



Weikel Elementary School's 2023-2024 Mid-Year Progress Report

Dear Weikel Families,

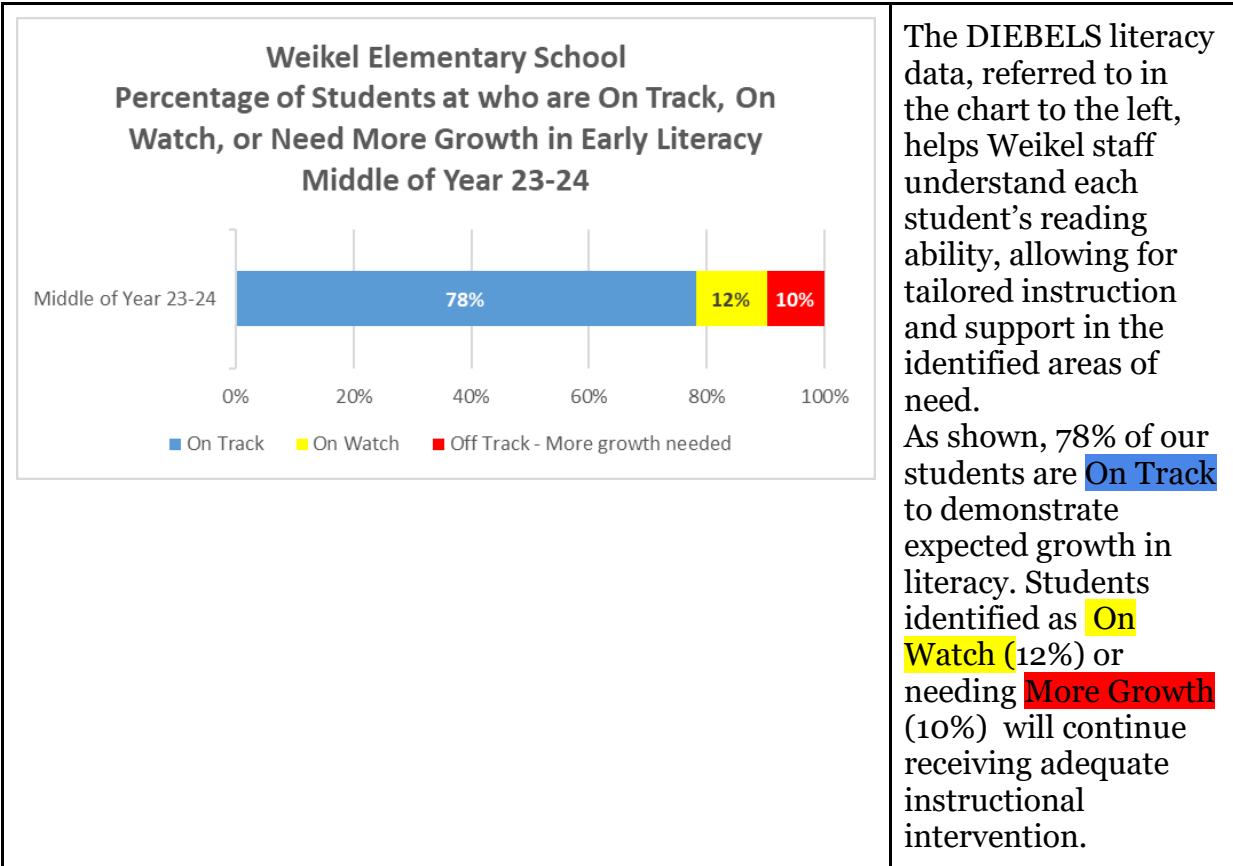
Weikel staff works diligently to ensure success for each child we serve by providing rigorous and relevant academic experiences. This focus enables us to meet the challenges of academic excellence in a positive, engaging, and nurturing environment. We'd like to take this opportunity to provide you with a progress report on priorities and goals for academic achievement and school culture and climate.

Early Literacy Achievement and Growth (K-3)

How are our students progressing in their
acquisition of reading skills?

The DIBELS (Dynamic Indicators of Basic Early Literacy) Assessment is given to all K-5th-grade to assess their progress in acquiring early literacy skills. Students are considered:

- **"On Track"** if they score at benchmark with average or above average growth or below benchmark with above average growth or higher.
- **"On Watch"** if they score below the benchmark with below-average or well-below-average growth or below the benchmark with average growth or lower.
- **"Off Track"** if they score below or below the benchmark with below or below average growth.



Addressing literacy needs is crucial for promoting education and empowering Weikel students. Literacy skills form the foundation for learning, communication, and personal growth.

