



# Warren Consolidated Schools

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

## ADMINISTRATION BUILDING

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## Susick 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 Susick 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 Michele Babbish for assistance.

The AER is available for you to review electronically at <https://goo.gl/E7QVDx>, 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.

The Susick staff conducted a comprehensive needs assessments in order to identify the achievement gaps in the content areas for all students and sub groups using multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, and demographic data. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies, and activities.

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As a result of the comprehensive needs assessments, below are the specific strategies that were implemented or continued:

- A balanced math approach which includes whole group, small group, and flexible grouping, five days a week to improve mathematical practices. Whole group instruction will be used to introduce new concepts and vocabulary. Small group instruction will provide additional support based on student individual needs. Flexible grouping provides enrichment or intervention based on student abilities and needs.
- A balanced literacy approach five days a week. This includes guided reading, Daily 5, and whole group literacy instruction in order to increase student comprehension of informational text. Guided reading provides individualized instruction at students' assessed reading levels. Our Daily 5 literacy model includes Read to Self, Read to Someone, Listening to Reading, Word Work and Writing. Whole group instruction is used for 'read alouds' and to present mini-lessons and vocabulary.
- Writing in the content areas of math, science, and social studies on a daily basis. Each grade level will focus on key academic vocabulary determined by the Depth of Knowledge (DOK) Levels.
- Staff collaboration through a professional learning community (PLC) to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas.
- Supplemental reading and math intervention: Assigned staff provided small group pull-out support in reading with progress monitoring 1-2 times a month as part of our MTSS program.

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

Susick Elementary is very pleased with the improvements that our students and staff have made in the areas of reading, writing, and math. Our success is due to the ongoing efforts of our staff throughout the school year. We have a systematic approach to the school improvement process. Our School Improvement Team meets throughout the school year to analyze our formative and summative data which includes state and district assessments. Our staff is continuing to progress because of our continued commitment to work as a Professional Learning Community (PLC). Our attention to detail and goal-driven focus has allowed us to see the gains our students are making, and for students who are not making any gains, we are providing interventions and support.

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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 9<sup>th</sup> – 12<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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**.

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**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](http://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	66	8	12.1%	28	42.4%	20	30.3%	10	15.2%	45.5%
ELA	1	66	6	9.1%	16	24.2%	31	47.0%	13	19.7%	66.7%
MATH	1	63	24	38.1%	11	17.5%	15	23.8%	13	20.6%	44.4%
CORE	2	67	31	46.3%	13	19.4%	20	29.9%	3	4.5%	34.3%
ELA	2	68	28	41.2%	15	22.1%	20	29.4%	5	7.4%	36.8%
MATH	2	67	33	49.3%	12	17.9%	15	22.4%	7	10.4%	32.8%
CORE	3	70	15	21.4%	15	21.4%	31	44.3%	9	12.9%	57.1%
ELA	3	70	21	30.0%	15	21.4%	24	34.3%	10	14.3%	48.6%
MATH	3	72	9	12.5%	15	20.8%	32	44.4%	16	22.2%	66.7%
CORE	4	74	13	17.6%	27	36.5%	24	32.4%	10	13.5%	45.9%
ELA	4	74	18	24.3%	17	23.0%	25	33.8%	14	18.9%	52.7%
MATH	4	74	11	14.9%	20	27.0%	34	45.9%	9	12.2%	58.1%
CORE	5	80	17	21.3%	24	30.0%	28	35.0%	11	13.8%	48.8%
ELA	5	80	16	20.0%	24	30.0%	23	28.8%	17	21.3%	50.0%
MATH	5	80	21	26.3%	21	26.3%	26	32.5%	12	15.0%	47.5%

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

\*NPR = National Percentile Rank

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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	84	24	29	24	29	16	19	8	10	12	14
Spring	1	83	38	46	15	18	16	19	8	10	6	7
Fall	2	69	22	32	16	23	11	16	10	14	10	14
Spring	2	68	23	34	15	22	13	19	14	21	3	4
Fall	3	63	17	27	12	19	15	24	8	13	11	17
Spring	3	60	19	32	6	10	13	22	13	22	9	15
Fall	4	75	15	20	11	15	10	13	21	28	18	24
Spring	4	72	15	21	5	7	18	25	22	31	12	17
Fall	5	77	9	12	22	29	17	22	16	21	13	17
Spring	5	77	7	9	17	22	23	30	16	21	14	18
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	84	34	40	16	19	10	12	12	14	12	14
Spring	1	83	29	35	17	20	20	24	7	8	10	12
Fall	2	69	26	38	14	20	12	17	9	13	8	12
Spring	2	68	22	32	11	16	9	13	13	19	13	19
Fall	3	63	18	29	16	25	10	16	10	16	9	14
Spring	3	60	20	33	16	27	7	12	10	17	7	12
Fall	4	75	12	16	11	15	20	27	22	29	10	13
Spring	4	72	9	13	12	17	22	31	22	31	7	10
Fall	5	77	11	14	14	18	23	30	21	27	8	10
Spring	5	77	11	14	27	35	20	28	13	17	6	8
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	426	95%	420	94%
SPRING*	376	84%	416	93%

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

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I applaud the students, staff, and families on another successful school year. We are committed to continuous improvement and we will always focus on doing what is best for our students.

Sincerely,

*Michele Babbish*

Principal, Susick Elementary School