.
- Provided Reading Recovery and Leveled Literacy Intervention programs for the most struggling readers in first grade.
- Provided teachers with training in reading workshop through a lab classroom experience. Topics for training included mini-lessons, conferring, and assessments.
- Continued implementation of reading workshop in all classrooms.
- Repeated reading of Sulzby books were used in kindergarten classrooms to provide opportunities for students to reread and retell during reading workshop.
- Purchased mentor text for each classroom to support the reading units of study.
- Purchased books for classroom libraries through the generous donation of our Weston Parent Teacher Organization.
- Collaborated with and received instructional support from the literacy coach in order to increase student achievement in reading.
- Invited families to attend literacy night events to provide parents with activities and strategies to support and challenge their students in reading and writing.
- Continued the use informational text to support students in science and social studies, through an increased amount of time spent on the instruction of non-fiction text and academic vocabulary.

- Used Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Provide Books that have a series in order for first grade students to have close reading and allow for character study
- Provide Electronic books for students at their reading level through RAZ Kids (A Reading A to Z Program)
- Offer a reading block with WIN Intervention Time in Reading: Put an uncompromised focus on reading

Data for the 2016-17 School Year—



This chart above shows that 47% of Kindergarten Students were proficient in reading according to the DRA2 Assessment. In 2014-15 the end of the year benchmark for kindergarten students was DRA Level 3. In 2015-16 the end of the year benchmark for kindergarten was moved to DRA Level 4. Thus, in 2016-17 the end of the year benchmark is DRA 4. Weston continues to raise expectations for students. With this expectation move, Weston has seen more students achieve DRA Level 3. The reading proficiency scores show a gender gap in kindergarten with a difference of 7% more girls showing proficiency.



This chart above shows 42% of First Grade Students were proficient in reading according to the DRA2 Assessment for the 16-17 School year. The 2016-17 school year was the first year where the benchmark at the end of the year was DRA Level 18. In previous years the end of the year benchmark was DRA Level 16. If the students at level 18 and level 16 were combined it would be 51%. Weston continues to find ways to improve reading instruction

and instruct male learners with reading and writing. The gender gap for reading in first grade is -15% for the male learners.

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 with use data from the STAR Early Literacy assessment to evaluate student reading achievement, monitor progress, inform instruction, and prescribe interventions.
- Provide more level texts for classroom use and the literacy library.
- Provide mentor text to all classroom teachers to align with the new reading units of study.
- Train and review DRA2 protocols with all teachers.
- Invite families to attend literacy night events to provide parents and guardians with activities and strategies to support and challenge their students in reading and writing.
- Utilize the expertise of the literacy coach to work with teachers to enhance classroom instruction and interventions.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to build awareness of the gender performance gap for struggling boy readers and writers. Articles and research on the difference between boys and girls with regards to school structures and growth and development will be shared at staff and grade level team meetings.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.
- Continue to provide books to targeted students through the food backpack program.

Math

Goal: All students will be proficient in math.

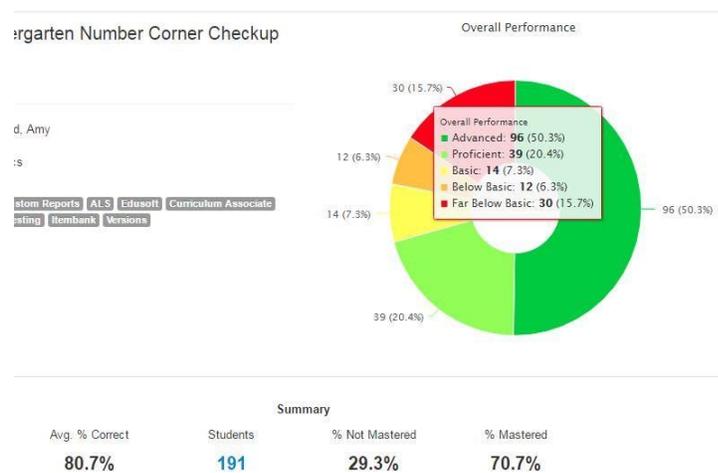
Objective: 80% of all students will demonstrate proficiency in mathematics by 6/13/17 as measured by STAR assessment with a yearly increase of 1%.

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

Activities:

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

Math data for the 2016-17 School Year—



Kindergarten Number
Corner 4 Checkup
 191 Total students
 135 Advanced/Proficient
 71%
 74/104 Males
 Advanced/Proficient
 61/87 Females
 Advanced/Proficient
****30 Students Far Below**
Basic

The 2016-17 school year was the first full year of implementation of a new math curriculum, Bridges in Math. Kindergarten administered assessments called Number Corner Assessments. The 4th Number Corner Assessment showed that 71% of kindergarten students were proficient in math. There is no data to compare from previous years as this is the first year of implementation. This is a viable math assessment. The STAR assessment for kindergarten is mainly literacy and only has a few mathematical questions.

The STAR Assessment for first grade is a complete math assessment. Below you will see the first grade data for 16-17.