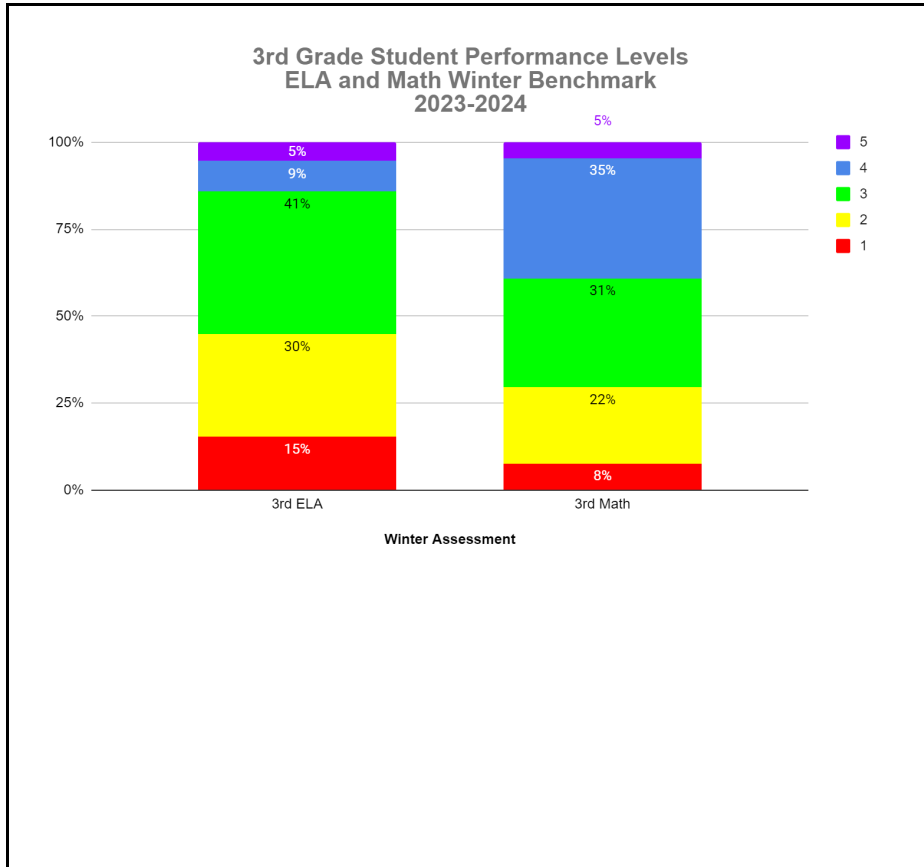
Here are some strategies and approaches that are employed to address literacy needs at Weikel:

- Students receive targeted small-group reading intervention with our interventionist and classroom teachers.
- The Content Area Specialization Model (CAS) allows specific teachers at each grade level to teach literacy explicitly.
- Frequent data discussions with staff called PDSAs (Plan-Do-Study-Act) allow us to make frequent instructional changes as necessary.
- PLC (Professional Learning Community) conversations allow us to discuss and plan effective literacy instruction.
- Integrating a shared workflow model amongst the Weikel Staff, all teachers, regardless of their teaching content, focus on literacy standards.

In addition to the above strategies, teachers at various grade levels tutor their students after school, and all of our CAS Literacy teachers embed student goal setting, higher-order questioning, and instructional strategies that foster student ownership.

