



# Warren Consolidated Schools

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

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## HOMER HARWOOD ELEMENTARY SCHOOL

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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 Harwood 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 Jason Clark for assistance.

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

Harwood has always maintained a commitment to the ILC process as a means of identifying student needs and helping to meet those needs. This commitment has allowed us to realize consistent gains in student proficiency on the ELA and Math M-STEP. These gains were stalled by the loss of education at the end of the 2019-2020 and changing educational models of the 2020-2021 school year however Harwood has resumed the positive trajectory in student we saw pre-pandemic. Collaborative data dialogue conversations continue to take place throughout the school year when analyzing multiple data points to address the achievement gap between all students and multiple subgroups. Additionally, we are working to address students' social and emotional needs through the utilization of the Positivity Project to support the overall social and emotion growth of our students.

We have followed up the positive testing outcomes of the 2021-2022 school year with continued growth during the 2022-2023 school year. We are focused on two main ideas: Strengthening our core curriculum implementation and adhering to a Multi-Tiered System of Support (MTSS) process. We continued building the capacity of our MTSS process, with the support of an Early Literacy Specialist, in aligning our Tier 1 and Tier 2 instruction in the classroom to meet the needs of our diverse population, and to develop our ability to provide these interventions in the virtual environment.

We implemented our school improvement strategies with fidelity and remain committed to instructional master schedules and strategy implementation guides. Collaborative team meetings focused on using data from common formative assessments, along with district summative assessments to measure student mastery and provide Tier 2 support in both ELA and Math in the classroom. Multiple tiers of intervention were provided by our classroom teachers, Title I teacher, Language Acquisition teachers, paraprofessionals, and resource room teacher. Our commitment to strengthen our research-based instructional practices and committing to established timelines within each Instructional Learning Cycle afforded our instructional staff the ability to identify the targeted needs of all students. Students were expected to take part in the process by setting goals for each learning target in math and language arts and monitor their personal growth.

State law requires that we also report 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, 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. The Reading and Mathematics results for the 2022-23 and 2021-22 school years are listed below. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2022-23 and 2021-22 school years.

**North West Evaluation Association (NWEA) Test Results  
Harwood Elementary School**



Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21	%ile 21-40	%ile 21-40	%ile 41-60	%ile 61-80	%ile 61-80	%ile >80	%ile >80		
Kindergarten	Fall 2022	109	20	18%	25	23%	29	27%	17	16%	18	17%
	Spring 2023	110	33	30%	27	25%	21	19%	14	13%	15	14%
	Fall 2021	89	13	15%	23	26%	14	16%	20	22%	19	21%
	Spring 2022	95	19	20%	25	26%	20	21%	18	19%	13	14%
1st Grade	Fall 2022	81	19	23%	18	22%	21	26%	18	22%	5	6%
	Spring 2023	85	29	34%	20	24%	16	19%	13	15%	7	8%
	Fall 2021	67	22	33%	15	22%	9	13%	10	15%	11	16%
	Spring 2022	71	23	32%	16	23%	14	20%	12	17%	6	8%
2nd Grade	Fall 2022	72	19	26%	19	26%	9	13%	11	15%	14	19%
	Spring 2023	77	29	38%	14	18%	11	14%	15	19%	8	10%
	Fall 2021	76	19	25%	22	29%	14	18%	13	17%	8	11%
	Spring 2022	78	18	23%	20	26%	16	21%	13	17%	11	14%
3rd Grade	Fall 2022	84	15	18%	15	18%	17	20%	23	27%	14	17%
	Spring 2023	87	15	17%	16	18%	22	25%	26	30%	8	9%
	Fall 2021	77	26	34%	14	18%	16	21%	10	13%	11	14%
	Spring 2022	80	19	24%	17	21%	19	24%	19	24%	6	8%
4th Grade	Fall 2022	76	18	24%	8	11%	18	24%	23	30%	9	12%
	Spring 2023	76	18	24%	11	14%	18	24%	19	25%	10	13%
	Fall 2021	60	16	27%	14	23%	15	25%	15	25%	0	0%
	Spring 2022	63	17	27%	22	35%	20	32%	4	6%	0	0%
5th Grade	Fall 2022	65	25	38%	6	9%	19	29%	14	22%	1	2%
	Spring 2023	68	19	28%	15	22%	22	32%	11	16%	1	1%
	Fall 2021	80	24	30%	18	23%	23	29%	9	11%	6	8%
	Spring 2022	86	22	26%	21	24%	28	33%	6	7%	9	10%

