



# Warren Consolidated Schools

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

## GREEN ACRES ELEMENTARY SCHOOL

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January 31, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Green Acres 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 Stacey Leavell for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3t0MyyA>, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.



Warren Consolidated Schools is an equal opportunity employer.  
Auxiliary aids and services are available upon request to individuals with disabilities.



National Exemplary Schools

Through the school improvement process, our staff meets regularly during grade level common preps, Professional Learning Communities (PLC), and District Professional Development to analyze data; DRA2, NWEA, M-STEP, and common formative assessments, along with many internal assessments that enabled us to identify student's strengths and needs. Through this process, we identified the following areas of focus for the 24-25 school year:

- Tier I instruction focused on researched based instructional practices for all students
- Tier II & III Math, Guided Reading, Title I support and Language Acquisition interventions
- PLC – Planned Unit Instructional Cycles, consistent team collaboration, CFA's
- Professional development which will continue to support best practices & teaching strategies
- MTSS Meetings with the Green Acres Child Study Team

Overall enrollment at Green Acres has increased in the past couple of years, with a current enrollment of 500 students. While our enrollment has remained consistent, Green Acres Elementary School has had an increase in the number of English language learners as well as economically disadvantaged students. Within these two subgroups we have identified gaps in math and language arts scores between the highest achieving and lowest achieving students. Although our data indicates that the economically disadvantaged students and EL students have an achievement gap, we have closed the gap significantly and have seen improvement in academic growth and achievement on the M-STEP, NWEA and DRA.

To close these gaps and increase student achievement. Green Acres Elementary School continues to implement the MTSS intervention program along with strong classroom tier I instruction. The tiered II & III Multi-Tiered System of Support (MTSS) program provides interventions for students needing extra support in the areas of math, language arts, ELA, and SEL. All classroom staff, TK-5th grade, meet with the Child Study Team for MTSS meetings every 6-8 weeks. The principal, Title I teacher, Language Acquisition teacher and special ed team make up the Child Study Team at Green Acres. Classroom instruction in grades K-5 is differentiated and based on specific student's needs, including small group instruction at the tier II & tier III levels. Interventions include small group individualized instruction by a highly qualified Title I Teacher, Language Acquisition Teacher, special education teacher, and classroom teacher. Our Tier III support/interventions include the prior and may include special education services.

State law requires that we also report on the following additional information:

### **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.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

All schools in the district are in the first year of installation, implementation, monitoring, and evaluation of a district-wide continuous improvement plan that focuses on student achievement across all content areas through a fidelitous implementation of the PLC framework. This year, all building-level Professional Learning Communities have committed to raising student achievement through the multi-year process of creating a guaranteed and viable curriculum unit by unit at all grade levels. In focusing on the whole child, the district's Social Emotional Learning continuous improvement plan is in the installation phase of choosing SEL curricula to be presented to the board.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

**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.

The **Middle School Mathematics Science Technology Center (MS2TC)** 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 Visual and Performing Arts (MSVPA)** 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 in Sterling Heights High School. MSVPA 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 **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's 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 **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 now located at the Hatherly Educational Center.

#### **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed by contacting the school office.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Warren Consolidated Schools administers the Northwest Evaluation Association Measure of Academic Progress (MAP Growth) during the fall and spring of every school year. The Reading and Mathematics results for the 2022-23 and 2023-24 school years are listed below. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2022-23 and 2023-24 school years.

<b>North West Evaluation Association (NWEA) Test Results Green Acres Elementary School</b>													
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi		
			%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80		
Kindergarten	Fall 2022	84	6	7%	17	20%	17	20%	11	13%	33	39%	
	Spring 2023	85	26	31%	20	24%	13	15%	13	15%	13	15%	
	Fall 2023	80	4	5%	9	11%	8	10%	23	29%	36	45%	
	Spring 2024	84	15	18%	9	11%	12	14%	32	38%	16	19%	
1st Grade	Fall 2022	77	15	19%	18	23%	16	21%	18	23%	10	13%	
	Spring 2023	80	28	35%	23	29%	18	23%	6	8%	5	6%	
	Fall 2023	79	17	22%	18	23%	28	35%	9	11%	7	9%	
	Spring 2024	78	29	37%	26	33%	6	8%	13	17%	4	5%	
2nd Grade	Fall 2022	84	22	26%	21	25%	20	24%	10	12%	11	13%	
	Spring 2023	84	27	32%	27	32%	11	13%	15	18%	4	5%	
	Fall 2023	80	20	25%	29	36%	12	15%	7	9%	12	15%	
	Spring 2024	82	39	48%	11	13%	14	17%	10	12%	8	10%	
3rd Grade	Fall 2022	73	18	25%	20	27%	19	26%	14	19%	2	3%	
	Spring 2023	71	18	25%	16	23%	21	30%	12	17%	4	6%	
	Fall 2023	83	32	39%	24	29%	16	19%	6	7%	5	6%	
	Spring 2024	88	28	32%	13	15%	21	24%	22	25%	4	5%	
4th Grade	Fall 2022	88	14	16%	17	19%	25	28%	24	27%	8	9%	
	Spring 2023	91	18	20%	18	20%	27	30%	19	21%	9	10%	
	Fall 2023	69	17	25%	17	25%	19	28%	11	16%	5	7%	
	Spring 2024	70	13	19%	24	34%	16	23%	15	21%	2	3%	
5th Grade	Fall 2022	59	21	36%	11	19%	10	17%	9	15%	8	14%	
	Spring 2023	64	16	25%	19	30%	12	19%	10	16%	7	11%	
	Fall 2023	90	13	14%	27	30%	23	26%	11	12%	16	18%	
	Spring 2024	94	20	21%	20	21%	20	21%	22	23%	12	13%	