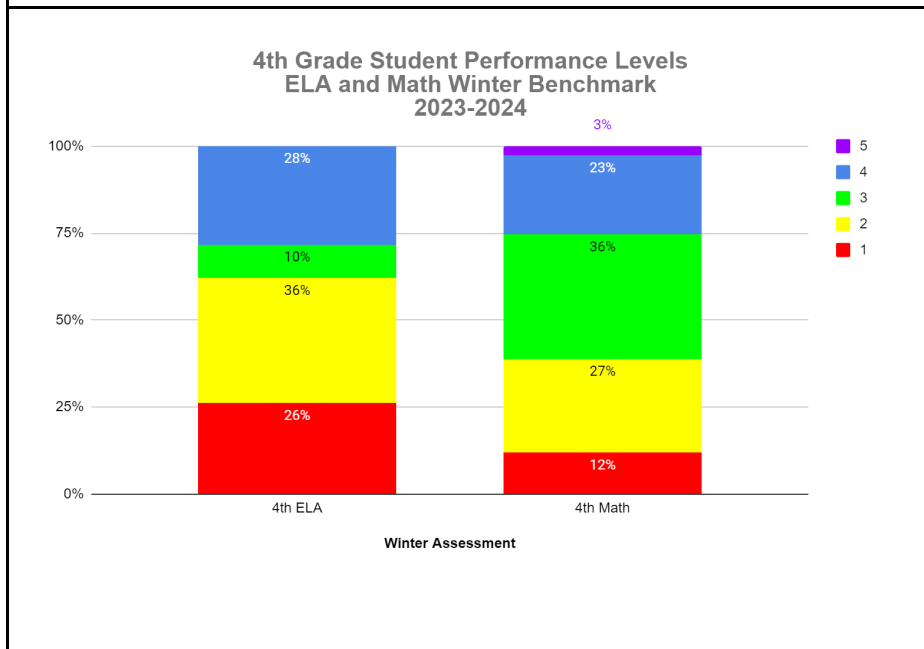
ELA and Math Achievement

How did our students progress in mastering standards in ELA (English/Language Arts) and Math?



Our middle-of-the-year 3rd-grade Illuminate data from a computerized assessment depicts students who are **exceeding, meeting, approaching, partially meeting,** and **not yet meeting** standards in ELA and Math.

We will continue with the previously stated instructional practices and strategies for ELA and Math. With 41% of our students in the **approaching** band for ELA and 31% for Math, we will ensure that we continue striving to move those students into the **meets** category. For students in the lower two bands for ELA and Math, we will continue to provide specific interventions to meet their needs.



Our middle-of-the-year 4th-grade Illuminate data from a computerized assessment depicts students who are **exceeding, meeting, approaching, partially meeting,** and **not yet meeting** standards in ELA and Math.

We will continue with previously stated instructional practices and strategies in ELA and Math. With 36% falling in the **partially meets** band for ELA and 27% for Math, we will ensure that we continue striving to move those students to the

	<p>meets category. For students in the lowest band for ELA and Math, we will continue to provide specific interventions to meet their needs.</p>																		
<p style="text-align: center;">5th Grade Student Performance Levels ELA and Math Winter Benchmark 2023-2024</p> <table border="1"> <caption>5th Grade Student Performance Levels Data</caption> <thead> <tr> <th>Subject</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>5th ELA</td> <td>16%</td> <td>21%</td> <td>20%</td> <td>40%</td> <td>3%</td> </tr> <tr> <td>5th Math</td> <td>30%</td> <td>38%</td> <td>29%</td> <td>3%</td> <td>3%</td> </tr> </tbody> </table>	Subject	Level 1	Level 2	Level 3	Level 4	Level 5	5th ELA	16%	21%	20%	40%	3%	5th Math	30%	38%	29%	3%	3%	<p>Our middle-of-the-year 5th-grade Illuminate data from a computerized assessment depicts students who are exceeding, meeting, approaching, partially meeting, and not yet meeting standards in ELA and Math.</p> <p>We will continue with previously stated instructional practices and strategies in ELA and Math. For students performing in the partially meets and not yet meets categories, we will ensure that we continue to provide specific interventions to meet their needs.</p>
Subject	Level 1	Level 2	Level 3	Level 4	Level 5														
5th ELA	16%	21%	20%	40%	3%														
5th Math	30%	38%	29%	3%	3%														

Weikel addresses achievement and growth in Math using the following strategies:

Real-World Applications:

Teachers connect math concepts to real-life situations and problems. This helps students understand the relevance and practical applications of their learning, enhancing engagement and retention.

Problem-Based Learning:

Teachers present students with real-world problems or scenarios that require them to apply their math knowledge and skills to solve them. This approach encourages critical thinking, problem-solving, and a deeper understanding of concepts.

Differentiated Instruction:

Teachers offer different learning activities, resources, and levels of support to accommodate students' abilities, learning styles, and needs. This ensures that all students can access and engage with the content effectively.

Formative Assessment:

Teachers regularly assess students' understanding through various methods, such as questioning, quizzes, or exit tickets. This allows you to identify misconceptions and adjust your instruction accordingly.

We will continue creating literacy-rich environments by providing access to exciting and engaging reading materials.

Weikel Staff will address achievement and growth in the area of ELA (English/Language Arts) using the following strategies:

Guided Reading:

Teachers work with small groups of students at a similar reading level, providing targeted instruction and support. This allows you to address specific needs and provide immediate feedback.

Independent Reading:

Teachers provide time for students to read independently at their appropriate level, applying the skills and strategies they have learned. This practice is essential for developing fluency and comprehension.

