



Warren Consolidated Schools

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

1.888.4WCS.KIDS
www.wcskids.net

VIRGIL I. GRISSOM MIDDLE SCHOOL

35701 Ryan Road
Sterling Heights, MI 48310
586.825.2560

Board of Education

Susan G. Trombley, President
Carl Weckerle, Vice President
Leah A. Berdy, Secretary
I. Susan Kattula, Treasurer
Megan E. Papiasian-Broadwell, Ed.D., Trustee
Kyle M. Johnson, Trustee
Brian White, Trustee

Robert D. Livernois, Ph.D.
Superintendent

January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Grissom Middle 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 Elizabeth Iljoski for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/39o22VJ>, or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% 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.

To effectively meet the needs of all Grissom students, student achievement data from local and state assessments are reviewed several times throughout the year to determine areas of success and areas for continued work and improvement. Using the NWEA Measure of Academic Progress, the Grissom staff has been able to identify specific strengths and weaknesses for each student in the areas of math, reading and language usage and has developed appropriate interventions to close any achievement gaps and/or guide students through advanced content. The state M-STEP data provides crucial information on overall achievement of all students and our subgroups within our school population and helps to identify areas of strength and weakness and trends in achievement that will need to be addressed. Teachers also use their grade and content area assessments to guide their instructional plans to ensure students meet the grade level expectations.

As achievement results for our students with disabilities and economically disadvantaged students have been identified as an area of concern, the Grissom staff work collaboratively in our professional learning community to incorporate strategies and activities that would foster achievement growth among these subgroups. To address our students' needs, all teachers have incorporated specific instruction in academic, content area specific vocabulary and reading and writing instructional activities into all content areas. We are focused on improving our student's ability to read informational text and identify key ideas. Our language acquisition intervention teacher provides intense instruction on specific skills through several 30-minute lessons throughout the week to help our EL students better understand the content in their general education classes. In addition, teachers continue to incorporate Social Emotional Learning and Restorative Practice strategies to meet the needs of our students and community.

Grissom teachers strive to meet the needs of all learners and have been actively involved in the Multi-Tiered System of Support (MTSS) process to better understand the challenges that our students face and work to incorporate appropriate interventions within the general education classes and Tier 3 intervention courses. The MTSS process will continue to be refined and improved to efficiently and effectively address achievement concerns.

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 faithful 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.

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 2021-22 school years are listed below.

North West Evaluation Association (NWEA) Test Results												
Grissom Middle School												
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21		%ile 21-40		%ile 41-60		%ile 61-80		%ile >80	
6th Grade	Fall 2022	252	62	25%	63	25%	61	24%	49	19%	17	7%
	Spring 2023	259	73	28%	74	29%	59	23%	33	13%	20	8%
	Fall 2021	215	58	27%	66	31%	49	23%	32	15%	10	5%
	Spring 2022	217	68	31%	70	32%	43	20%	21	10%	15	7%
7th Grade	Fall 2022	210	57	27%	57	27%	51	24%	31	15%	14	7%
	Spring 2023	211	70	33%	62	29%	43	20%	27	13%	9	4%
	Fall 2021	231	73	32%	69	30%	58	25%	21	9%	10	4%
	Spring 2022	230	84	37%	74	32%	43	19%	24	10%	5	2%
8th Grade	Fall 2022	223	79	35%	63	28%	36	16%	36	16%	9	4%
	Spring 2023	238	86	36%	80	34%	33	14%	25	11%	14	6%
	Fall 2021	218	62	28%	72	33%	46	21%	30	14%	8	4%
	Spring 2022	225	63	28%	72	32%	47	21%	30	13%	13	6%

**North West Evaluation Association (NWEA) Test Results
Grissom Middle School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80					
6th Grade	Fall 2022	252	51	20%	46	18%	63	25%	67	27%	25	10%
	Spring 2023	257	53	21%	58	23%	69	27%	49	19%	28	11%
	Fall 2021	217	36	17%	58	27%	48	22%	53	24%	22	10%
	Spring 2022	220	43	20%	48	22%	55	25%	53	24%	21	10%
7th Grade	Fall 2022	210	42	20%	44	21%	60	29%	48	23%	16	8%
	Spring 2023	211	48	23%	50	24%	56	27%	35	17%	22	10%
	Fall 2021	228	54	24%	57	25%	63	28%	37	16%	17	7%
	Spring 2022	235	53	23%	57	24%	75	32%	33	14%	17	7%
8th Grade	Fall 2022	223	47	21%	60	27%	59	26%	42	19%	15	7%
	Spring 2023	238	68	29%	58	24%	50	21%	44	18%	18	8%
	Fall 2021	218	67	31%	52	24%	48	22%	36	17%	15	7%
	Spring 2022	217	51	24%	55	25%	45	21%	45	21%	21	10%

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

	Students represented by parents at parent teacher conferences			
	2021-2022		2022-2023	
	Number	Percentage	Number	Percentage
FALL	218	31.5%	186	27%
SPRING	93	13%	170	24.4%

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

The Grissom Middle School team is committed to providing a safe and engaging learning environment that supports all our students. Students are encouraged to represent the Grissom Grizzly PRIDE expectations of being Prepared, Respectful, Involved, Dedicated and Empathetic to one another! Our staff strives to meet the academic and emotional needs of our students. As evidenced through our professional learning communities, engagement in professional development and active participation in the MTSS process, our staff continues to meet the needs of our students so they can reach their full potential and strive to be the best they can be.

Sincerely,

Elizabeth Iljoski
Principal of Grissom Middle School