**North West Evaluation Association (NWEA) Test Results  
Harwood Elementary School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21	%ile 21-40	%ile 21-40	%ile 41-60	%ile 61-80	%ile 61-80	%ile >80	%ile >80		
1st Grade	Fall 2022	82	32	39%	21	26%	13	16%	9	11%	7	9%
	Spring 2023	85	28	33%	25	29%	14	16%	11	13%	7	8%
	Fall 2021	66	33	50%	11	17%	7	11%	7	11%	8	12%
	Spring 2022	71	32	45%	14	20%	7	10%	9	13%	9	13%
2nd Grade	Fall 2022	72	21	29%	20	28%	10	14%	9	13%	12	17%
	Spring 2023	77	27	35%	16	21%	12	16%	14	18%	8	10%
	Fall 2021	77	26	34%	17	22%	13	17%	14	18%	7	9%
	Spring 2022	78	28	36%	14	18%	20	26%	9	12%	7	9%
3rd Grade	Fall 2022	84	19	23%	15	18%	17	20%	18	21%	15	18%
	Spring 2023	88	22	25%	19	22%	16	18%	17	19%	14	16%
	Fall 2021	77	21	27%	12	16%	18	23%	10	13%	16	21%
	Spring 2022	80	19	24%	16	20%	17	21%	16	20%	12	15%
4th Grade	Fall 2022	76	11	14%	15	20%	19	25%	16	21%	15	20%
	Spring 2023	76	11	14%	17	22%	19	25%	17	22%	12	16%
	Fall 2021	60	10	17%	15	25%	15	25%	13	22%	7	12%
	Spring 2022	63	18	29%	10	16%	20	32%	10	16%	5	8%
5th Grade	Fall 2022	65	16	25%	12	18%	17	26%	14	22%	6	9%
	Spring 2023	68	18	26%	13	19%	18	26%	16	24%	3	4%
	Fall 2021	80	16	20%	22	28%	16	20%	14	18%	12	15%
	Spring 2022	86	16	19%	17	20%	26	30%	19	22%	8	9%

**Developmental Reading Assessment (DRA)  
Harwood Elementary School**



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	81	29	36%	23	28%	29	36%
	Spring 2023	85	51	60%	13	15%	21	25%
	Fall 2021	68	29	43%	15	22%	24	35%
	Spring 2022	71	41	58%	7	10%	23	32%
2nd Grade	Fall 2022	56	26	46%	4	7%	26	46%
	Spring 2023	78	38	49%	9	12%	31	40%
	Fall 2021	74	38	51%	11	15%	25	34%
	Spring 2022	75	25	33%	10	13%	40	53%
3rd Grade	Fall 2022	111	27	24%	18	16%	66	59%
	Spring 2023	106	28	26%	8	8%	70	66%
	Fall 2021	90	33	37%	7	8%	50	56%
	Spring 2022	98	33	34%	7	7%	58	59%
4th Grade	Fall 2022	76	31	41%	10	13%	35	46%
	Spring 2023	78	25	32%	9	12%	44	56%
	Fall 2021	59	23	39%	14	24%	22	37%
	Spring 2022	63	16	25%	9	14%	38	60%
5th Grade	Fall 2022	64	18	28%	9	14%	37	58%
	Spring 2023	67	12	18%	8	12%	47	70%
	Fall 2021	77	21	27%	15	19%	41	53%
	Spring 2022	85	12	14%	8	9%	65	76%

**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	381	88%	434	86%
SPRING	149	33%	314	63%

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

Our commitment to working as a Professional Learning Community continues to foster data-rich conversations that identify the next steps within each instructional plan. We have established a systematic process that has ensured a guaranteed and viable curriculum for all of our students with the use of on-going common formative assessments and student goal setting embedded at each grade level. We continue to build strong relationships with our community and share the responsibility of ensuring that all students experience success throughout the school year.

Sincerely,

Jason Clark  
Principal of Harwood Elementary School