Comprehension Strategies:

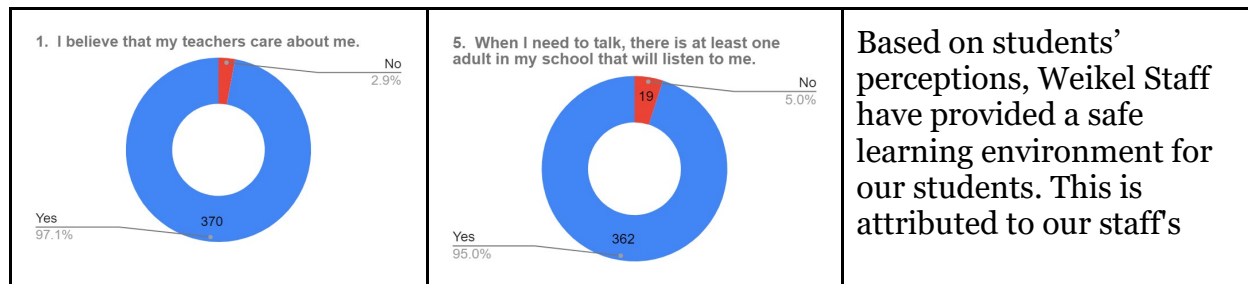
Teachers teach students specific strategies for understanding texts, such as making connections, visualizing, questioning, summarizing, and synthesizing information. These strategies promote active reading and deeper understanding.

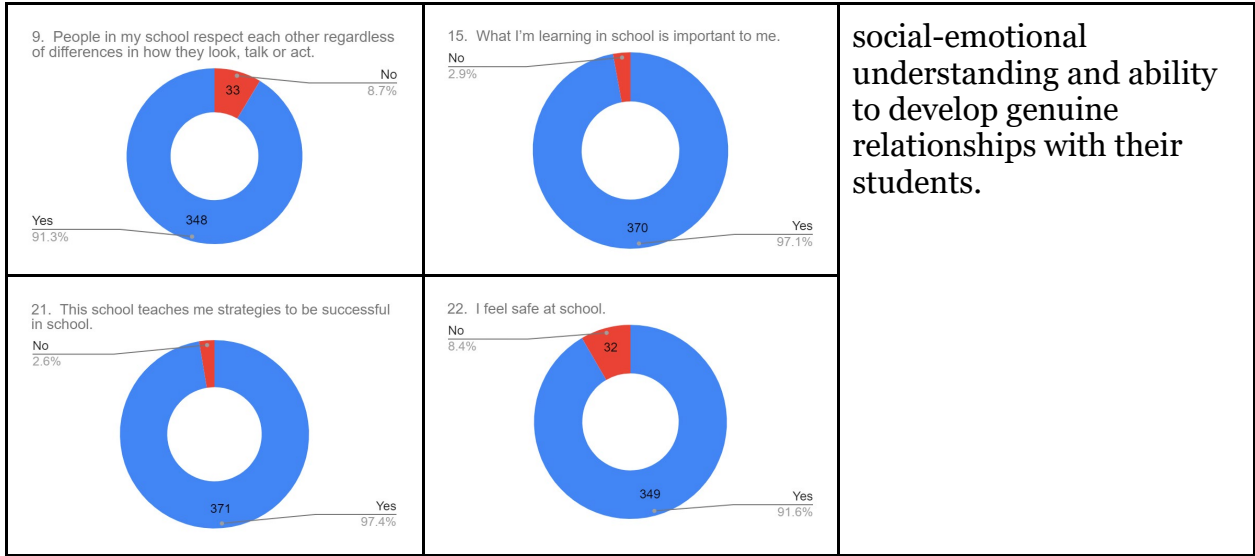
Differentiated Instruction:

Teachers use various materials and instructional approaches to cater to different reading levels, learning styles, and interests. This ensures that all students can access and engage with the content effectively.

Student Climate Survey Data:

