



Warren Consolidated Schools

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

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IRENE WILKERSON ELEMENTARY SCHOOL

12100 Masonic
Warren, MI 48093
586.825.2550

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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 Wilkerson 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 Anthony Viviano for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3a8iGYD>, 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.

During the 2020-2021 school year, the Wilkerson Elementary School staff have focused on initiatives in the areas of providing a Balanced Literacy approach for English Language Arts and delivering Best Practice Mathematics instruction to drive student achievement as well as supporting students through the Multi-Tier System of Support (MTSS). Through support from the district, teachers have been trained and have implemented strategies in these fields (Guided Reading, Math Tasks and Number Talks and Tier 3 Literacy Academic Support) that enables them to identify and target instruction in an effort to meet each child's needs. Further, we provide interventions for our struggling students that will ultimately strengthen Tier 1 instruction. Teachers form skill-based groups and utilize the MTSS process to identify those students who need additional support in meeting grade level expectations for English Language Arts. Utilizing data from both state and local assessments, we meet regularly in teams to determine student needs and organize efforts to efficiently support those students.

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 focuses primarily on providing Tier 1 instruction and Tier 2 instruction in English Language Arts (ELA) and Mathematics. In ELA, our teachers utilize Jan Richardson's "The Next Step Forward in Guided Reading" to implement research-based intervention strategies to improve student reading skills in Tier 1 and Tier 2 instruction. The Literacy Footprints resource is used in K-5 with students for Tier 1 & 2 ELA support as well. In Mathematics, all students engage in Math Tasks, a strategy used to show and explore thinking in order to access background knowledge as well as Number Talks, which is a strategy that helps students develop operational fluency. In addition, the staff worked in their grade level teams to develop a math unit from the board adopted curriculum while using what they know and have learned about the Instructional Learning Process Cycle to address areas of need. Our school focuses on supporting a Positive Behavior Intervention System, which we call PAWS Expectations. By setting common expectations for students across the building, recognizing student efforts to meet these expectations, and to maintain a positive school culture at Wilkerson Elementary.

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 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 (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 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. 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 Wilkerson Elementary School								
		Total Students	Intervention`		Below Level		On Level	
			Count	%	Count	%	Count	%
DRA								
1st Grade	Fall 2020	74	23	31%	18	24%	33	45%
	Spring 2021	74	40	54%	4	5%	30	41%
	Fall 2019	67	5	8%	15	22%	47	70%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd Grade	Fall 2020	70	42	60%	7	1%	21	30%
	Spring 2021	66	28	42%	11	17%	27	41%
	Fall 2019	72	32	44%	7	10%	33	46%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade	Fall 2020	77	34	44%	12	16%	11	40%
	Spring 2021	74	29	39%	9	12%	36	49%
	Fall 2019	56	12	21%	9	16%	35	63%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4th Grade	Fall 2020	64	26	41%	16	25%	22	34%
	Spring 2021	62	9	15%	11	18%	42	68%
	Fall 2019	67	11	16%	5	8%	51	76%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

5th Grade	Fall 2020	78	20	26%	10	13%	48	62%
	Spring 2021	77	11	14%	13	17%	53	69%
	Fall 2019	80	15	19%	8	10%	57	71%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A

North West Evaluation Association (NWEA) Test Results												
Wilkerson 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	%
Mathematics												
1st Grade	Fall 2020	76	2	3%	11	14%	14	18%	19	25%	30	39%
	Spring 2021	73	10	14%	12	16%	10	14%	16	22%	25	34%
	Fall 2019	79	16	20%	11	14%	20	25%	22	28%	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	80	27	34%	18	23%	13	16%	16	20%	6	8%
	Spring 2019	83	35	42%	19	23%	15	18%	6	7%	8	10%
2nd Grade	Fall 2020	69	7	10%	7	10%	12	17%	23	33%	20	29%
	Spring 2021	66	12	18%	7	11%	7	11%	11	17%	29	44%
	Fall 2019	83	17	20%	16	19%	11	13%	14	17%	25	30%
	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	62	6	10%	8	13%	14	23%	17	27%	17	27%
	Spring 2019	61	7	11%	7	11%	11	18%	10	16%	26	43%
3rd Grade	Fall 2020	78	18	23%	18	23%	16	21%	14	18%	12	15%
	Spring 2021	74	24	32%	12	16%	19	26%	12	16%	7	9%
	Fall 2019	68	5	7%	10	15%	25	37%	19	28%	9	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	83	29	35%	19	23%	19	23%	9	11%	7	8%
	Spring 2019	82	24	29%	26	32%	15	18%	16	20%	1	1%
4th Grade	Fall 2020	64	5	8%	11	17%	17	27%	18	28%	13	20%
	Spring 2021	62	8	13%	18	29%	14	23%	16	26%	6	10%
	Fall 2019	82	10	12%	19	23%	26	32%	16	20%	11	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	77	25	32%	12	16%	20	26%	16	21%	4	5%
	Spring 2019	79	24	30%	18	23%	22	28%	12	15%	3	4%
5th Grade	Fall 2020	79	17	22%	17	22%	18	23%	14	18%	13	16%
	Spring 2021	78	27	35%	23	29%	8	10%	12	15%	8	10%
	Fall 2019	86	18	21%	19	22%	19	22%	22	26%	8	9%
	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	91	20	22%	16	18%	20	22%	13	14%	22	24%
	Spring 2019	90	24	27%	18	20%	20	22%	20	22%	8	9%

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

	Students represented by parents at parent teacher conferences			
	2019-2020		2020-2021	
	Number	Percentage	Number	Percentage
FALL	473	92%	433	95%
SPRING	N/A	N/A	329	75%

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

It is an honor to be part of the Wilkerson Elementary School Community. I will continue to develop and maintain relationships between the members of our school community in order to always do what is best for our students.

Sincerely,



Anthony Viviano, Ed.S.
Principal of Wilkerson Elementary School