



Warren Consolidated Schools

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

ADMINISTRATION BUILDING

31300 Anita
Warren, MI 48093
586.825.2400

1.888.4WCS.KIDS
www.wcskids.net
Text WCSKIDS to 57780

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Wilkerson Elementary 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 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 at <https://goo.gl/48MXv8>, 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.

During the 2016-2017 school year, the staff at Wilkerson Elementary continued working to develop a plan that focused on two main ideas: Strengthening our core Math curriculum implementation and establishing a Multi-Tiered System of Support (MTSS) process. Our two big ideas address the identified achievement gaps and supported the needs of our diverse learning community. We have taken steps in our school improvement plan to focus on strategies that reflect best practices in teaching. As a staff, we are committed to balanced literacy and math at Wilkerson Elementary. These best practices are research-based, aligned to the Michigan Standards and district curriculum, and provide timely intervention. Staff is providing the balanced literacy model (guided reading, shared reading, read aloud, word work and Writers Workshop) three to five times per week. We will also continue to provide math instruction that incorporates math tasks, number talks and small

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group instruction. In addition, the staff will continue examine our Student Support Network so that all Wilkerson Wildcats feel Care, Safety, Membership and Support through our Positive Behavior Intervention System (PBIS) that defines our expectations and support for all students in all areas of the school. These common expectations have allowed us to reinforce appropriate student behaviors. This in turn will provide more time to focus on student learning.

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 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 goal within the school improvement plan continued to focus on differentiating instruction within reading, math, and writing to address the identified achievement gaps. We have made some inconsistent gains and losses between Math and ELA as well as across grades three through five. The staff utilized information collected from academic assessments, surveys, and our self-assessments to help develop the plan. The school improvement team continued to demonstrate teacher leadership, and provided on-going professional development during our Professional Learning Community meetings.

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.

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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**.

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.

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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	1	70	18	25.7%	34	48.6%	17	24.3%	1	1.4%	25.7%
ELA	1	70	12	17.1%	31	44.3%	21	30.0%	6	8.6%	38.6%
MATH	1	72	38	52.8%	17	23.6%	16	22.2%	1	1.4%	23.6%
CORE	2	76	22	28.9%	21	27.6%	21	27.6%	12	15.8%	43.4%
ELA	2	76	21	27.6%	20	26.3%	27	35.5%	8	10.5%	46.1%
MATH	2	76	25	32.9%	20	26.3%	13	17.1%	18	23.7%	40.8%
CORE	3	59	22	37.3%	16	27.1%	16	27.1%	5	8.5%	35.6%
ELA	3	60	19	31.7%	16	26.7%	17	28.3%	8	13.3%	41.7%
MATH	3	59	21	35.6%	18	30.5%	15	25.4%	5	8.5%	33.9%
CORE	4	81	33	40.7%	18	22.2%	26	32.1%	4	4.9%	37.0%
ELA	4	81	30	37.0%	17	21.0%	27	33.3%	7	8.6%	42.0%
MATH	4	81	33	40.7%	22	27.2%	20	24.7%	6	7.4%	32.1%
CORE	5	83	29	34.9%	29	34.9%	21	25.3%	4	4.8%	30.1%
ELA	5	83	28	33.7%	27	32.5%	19	22.9%	9	10.8%	33.7%
MATH	5	83	30	36.1%	32	38.6%	17	20.5%	4	4.8%	25.3%

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.

ELA	GR	Total Students	Lo	%	LoAvg	%	Avg	%	HiAvg	%	Hi	%
Fall	1	79	40	51	15	19	12	15	7	9	5	6
Spring	1	80	35	44	23	29	7	9	9	11	6	8
Fall	2	74	14	19	20	27	19	26	14	19	7	9
Spring	2	75	21	28	27	36	10	13	13	17	4	5
Fall	3	81	13	16	13	16	21	26	18	22	16	20
Spring	3	82	14	17	21	26	13	16	20	24	14	17
Fall	4	59	11	19	11	19	14	24	12	20	11	19
Spring	4	60	9	15	9	15	16	27	20	33	6	10
Fall	5	85	27	32	14	16	16	19	18	21	10	12
Spring	5	86	29	34	17	20	18	21	16	19	6	7
Lo %ile <21			LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80			

%ile = Percentile

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Math	GR	Total Students	Lo	%	LoAvg	%	Avg	%	HiAvg	%	Hi	%
Fall	1	79	37	47	13	16	12	15	15	19	2	3
Spring	1	80	30	38	22	28	10	13	11	14	7	9
Fall	2	74	14	19	14	19	23	31	16	22	7	9
Spring	2	75	18	24	19	25	18	24	12	16	8	11
Fall	3	81	20	25	16	20	18	22	18	22	9	11
Spring	3	78	18	23	17	22	18	23	15	19	10	13
Fall	4	59	22	37	10	17	10	17	8	14	9	15
Spring	4	60	15	25	23	38	7	12	10	17	5	8
Fall	5	85	32	38	19	22	16	19	13	15	5	6
Spring	5	87	35	40	22	25	11	13	15	17	4	5
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	476	96%	445	94%
SPRING*	451	91%	430	91%

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

The Wilkerson Elementary community has worked very hard to increase student achievement. We believe that through the use of initiatives like a strong Student Support Network, PBIS and a sharpened focus on Balanced Math and Literacy as a best practice will continue to provide the best learning environment for our students.

Wilkerson is a great place to work, and an even better place to learn, and I am proud to be a part of this team.

Sincerely,

Anthony O. Viviano

Principal, Wilkerson Elementary School