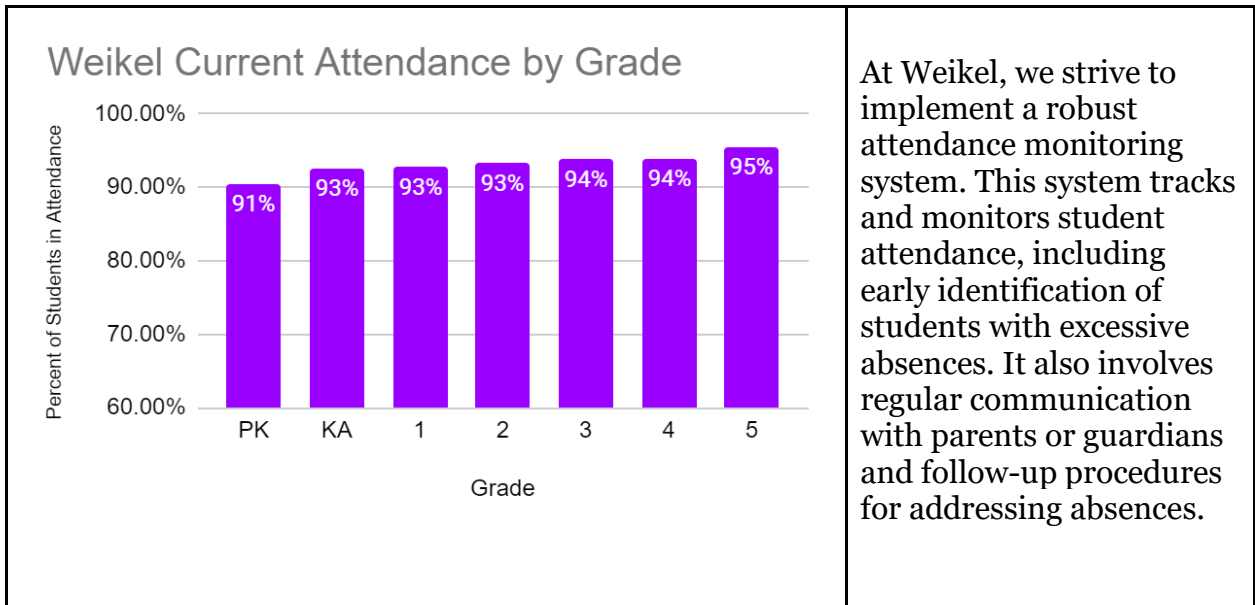
What are students saying about their school and the district?





Full Student Survey Results

Attendance Data
How are students actively engaged in school?



What are our areas of strength and opportunities for growth in building a strong school community and culture?

Areas of Strength:

Ensuring student safety and promoting value and belonging is crucial for creating a positive and nurturing learning environment at Weikel.

At Weikel, we implement a comprehensive school safety plan. We develop and regularly update it to address potential threats, including natural disasters, violence, and emergencies. We also conduct monthly safety drills and train staff and students on appropriate procedures.

We strive to foster a positive school climate. All staff members cultivate a school culture that promotes respect and inclusivity. We encourage students to report concerns or issues without fear and address bullying promptly and effectively.

We promote social-emotional learning (SEL) and incorporate SEL activities into the curriculum. SEL helps students develop essential life skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

We have highly qualified staff who provide mental health support and offer counseling services and mental health resources to students who may be struggling with emotional or behavioral issues.

At Weikel, we encourage student involvement by involving students in decision-making processes and school activities, such as student council and extracurricular activities. This fosters a sense of ownership, belonging, and value within the school community.

We pride ourselves in celebrating diversity and inclusivity. We promote an inclusive environment that celebrates and respects diversity regarding race, ethnicity, religion, gender, and abilities.

Our school's Dean of Students implements restorative practices that help build a more positive and supportive school community.

Administration provides professional development opportunities for teachers and staff to enhance their knowledge and skills in classroom management, conflict resolution, and trauma-informed practices.

Areas for Continued Growth:

We will continue establishing a shared vision and values that engage the school community, including administrators, teachers, staff, students, and parents, in defining a clear vision and core values to guide Weikel's school culture.

We will continue to foster open communication and collaboration that encourage open

lines of communication among all school community members. Through intentional dialogue, we will create opportunities for regular dialogue, feedback, and collaboration, such as staff meetings, student showcases, and Coffee and Conversations with parents.

We are committed to continuously evaluating and improving the school's culture through surveys, focus groups, or other data collection methods. We will use this feedback to identify areas for improvement and implement necessary changes.

Improving school culture is an ongoing process that requires commitment, collaboration, and consistent effort from all stakeholders. By fostering a positive, inclusive, and supportive environment, Weikel can promote academic excellence, personal growth, and a sense of belonging for all our students.

Summary:

Educating your students is one of our greatest honors and responsibilities. The Weikel Staff is entrusted with shaping their minds, nurturing their curiosities, and guiding their personal growth. We are privileged to play such a pivotal role in their intellectual and social development.

Addressing our Wolfpack Community about Weikel's progress report on priorities and goals for academic achievement, school culture, and climate has been an honor. It is a crucial step in ensuring transparency, building trust, and fostering a collaborative approach to enhancing the overall educational experience for Weikel's students.

I would be happy to meet with you if I can clarify any information shared throughout this document. Please do not hesitate to contact me. As always, thank you for your continued partnership and support in educating your child/children.

Sincerely,
Dr. Misty Jaramillo- Principal
mjaramillo@ffc8.org
719-492-8718

Mrs. Emily Murray- Assistant Principal
Mr. Randy Menegatti- Dean of Students
Weikel Staff