



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

ADMINISTRATION BUILDING

31300 Anita
Warren, MI 48093
586.825.2400

1.888.4WCS.KIDS
www.wcskids.net
Text WCSKIDS to 57780

Board of Education

Susan G. Trombley, President
Megan E. Paspasian-Broadwell, Vice President
I. Susan Kattula, Secretary
Brian White, Treasurer
Leah A. Berdy, Trustee
Susan M. Jozwik, Trustee
Carl Weckerle, Trustee

Robert D. Livernois, Ph.D.
Superintendent

Cromie Elementary School Annual Education Report (AER) Cover Letter

May 18, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Cromie 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 Mary Ann Figurski for assistance.

The AER is available for you to review electronically at <https://goo.gl/tZUX7c>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

As we continue to focus on student growth, staff have used data digs to see areas where most improvement is needed. Using data from the M-Step has provided us with the information we need to address the subgroups of students who are in greatest need of interventions in both ELA and Math. As a result, grade level meetings between Title One Teachers, classroom teachers, special education staff and building administrator have been held on a regular basis. Academic and behavioral growth are evaluated by all staff to implement "next steps" that will increase achievement in the area/areas most needed.

Action Plans in math and ELA have been written and are being implemented on a regular basis. Classroom teachers utilize guided reading and guided math groups within the

Cromie Elementary School
Annual Education Report (AER) Cover Letter

classrooms three to five days a week. Flexible grouping for our Tier II intervention students is being implemented to provide students with intense small group instruction in the areas of Math and Reading. During Grade Level meetings, and common planning time, staff work to continue the ILC process in Math and use the data received to drive instruction and close the learning gap. We continue to provide multiple layers of interventions by using our Title One and EL teachers, our Language Acquisition Specialist, as well as Paraprofessionals who meet with students to provide additional opportunities to acquire skills that will help close the leaning gap. Meetings with parents of students who receive extra support through Title One services are scheduled in the fall and spring to update parents on current strategies that can be used at home to support the learning that is occurring in school.

Staff leaders have attended ***Tom Many Leverage Training*** to develop and implement a 100-day plan to better facilitate work done during our PLC's. At the end of the training it was determined that the focus for the 2017/18 school year would be on Collaboration. Time was spent carefully planning all PLC and Staff meetings to make the best use of our time that will result in developing content specific strategies to increase student learning and achievement.

State law requires that we also report the following additional information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Cromie has focused on Math, MTSS, and PBIS for the 2016-17 school year. Staff will continue to attend Professional Development that enhances their skills and strategies at teaching mathematics and ELA. We have utilized information collected on surveys, academic assessments and self-assessments to design the plan. By using Leveled Readers during guided reading in the classroom, teachers develop cross-curricular lessons to ensure that the all content areas are being taught. Written into the plan is a Positive Behavior Intervention System that focuses on a structured program to encourage and reward appropriate behavior both in and out of Cromie. Teachers have continued to use block scheduling in Math and ELA to maximize the time spent with students in these content areas. By attending the ***Tom Many Leverage Training***, the School Improvement Team continued to show leadership and provide the staff with high quality, structured time during PLC, which resulted in much needed time spent on data analysis.

Cromie Elementary School
Annual Education Report (AER) Cover Letter

3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9th – 12th grade students in Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science, and English language arts classes.

The **Middle School- School of Performing Arts (MS-WCSPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

Community High School is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

Cromie Elementary School
Annual Education Report (AER) Cover Letter

Early Childhood Education is an important part of the mission and vision of Warren Consolidated Schools. A variety of early learning classrooms are housed in our elementary buildings. These programs include WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported preschool program for 4 year-olds), fee-based 3-year-old and 4-year-old preschool, transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

Year-round education offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at www.wcskids.net, under Parent Resources on our school page.

