



Warren Consolidated Schools

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

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GREEN ACRES ELEMENTARY SCHOOL

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Green Acres 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 Green Acres Elementary. 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 Stacey Leavell for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2VYQpLo>, 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.

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Through the school improvement process, our staff meets regularly during grade level common preps, PLC's, and staff meetings to analyze data; DRA2, NWEA, M-STEP, and common assessments, along with many internal assessments that enabled us to identify student's strengths and needs. Through this process, we identified the following areas of focus for the 2018-2019 school year:

- Tier I instruction
- Tier II & III Math, Guided Reading, and Language Acquisition interventions
- ILC & PLC
- Professional development which will continue to support best practices.

Overall enrollment at Green Acres has stayed consistent for the past 5 years, with a current enrollment of 500 students. While our enrollment has remained consistent, Green Acres Elementary School has had an increase in the number of English language learners as well as economically disadvantaged students. Within these two subgroups we have identified gaps in math and language arts scores between the highest achieving and lowest achieving students. Although our data indicates that the economically disadvantaged students and EL students have an achievement gap, we have closed the gap significantly and have seen improvement in growth and achievement on the M-STEP.

To close these gaps and increase student achievement. Green Acres Elementary School continues to implement the tiered intervention program along with strong classroom tier I instruction. The tiered II & III MTSS program provides interventions for students needing extra support in the areas of math and language arts. Staff also meets quarterly for MTSS meetings with the principal, Title I teachers and Language Acquisition teacher. Classroom instruction in grades K-5 is differentiated and based on specific student's needs, including small group instruction at the tier I & tier II levels. Interventions include small group individualized instruction by a highly qualified Title I Teacher, Language Acquisition Teacher and classroom teacher. Our Tier III support/interventions includes the prior and may include special education services.

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

Green Acres Elementary staff continuously evaluates and revisits the school improvement plan. This process is based on all staff members monitoring student progress and

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identifying academic progress and student needs. The following school improvement goals were identified for the 2018-2019 school year:

- Reading: Students will improve their DRA2 levels in reading which will increase comprehension and academic vocabulary in the areas of reading, math, science and social studies
- Math: Students will continue to achieve at or above District and State Standards
- Writing: Students will improve, from fall to spring, with written expression in language arts, math, science and social studies
- Professional Learning Community: Staff will collaborate to monitor, evaluate, and analyze our reading, writing, math, science and social studies goals.

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

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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, 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, 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. 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	68	17	25	16	24	11	16	13	19	11	16
Spring	1	66	23	35	21	32	10	15	4	6	8	12
Fall	2	76	9	12	15	20	22	29	15	20	15	20
Spring	2	78	14	18	18	23	18	23	17	22	11	14
Fall	3	75	15	20	17	23	16	21	17	23	10	13
Spring	3	71	12	17	17	24	22	31	12	17	8	11
Fall	4	72	12	17	22	31	15	21	13	18	10	14
Spring	4	73	15	21	23	32	16	22	13	18	6	8
Fall	5	108	25	23	25	23	24	22	26	24	8	7
Spring	5	109	24	22	23	21	32	29	19	17	11	10
%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	68	18	26	19	28	12	18	11	16	8	12
Spring	1	66	20	30	20	30	14	21	4	6	8	12
Fall	2	76	11	14	17	22	13	17	15	20	20	26
Spring	2	78	15	19	9	12	13	17	16	21	25	32
Fall	3	75	17	23	12	16	28	37	16	21	2	3
Spring	3	71	17	24	20	28	20	28	13	18	1	1
Fall	4	72	18	25	19	26	17	24	12	17	6	8
Spring	4	74	18	24	16	22	24	32	15	20	1	1
Fall	5	108	31	29	25	23	28	26	15	14	9	8
Spring	5	109	34	31	29	27	26	24	15	14	5	5
%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. 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	480	95%	488	95%
SPRING	215	42%	322	92%

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

Green Acres staff is committed to helping all students achieve. We understand that all students learn in a variety of ways and we individualize instruction to meet the needs of our students. We strive to establish an environment where everyone feels welcome and student success is attained. The students at Green Acres look forward to coming to school. We have a diverse population that encompasses over 30 different home languages. Students are treated with respect and are encouraged to be proud of their heritage. We acknowledge our diverse population by teaching our students to accept differences. Understanding our families and their needs is important to the school community.

All of our students are provided the same opportunities whether it be differentiated classroom curriculum, Tier I, II & III strategies, interventions, a safe & happy environment, after-school programs, evening events, or student council. Most importantly all of our children have the opportunity to learn and grow as young individuals. Our commitment is to create a positive learning environment and future for all of our children.

Sincerely,

Stacey Leavell

Principal of Green Acres Elementary School