



# Warren Consolidated Schools

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

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## JOHN H. SIERSMA YEAR-ROUND ELEMENTARY SCHOOL

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## Siersma Elementary School School Annual Education Report (AER) Cover Letter

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Siersma 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 Eric Williamson for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VVhZcf>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified 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 subgroup performing in the bottom 25% within each applicable accountability index component.

An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups as defined by TSI definition above.

A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

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Siersma continues improvement in the areas of reading and writing, with a specific focus on math. The district has provided strong support and professional development for our Kindergarten through 5th grade teachers that help with Tier 2 instruction in the classroom specific to reading. We have identified the needs of our students based on student achievement scores and have implemented an intervention plan to address students' needs. We continued to focus on the use of our "Power Hour" concept to maximize the time that students are in class for whole group instruction along with getting pulled for intervention throughout the day. We will continue to focus on small group individualized instruction in both language arts and math to meet the diverse needs of our students.

State law requires that we also report additional information.

### 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

We focused on three goals for the school year. First is an initiative called, "Mustang Mentors." Every student in the building was assigned a staff mentor. Every half-day, we spent a half hour and had all our students go to their Mustang Mentor for relationship building activities. Second, we dedicated the majority of our professional development days and staff meeting times to Math PLC. Our district CITS team came over to work with us on developing our math practices in a professional learning community format. Lastly, our counselor created a character-ed program that is promoted in the classroom each month, and is reiterated throughout the school on a daily basis. This has helped the culture of the building and getting students to think about the way they treat one another.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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.

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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 located 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 **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 now located at the Hatherly Educational Center.

**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.

#### 4. 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, Grade-Level Content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved by the State Board

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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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS  
 In the Fall of 2017, Warren Consolidated Schools administered Northwest Evaluation Association’s measure of Academic Progress (MAP Growth assessment). This test was given again the Spring of 2018. ELA and Math assessment results are listed below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	69	19	28	17	25	17	25	10	14	6	9
Spring	1	71	28	39	17	24	11	15	10	14	5	7
Fall	2	77	15	19	20	26	15	19	22	29	5	6
Spring	2	76	19	25	22	29	18	24	12	16	5	7
Fall	3	82	26	32	15	18	15	18	14	17	12	15
Spring	3	83	25	30	14	17	17	20	19	23	8	10
Fall	4	72	15	21	17	24	14	19	18	25	8	11
Spring	4	68	12	18	16	24	13	19	20	29	7	10
Fall	5	70	22	31	15	21	18	26	13	19	2	3
Spring	5	70	20	29	17	24	17	24	12	17	4	6
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	70	25	36	18	26	11	16	11	16	5	7
Spring	1	71	31	44	12	17	15	21	6	8	7	10
Fall	2	77	15	19	16	21	15	19	23	30	8	10
Spring	2	76	16	21	19	25	19	25	15	20	7	9
Fall	3	82	21	26	10	12	26	32	16	20	9	11
Spring	3	83	29	35	25	30	14	17	11	13	4	5
Fall	4	71	19	27	13	18	19	27	15	21	5	7
Spring	4	67	12	18	21	31	22	33	11	16	1	1
Fall	5	70	26	37	10	14	20	29	10	14	4	6
Spring	5	70	28	40	19	27	13	19	10	14	0	0
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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6. PARENTS AT PARENT-TEACHER CONFERENCES

	Students represented by parents at parent teacher conferences			
	2016-2017		2017-2018	
	Number	Percentage	Number	Percentage
FALL	425	88%	415	89%
SPRING*	222	46%	196	42%

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

Siersma Elementary School is dedicated to empowering students to become successful and productive citizens. As a staff, we strive to create meaningful relationships that foster student achievement. We are committed to continual improvement for all students. As we transition from a year-round calendar back to a traditional calendar for next school year, we will look for innovative ways to help all our students meet and exceed their potential.

Sincerely,

*Eric Williamson*

Principal, Siersma Elementary School