5. Fall 2015 Iowa Percent Proficient (M-Step Four Level Companion)

Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
CORE	1	94	38	40.4%	43	45.7%	11	11.7%	2	2.1%	13.8%
ELA	1	94	34	36.2%	37	39.4%	15	16.0%	8	8.5%	24.5%
MATH	1	93	49	52.7%	29	31.2%	14	15.1%	1	1.1%	16.1%
CORE	2	95	33	34.7%	20	21.1%	30	31.6%	12	12.6%	44.2%
ELA	2	95	35	36.8%	24	25.3%	25	26.3%	11	11.6%	37.9%
MATH	2	95	29	30.5%	24	25.3%	28	29.5%	14	14.7%	44.2%
CORE	3	102	41	40.2%	28	27.5%	28	27.5%	5	4.9%	32.4%
ELA	3	103	35	34.0%	32	31.1%	30	29.1%	6	5.8%	35.0%
MATH	3	105	37	35.2%	37	35.2%	27	25.7%	4	3.8%	29.5%
CORE	4	123	52	42.3%	23	18.7%	40	32.5%	8	6.5%	39.0%
ELA	4	123	42	34.1%	29	23.6%	33	26.8%	19	15.4%	42.3%
MATH	4	128	55	43.0%	26	20.3%	37	28.9%	10	7.8%	36.7%
CORE	5	119	51	42.9%	26	21.8%	32	26.9%	10	8.4%	35.3%
ELA	5	120	47	39.2%	22	18.3%	34	28.3%	17	14.2%	42.5%
MATH	5	123	55	44.7%	33	26.8%	29	23.6%	6	4.9%	28.5%

Level 1 1-23 NPR* Level 2 24-45 NPR Level 3 46-79 NPR Level 4 80-99 NPR

*NPR = National Percentile Rank

Cromie Elementary School Annual Education Report (AER) Cover Letter

In the Fall of 2016, Warren Consolidated Schools administered Northwest Evaluation Association's Measures of Academic Progress (MAP Growth assessment) in place of the Iowa test. This test was given again in the Spring of 2017. ELA and Math assessment results are below.

ELA	GR	Total Students	Lo	%	LoAvg	%	Avg	%	HiAvg	%	Hi	%
Fall	1	91	40	44	16	18	19	21	10	11	6	7
Spring	1	90	38	42	19	21	15	17	10	11	8	9
Fall	2	97	36	37	15	15	17	18	21	22	8	8
Spring	2	95	36	38	25	26	15	16	16	17	3	3
Fall	3	109	35	32	9	8	17	16	28	26	20	18
Spring	3	110	22	20	22	20	21	19	36	33	9	8
Fall	4	111	29	26	25	23	22	20	23	21	12	11
Spring	4	114	37	32	18	16	30	26	20	18	9	8
Fall	5	124	38	31	26	21	20	16	23	19	17	14
Spring	5	126	39	31	24	19	23	18	31	25	9	7
			Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80					

%ile = Percentile

Math	GR	Total Students	Lo	%	LoAvg	%	Avg	%	HiAvg	%	Hi	%
Fall	1	89	32	36	15	17	16	18	16	18	10	11
Spring	1	91	22	24	30	33	19	21	15	16	5	5
Fall	2	96	30	31	14	15	17	18	21	22	14	15
Spring	2	96	38	40	19	20	10	10	19	20	10	10
Fall	3	110	26	24	26	24	20	18	28	25	10	9
Spring	3	112	30	27	24	21	26	23	25	22	7	6
Fall	4	111	38	34	26	23	31	28	12	11	4	4
Spring	4	114	38	33	27	24	28	25	17	15	4	4
Fall	5	123	45	37	24	20	24	20	20	16	10	8
Spring	5	126	43	34	28	22	28	22	24	19	3	2
			Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile > 80					

%ile = Percentile

6. Parent Participation at Fall and Spring Conferences

	Students represented by parents at parent teacher conferences			
	2015-16		2016-17	
	Number	Percentage	Number	Percentage
FALL	581	90%	568	90%
SPRING*	530	82%	498	79%

*Spring conferences are held by request of parent or teacher.

**Cromie Elementary School
Annual Education Report (AER) Cover Letter**

Cromie Elementary School students, staff, and parents have rallied together to continue to develop a meaningful, nurturing learning environment. While we continue our focus on academics, we have expanded it to include the social/emotional growth of our students. Forming positive relationships is a critical component to student learning and all at Cromie have accepted and stepped up to that challenge. Many staff have emerged as leaders to help facilitate the growth of our students. They are eager to work toward a "better Cromie" and spend time participating in Professional Development that will enhance their ability to develop the whole child.

Sincerely,

Mary Ann Figurski

Principal, Cromie Elementary School