



# Warren Consolidated Schools

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

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## THOMAS JEFFERSON ELEMENTARY SCHOOL

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January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Jefferson 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 Keith Karpinski for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3qXVWB8>, or you may review a copy in the main office at your child's school.

For the 2020-21 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 has at least one underperforming student subgroup in 2018-2019. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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.

Through our school improvement process, we have identified the following areas of focus for the next school year:

- Increased Tier I math support and strategies that include pre/posttest of math power standards for each unit of study.
- Increased Tier II math support at the grade level.
- Increased Tier I & II reading and writing strategies
- Increased focus on a strategic process for teaching academic vocabulary
- Continued use of the SIOP strategies, which will increase support for our EL students
- Implementation and monitoring of master schedules and implementation guides to ensure maximum instructional time.
- Professional development that focuses on Tier I strategies.
- Utilize Grade Level Meeting time to review progress monitoring data and develop ongoing classroom interventions.

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**

Our School Improvement plan continues to remain aligned with the Districts Improvement Plan centered on ambitious instructional practices, defined Multi-Tiered Systems of Support and student support network. Our ELA Balanced Literacy Curriculum provides students with whole group and small group instruction, Tier 2 literacy support in the classroom as well as Tier 3 support for our most at-risk students. We have continued to develop Instructional Learning Cycles within our math curriculum that were started 2 years ago. Our development of common formative assessments will provide our staff with the opportunity to look at data points that are connected to specific learning targets and assess student growth as well as targeted support that may be needed. Our focus on a student support network continues as we move into our second year of Positive Behavior Interventions & Supports for our students that focus on student recognition. Each goal and strategy in our plan support the three areas within our Professional Learning Community: Focus on Learning, Collaborative Culture and Results Orientation.

## **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 (MS)2TC** offers advanced mathematics, science technology options 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 (MS-VPA)** 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. MS-VPA is intended for academically focused and creative students who look 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 the teacher's recommendation. The Center's program is a half day and students attend their home school for the rest 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 other 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. Due to COVID-19 and the pandemic, the assessment was not administered in the spring of 2020. In addition, Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2020-21 school year. The Reading and Mathematics results for the 2019-20 and 2020-21 school years are listed below.

Developmental Reading Assessment Jefferson Elementary School								
		Total Students	Intervention`		Below Level		On Level	
			Count	%	Count	%	Count	%
<b>DRA</b>								
<b>1st Grade</b>	Fall 2020	64	16	25%	14	22%	34	53%
	Spring 2021	67	34	51%	7	10%	26	39%
	Fall 2019	69	13	19%	28	41%	28	41%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2nd Grade</b>	Fall 2020	68	43	63%	7	10%	18	27%
	Spring 2021	71	41	58%	5	7%	25	35%
	Fall 2019	52	13	25%	11	21%	28	54%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3rd Grade</b>	Fall 2020	67	22	33%	7	10%	38	57%
	Spring 2021	66	16	24%	10	15%	40	61%
	Fall 2019	45	19	42%	5	11%	21	47%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>4th Grade</b>	Fall 2020	73	37	51%	6	8%	30	41%
	Spring 2021	73	21	29%	12	16%	40	55%
	Fall 2019	58	8	14%	4	7%	46	79%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5th Grade</b>	Fall 2020	72	17	24%	18	25%	37	51%
	Spring 2021	73	14	19%	10	14%	49	68%
	Fall 2019	66	10	15%	2	3%	54	82%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

North West Evaluation Association (NWEA) Test Results												
Jefferson Elementary School												
		Total Students	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
			Count	%	Count	%	Count	%	Count	%	Count	%
<b>Mathematics</b>												
<b>1st Grade</b>	Fall 2020	65	6	9%	10	15%	15	23%	22	34%	12	18%
	Spring 2021	66	21	32%	20	30%	12	18%	8	12%	5	8%
	Fall 2019	79	27	34%	15	19%	15	19%	12	15%	10	13%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	64	26	41%	15	23%	7	11%	11	17%	5	8%
	Spring 2019	66	18	27%	22	33%	15	23%	7	11%	4	6%
<b>2nd Grade</b>	Fall 2020	68	12	18%	14	21%	20	29%	6	9%	16	24%
	Spring 2021	67	29	43%	13	19%	11	16%	9	13%	5	7%
	Fall 2019	60	5	8%	10	17%	13	22%	17	28%	15	25%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	72	11	15%	20	28%	12	17%	16	22%	13	18%
	Spring 2019	74	16	22%	8	11%	15	20%	17	23%	18	24%
<b>3rd Grade</b>	Fall 2020	67	12	18%	15	22%	14	21%	17	25%	9	13%
	Spring 2021	65	19	29%	12	18%	16	25%	14	22%	4	6%
	Fall 2019	75	11	15%	19	25%	17	23%	18	24%	10	13%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	69	10	14%	16	23%	22	32%	17	25%	4	6%
	Spring 2019	69	15	22%	16	23%	15	22%	19	28%	4	6%
<b>4th Grade</b>	Fall 2020	73	22	30%	16	22%	15	21%	16	22%	4	5%
	Spring 2021	73	29	40%	17	23%	19	26%	8	11%	0	0%
	Fall 2019	68	10	15%	7	10%	13	19%	25	37%	13	19%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	73	15	21%	17	23%	18	25%	17	23%	6	8%
	Spring 2019	76	17	22%	20	26%	24	32%	11	14%	4	5%
<b>5th Grade</b>	Fall 2020	72	15	21%	11	15%	22	31%	17	24%	7	10%
	Spring 2021	73	18	25%	14	19%	14	19%	16	22%	11	15%
	Fall 2019	74	15	20%	10	14%	16	22%	28	38%	5	7%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	89	15	17%	27	30%	22	25%	17	19%	8	9%
	Spring 2019	87	9	10%	29	33%	18	21%	25	29%	6	7%

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

	Students represented by parents at parent teacher conferences			
	2019-20		2020-21	
	Number	Percentage	Number	Percentage
FALL	411	92%	399	95%
SPRING	N/A	N/A	272	94%

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

The staff, students, and parents continue to work collaboratively to raise student achievement. I want to thank the entire Jefferson community for the constant support in our efforts to provide our students with a stimulating and safe educational environment.

Sincerely,

Keith Karpinski  
Principal of Jefferson Elementary School