



# Warren Consolidated Schools

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

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## IRENE WILKERSON ELEMENTARY SCHOOL

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## Wilkerson Elementary School School Annual Education Report (AER)

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the 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, <http://bit.ly/2VXcMRq>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

## **Wilkerson Elementary School School Annual Education Report (AER)**

During the 2018-2019 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 High Quality 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) that target all students in Tier 1 instruction. Further, we have developed a process and protocol to provide interventions for our struggling students that will ultimately strengthen Tier 1 instruction. We have continued training for our teachers in forming skill-based groups and utilizing 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 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**

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 with students receiving Tier 2 ELA support as well. In Mathematics, all students participate 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. Our school focuses on supporting a Positive Behavior Intervention System, which we call the PAWS Expectations. By setting common expectations for students across the building, recognizing student efforts to meet these expectations, and incorporating Steven Covey's 7 Habits the PAWS Expectations help to maintain a positive school culture at Wilkerson Elementary.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

**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 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 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.

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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.

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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS  
 In the fall of 2018, Warren Consolidated Schools administrated Northwest Evaluation Association’s measure of Academic Progress (MAP Growth assessment). This test was given again the spring of 2019. ELA and Math assessment results are listed below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	81	25	31	19	23	16	20	10	12	11	14
Spring	1	83	32	39	16	19	19	23	7	8	9	11
Fall	2	62	8	13	9	15	21	34	7	11	17	27
Spring	2	62	8	13	16	26	14	23	15	24	9	15
Fall	3	83	21	25	15	18	21	25	16	19	10	12
Spring	3	82	22	27	16	20	22	27	15	18	7	9
Fall	4	77	14	18	21	27	17	22	17	22	8	10
Spring	4	79	16	20	19	24	20	25	18	23	6	8
Fall	5	90	13	14	13	14	28	31	24	27	12	13
Spring	5	90	17	19	20	22	21	23	24	27	8	9
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	80	27	34	18	23	13	16	16	20	6	8
Spring	1	83	35	42	19	23	15	18	6	7	8	10
Fall	2	62	6	10	8	13	14	23	17	27	17	27
Spring	2	61	7	11	7	11	11	18	10	16	26	43
Fall	3	83	29	35	19	23	19	23	9	11	7	8
Spring	3	82	24	29	26	32	15	18	16	20	1	1
Fall	4	77	25	32	12	16	20	26	16	21	4	5
Spring	4	79	24	30	18	23	22	28	12	15	3	4
Fall	5	91	20	22	16	18	20	22	13	14	22	24
Spring	5	90	24	27	18	20	20	22	20	22	8	9
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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

	Students represented by parents at parent teacher conferences			
	2017-18		2018-19	
	Number	Percentage	Number	Percentage
FALL	456	93%	484	95%
SPRING	191	39%	216	96%

\*Spring conference are held by the request of parent or teacher

I am so grateful to each member of the Wilkerson Elementary school community for their continued commitment to our students. I am proud to serve as the Principal and will continue to forge relationships between the members of our school community in order to always do what is best for our students.

Sincerely,

*Anthony Viviano*

Principal of Wilkerson Elementary School