



Warren Consolidated Schools

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

ADMINISTRATION BUILDING

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Beer Middle 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 Beer 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 Marla Otterbacher for assistance.

The AER is available for you to review electronically at <https://goo.gl/J4anXS>, 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.

Beer Middle School has implemented a Multi-Tiered System of Supports (MTSS) which provides all students with meaningful opportunities to achieve success in school. Intervention-based programs are used to identify struggling students and provide them with additional assistance to demonstrate academic growth and achievement. Our school also offers students enrichment opportunities through high school credit classes in mathematics and Spanish. In addition, qualifying students may enroll in advanced classes at our Middle School Math & Science Technology Center (MS2TC) or Middle School Visual & Performing Arts Program (MS-VPA). Students with behavioral or emotional needs receive support through our Positive Behavior Intervention & Supports (PBIS) program. At Beer Middle School, the staff implements our "Baron Pride" program as part of building-wide behavior expectations.

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Our school is a Professional Learning Community and has worked collaboratively to develop goals which focus on the academic growth of our students. The development of our students' reading and writing skills is a main focus of our school improvement plan, and the professional development of our teaching staff. Beer Middle School has made improvements in literacy scores thanks to building-wide efforts to improve Tier I teaching strategies that utilize research-based instructional strategies. In addition, our school has placed strong emphasis on developing student literacy skills across all content areas through the implementation of Reading Apprenticeship and Literacy in Action strategies.

Students who are struggling with key concepts or not demonstrating growth with the use of Tier I strategies are assigned to Tier II language arts intervention. This teacher-led support utilizes additional guided reading strategies and weekly vocabulary instruction to improve literacy development. Tier II intervention consists of an additional hour of reading during the week in a small learning environment. Likewise, the mathematics intervention class provides targeted students who are struggling to master course content expectations, an additional hour of instruction each week to help bridge the gaps in their achievement deficiencies. To support the 21% of our school population categorized as English Language Learners, our language acquisition teacher or aide provides direct support to these students in the form of weekly academic assistance in core content areas, additional guided reading strategies, and weekly vocabulary instruction.

Students most "at-risk" of not achieving growth are identified and provided with more intensive support programming through the use of Beer Middle School's Tier III intervention programs. Students struggling with their literacy development take a daily Corrective Reading class that targets reading fluency and comprehension. For mathematics, students identified as in need of greater support take a Math Builder class targeting the development of basic mathematical skills to help bridge the gaps in their understanding and skill. Our English Language Learner Level 1 population (those new to the country and/or with very limited to no English language skills) is assigned to a language acquisition class for the entire day where they are immersed in daily instruction in all core content areas with a strong emphasis on reading, writing, and speaking skills to become fluent in the English language.

Our team of stakeholders has identified priorities of focus for the upcoming school year, which includes: improving student understanding and utilization of academic and core content area vocabulary and embedding it in daily instruction, improving student literacy and math skills across all content areas, and to continue our classroom efforts to differentiate instruction based on student ability level through our Multi-Tiered System of Supports (MTSS) and intervention programming.

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

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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
Beer Middle School is in the 2nd year of its school improvement plan.
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 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 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 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 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, 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	6	278	109	39.2%	95	34.2%	61	21.9%	13	4.7%	26.6%
ELA	6	280	103	36.8%	83	29.6%	69	24.6%	25	8.9%	33.6%
MATH	6	279	126	45.2%	81	29.0%	63	22.6%	9	3.2%	25.8%
CORE	7	241	77	32.0%	91	37.8%	65	27.0%	8	3.3%	30.3%
ELA	7	241	91	37.8%	58	24.1%	73	30.3%	19	7.9%	38.2%
MATH	7	241	83	34.4%	92	38.2%	62	25.7%	4	1.7%	27.4%
CORE	8	273	122	44.7%	77	28.2%	57	20.9%	17	6.2%	27.1%
ELA	8	275	125	45.5%	64	23.3%	60	21.8%	26	9.5%	31.3%
MATH	8	275	122	44.4%	82	29.8%	50	18.2%	21	7.6%	25.8%

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

*NPR = National Percentile Rank

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.

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ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	317	74	23	66	21	54	17	72	23	51	16
Spring	6	308	61	20	47	15	81	26	67	22	52	17
Fall	7	281	57	20	54	19	71	25	71	25	28	10
Spring	7	282	48	17	55	20	68	24	77	27	34	12
Fall	8	293	63	22	41	14	65	22	79	27	45	15
Spring	8	289	54	19	49	17	52	18	87	30	47	16
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	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	317	76	24	76	24	86	27	50	16	29	9
Spring	6	308	73	24	93	30	73	24	41	13	28	9
Fall	7	281	96	34	69	25	69	25	33	12	14	5
Spring	7	282	104	37	63	22	61	22	42	15	12	4
Fall	8	293	68	23	74	25	74	25	50	17	27	9
Spring	8	287	72	25	66	23	72	25	49	17	28	10
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	526	58%	446	50%
SPRING	290	32%	241	27%

The Beer Middle School team is committed to providing a safe and engaging learning environment that supports all students' academic achievement. Our school community and its stakeholders promote high levels of academic achievement for our diverse population in a safe and respectful environment. Students are encouraged to represent the Beer Baron community with respect, a positive attitude, and pride as they develop into productive citizens and lifelong learners. The Beer Middle School team; administrators, teachers, counselors, support staff, parents, and students – continue to work together to bridge the achievement gaps in our school. These ongoing collaborations will strengthen the learning environment and ensure that Beer Middle School is a place where all children succeed.

Sincerely,

Marla Otterbacher

Principal, Beer Middle School