**North West Evaluation Association (NWEA) Test Results  
Green Acres Elementary School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile <21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
1st Grade	Fall 2022	78	21	27%	22	28%	18	23%	7	9%	10	13%
	Spring 2023	80	25	31%	23	29%	17	21%	7	9%	8	10%
	Fall 2023	80	21	26%	20	25%	20	25%	9	11%	10	13%
	Spring 2024	81	31	38%	23	28%	15	19%	8	10%	4	5%
2nd Grade	Fall 2022	84	22	26%	15	18%	20	24%	21	25%	6	7%
	Spring 2023	83	27	33%	20	24%	22	27%	11	13%	3	4%
	Fall 2023	79	22	28%	19	24%	13	16%	19	24%	6	8%
	Spring 2024	83	38	46%	16	19%	16	19%	11	13%	2	2%
3rd Grade	Fall 2022	73	21	29%	14	19%	11	15%	16	22%	11	15%
	Spring 2023	71	18	25%	18	25%	15	21%	13	18%	7	10%
	Fall 2023	82	21	26%	17	21%	18	22%	20	24%	6	7%
	Spring 2024	88	28	32%	23	26%	19	22%	12	14%	6	7%
4th Grade	Fall 2022	89	13	15%	13	15%	19	21%	29	33%	15	17%
	Spring 2023	91	16	18%	20	22%	17	19%	30	33%	8	9%
	Fall 2023	69	17	25%	18	26%	12	17%	12	17%	10	14%
	Spring 2024	70	15	21%	14	20%	18	26%	12	17%	11	16%
5th Grade	Fall 2022	59	14	24%	12	20%	11	19%	12	20%	10	17%
	Spring 2023	64	11	17%	12	19%	18	28%	16	25%	7	11%
	Fall 2023	90	10	11%	22	24%	10	11%	33	37%	15	17%
	Spring 2024	94	11	12%	17	18%	24	26%	32	34%	10	11%

**Developmental Reading Assessment (DRA)**  
**Green Acres Elementary School**



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	78	25	32%	21	27%	32	41%
	Spring 2023	80	44	55%	12	15%	24	30%
	Fall 2023	81	30	37%	16	20%	35	43%
	Spring 2024	59	35	59%	7	12%	17	29%
2nd Grade	Fall 2022	84	52	62%	11	13%	21	25%
	Spring 2023	87	39	45%	8	9%	40	46%
	Fall 2023	59	30	51%	5	8%	24	41%
	Spring 2024	54	31	57%	7	13%	16	30%
3rd Grade	Fall 2022	86	22	26%	8	9%	56	65%
	Spring 2023	92	18	20%	14	15%	60	65%
	Fall 2023	111	28	25%	12	11%	71	64%
	Spring 2024	77	19	25%	8	10%	50	65%
4th Grade	Fall 2022	89	18	20%	19	21%	52	58%
	Spring 2023	91	12	13%	13	14%	66	73%
	Fall 2023	67	23	34%	13	19%	31	46%
	Spring 2024	47	13	28%	5	11%	29	62%
5th Grade	Fall 2022	56	11	20%	9	16%	36	64%
	Spring 2023	61	8	13%	13	21%	40	66%
	Fall 2023	29	4	14%	8	28%	17	59%
	Spring 2024	62	7	11%	15	24%	40	65%

**THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Green Acres	Students represented by parents at parent teacher conferences			
	2022-2023		2023-2024	
	Number	Percentage	Number	Percentage
FALL	431	89%	440	85%
SPRING	203	39%	329	64.5%

\*Spring conferences are held by the request of parent or teacher

Green Acres staff is committed to helping all students achieve. We understand that all students learn in a variety of ways. School instructional staff individualize instruction to meet the needs of our students in Tier II & III. All students are exposed and learn during Tier I instruction. Green Acres staff strives to establish an all-inclusive culture, where everyone feels welcome and student success is attained. The students at Green Acres look forward to coming to school. We have a diverse population that encompasses over 30 different home languages. Students are treated with respect and are encouraged to be proud of their heritage. We acknowledge our diverse population by teaching our students to accept differences. Understanding our families and their needs is important to the school community.

All of our students are provided the same opportunities whether it be differentiated classroom curriculum, Tier I, II & III strategies, interventions, a safe & happy environment, after-school programs, evening events, or student council. Most importantly all our children have the opportunity to learn and grow as young individuals. Our commitment is to create a positive learning environment and future for all of our children

Sincerely,

Stacey Leavell  
Principal of Green Acres Elementary School