



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

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Harwood 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 Harwood 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 Coreen Tremmel for assistance.

The AER is available for you to review electronically at <https://goo.gl/YHD6Y5>, 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.

Although many of our students have demonstrated growth on the state summative assessment, there is an achievement gap, in both the summative proficiency and summative growth component, between our ALL subgroup and English Learner and Economically Disadvantaged subgroups. The gaps have not gone unnoticed by our staff during collaborative data dialogues throughout the school year when we analyzed multiple data sources in Language Arts and Math.

Our continued work to close the mentioned gaps during the 2016-2017 school year focused on two main ideas: Strengthening our core curriculum implementation and adhering to a

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Multi-Tiered System of Support (MTSS) process. Our two big ideas addressed the identified achievement gaps and supported the needs of our diverse learning community.

We implemented our school improvement strategies with fidelity and remained committed to instructional master schedules and instructional implementation guides. Collaborative team meetings focused on student data and development of common formative assessments to support our initiative to decrease variance in curriculum implementation and target the specific skills that students had not mastered. Multiple tiers of intervention were provided by our classroom teachers, Title I teacher, Language Acquisition teacher, Language Acquisition Specialist, paraprofessionals, and resource room teacher. We worked collaboratively to analyze data and monitor the progress of our students and then made adjustments to programs based on student progress. Through continued professional development we strengthened our research-based instructional practices that support our students in all content areas. We created a 100 Day Plan for 2018-2019 school year establishing a timeline for our Instructional Learning Cycles within Language Arts. As we continued to work on improving student achievement, we encouraged our community to actively engage in the process as we appreciate their continued support.

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

Our goal within the school improvement plan continued to focus on differentiating instruction within reading, math, writing, science, and social studies to address the identified achievement gaps. The foundational resources used with our balanced literacy block were informational text with the integration of the science and social studies content. Our math block continued to provide 90 minutes of daily instruction which included whole group instruction, individual practice, and Tier II support. Monitoring of goal implementation was done through administrative walkthroughs, teacher monitoring logs, and established grade level agreed upon collective commitments. The staff utilized information collected from academic assessments, surveys, and our self-assessments to help develop the plan. The school improvement team continued to demonstrate teacher leadership, and provided on-going professional development during our Professional Learning Community meetings.

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

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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 teacher 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**.

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

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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	65	16	24.6%	23	35.4%	22	33.8%	4	6.2%	40.0%
ELA	1	65	5	7.7%	29	44.6%	24	36.9%	7	10.8%	47.7%
MATH	1	59	26	44.1%	12	20.3%	17	28.8%	4	6.8%	35.6%
CORE	2	69	27	39.1%	17	24.6%	21	30.4%	4	5.8%	36.2%
ELA	2	69	34	49.3%	12	17.4%	19	27.5%	4	5.8%	33.3%
MATH	2	69	24	34.8%	17	24.6%	18	26.1%	10	14.5%	40.6%
CORE	3	60	29	48.3%	16	26.7%	12	20.0%	3	5.0%	25.0%
ELA	3	60	29	48.3%	15	25.0%	12	20.0%	4	6.7%	26.7%
MATH	3	63	27	42.9%	17	27.0%	17	27.0%	2	3.2%	30.2%
CORE	4	58	26	44.8%	13	22.4%	15	25.9%	4	6.9%	32.8%
ELA	4	58	23	39.7%	15	25.9%	14	24.1%	6	10.3%	34.5%
MATH	4	58	25	43.1%	12	20.7%	19	32.8%	2	3.4%	36.2%
CORE	5	67	35	52.2%	8	11.9%	22	32.8%	2	3.0%	35.8%
ELA	5	68	33	48.5%	10	14.7%	20	29.4%	5	7.4%	36.8%
MATH	5	69	28	40.6%	23	33.3%	15	21.7%	3	4.3%	26.1%

Level 1 1-23 NPR*

Level 2 24-45 NPR

Level 3 46-79 NPR

Level 4 80-99 NPR

*NPR = National Percentile Rank

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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	41	13	32	9	22	11	27	5	12	3	7
Spring	1	42	11	26	7	17	14	33	5	12	5	12
Fall	2	69	19	28	16	23	13	19	10	14	11	16
Spring	2	69	24	35	11	16	15	22	11	16	8	12
Fall	3	59	22	37	9	15	13	22	8	14	7	12
Spring	3	63	24	38	15	24	9	14	12	19	3	5
Fall	4	57	22	39	4	7	14	25	12	21	5	9
Spring	4	61	25	41	14	23	11	18	6	10	5	8
Fall	5	61	27	44	11	18	11	18	6	10	6	10
Spring	5	65	29	45	12	18	9	14	9	14	6	9
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	41	9	22	12	29	8	20	10	24	2	5
Spring	1	42	10	24	11	26	14	33	3	7	4	10
Fall	2	69	17	25	14	20	14	20	14	20	10	14
Spring	2	69	24	35	13	19	4	6	15	22	13	19
Fall	3	59	13	22	9	15	19	32	12	20	6	10
Spring	3	64	19	30	14	22	18	28	11	17	2	3
Fall	4	56	12	21	15	27	13	23	12	21	4	7
Spring	4	61	20	33	9	15	16	26	12	20	4	7
Fall	5	61	24	39	11	18	11	18	9	15	6	10
Spring	5	65	30	46	15	23	12	18	6	9	2	3
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	362	96%	315	94%
SPRING*	328	87%	290	87%

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

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The collaborative culture at Harwood Elementary School has forged a path to collective goal setting, by both the staff and students identifying individual and school-wide goals. We are proud of the motivation our students have demonstrated on increasing academic growth on both local and state assessments. Our commitment to increasing student achievement, setting high expectations, and building strong relationships within the Harwood community has fostered an environment that is conducive to learning, providing all children the opportunity to experience academic success.

Sincerely,

Coreen Tremmel

Principal, Harwood Elementary School