Fall First Grade Data-71% students were proficient in math

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 238 SS	At/Above 40 PR	132	71%
Category Total			132	71%
Below Benchmark				
On Watch	Below 238 SS	Below 40 PR	23	12%
Intervention	Below 202 SS	Below 25 PR	21	11%
Urgent Intervention	Below 151 SS	Below 10 PR	9	5%
Category Total			53	29%
Students Tested			185	

First Grade STAR Data for the Spring of 2017—81% of students proficient

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
 At/Above Benchmark	At/Above 367 SS	At/Above 40 PR	156	81%
Category Total			156	81%
Below Benchmark				
 On Watch	Below 367 SS	Below 40 PR	17	9%
 Intervention	Below 333 SS	Below 25 PR	15	8%
 Urgent Intervention	Below 278 SS	Below 10 PR	5	3%
Category Total			37	19%
Students Tested			193	

This data shows first grade students met the goal of 80%, with +1%. Weston will continue to have research based math interventions and investigate ways to continue to have high math instruction with our Bridges Curriculum. First grade will continue to use STAR but will have full implementation of Bridges Assessments as well for the 2017-18 school 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.
- Implement Bridges in Mathematics Curriculum and Interventions (First Year).
- Provide professional development opportunities to support the use of the Bridges in Mathematics Instruction.
- Implement common math assessments that align with Bridges in Mathematics Units of Study for kindergarten.
- Adjust common math assessments that align with the Bridges in Mathematics Units of Study for Kindergarten and First Grade.
- Continue with increased math instructional time of seventy minutes per day, which includes both enrichment and intervention opportunities of students.
- Continue to provide a math-rich environment in the classroom and hallways including: celebrations for students achieving grade level benchmarks, shared reading or interactive read aloud with books that focus on math concepts, hallway birthday calendar, hallway Math-O pocket chart, and classroom calendar time to support communication skills connected to number sense

- Continue to provide a School-Home Connection through building and classroom newsletters and homework, a Math Month Calendar and a Family Math Night.
- Use STAR assessments and common math assessments to identify students struggling with number sense and operations through the use of a math assessment/data wall and provide supplemental targeted Tier 2 interventions.
- Provide Tier 2 interventions to students using our new math intervention menu, hands on manipulatives, and applications on the iPads
- Collaborate with and receive math instructional support from the math coach in order to increase student achievement in math.
- Allot time for data days and assessment wall meetings to examine data, identify interventions, and process instructional strategies within and across grade levels.
- Continue to develop teachers' understanding of the learning needs of economically disadvantaged students through information presented at staff meetings, in newsletters, and through professional articles.
- Provide support service to all English Language Learners through the Genesee Intermediate School District ELL tutor and coach.
- Use Positive Behavior Intervention Support (PBIS) to support teacher efforts to increase student time on task and reduce disruptions in learning.

SPECIALIZED SCHOOLS

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 0-25, 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 2016/2017, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 6 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 10 students attended these programs.
- ❖ 11 students are in early childhood programs and services. Last year 10 students participated in these programs.
- ❖ 9 students are educated at the Marion Crouse Instructional Center. Last year 13 students attended programs here. 5 students attend the Transition Center. Last year, 8 students attended the Transition Center.
- ❖ 455 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 444 students were enrolled in local special education programs.
- ❖ 0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2015/2016.

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

CORE CURRICULUM

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

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

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

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

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at ayorks@kearsleyschools.org.

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

STAR Early Literacy and STAR Math: Students in grades K-1 take the STAR Early Literacy Assessment. Students in grade 1 also take the STAR Math assessments in the fall, winter and spring. The results provide information on how students are achieving compared to students across the nation. Results are also used to provide data in order to identify supports and Tier 1 and 2 interventions for students.

STAR Data Comparison Fall to Spring 2016-2017												
Math												
Percent of Students By Performance Band												
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
1st	5	5	3	11	6	8	12	9	9	71	80	80
Reading												
Percent of Students By Performance Band												
	Urgent			Intervention			On Watch			At or Above Benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kdg	24	15	17	25	21	22	20	25	12	32	38	50
1st	21	12	10	16	12	15	18	16	13	45	59	62
Key	Urgent			0 to 9th percentile			On Watch			25th to 39th percentile		
	Intervention			10th to 24th percentile			At or Above Benchmark			At or above 40th percentile		

PARENT-TEACHER CONFERENCES

	<u>Overall</u>	<u>Male</u>	<u>Female</u>
2014-2015	94%	93%	95%
2015-2016	95%	94%	96%
2016-2017	88%	90%	86%

Parent Teacher Organization (PTO) Officers for 2016-2017

Angela

Michniewicz—President

JoAnn Jones—Vice-President

Teresa Senften—Treasurer

Christy Woods—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

School Improvement Team Members

Douglas Hibbs- Principal
 Angela Michniewicz —Parent Advisory Council (PAC)
 Debbie Richardson—PAC Representative
 Kourtney Lobsinger—Reading Recovery and LLI,
 District Chair
 Chrissy Mann—Kindergarten—Math Chair
 Karianne Ogans—Kindergarten—Writing Chair
 Carey Brockman—Kindergarten—Reading
 Co-Chair
 Kelley Goulish—LLI Reading
 Teacher—Reading Co-Chair
 Holli Taylor, School Counselor/PBIS
 Leader/Attendance
 Amy Nagy—Special Education Teacher Consultant

We had a very successful 2016-2017 school year at Weston Elementary thanks to the hard work of our exemplary staff, responsible students, wonderful parents, and supportive community. We will continue our efforts to maximize student achievement and support all learners as they grow and develop into responsible citizens, life-long learners, and proud Kearsley Hornets!

Sincerely,

Douglas Hibbs
 Principal, Weston Elementary School