



# Warren Consolidated Schools

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

## VIRGIL I. GRISSOM MIDDLE SCHOOL

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## Grissom Middle School School Annual Education Report (AER)

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Grissom Middle 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 Elizabeth Iljkoski for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/39o22VJ>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in 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.

## **Grissom Middle School School Annual Education Report (AER) Cover Letter**

To effectively meet the needs of all Grissom students, student achievement data from local and state assessments are reviewed several times throughout the year to determine areas of success and areas for continued work and improvement. Using the NWEA Measure of Academic Progress, the Grissom staff has been able to identify specific strengths and weaknesses for each student in the areas of math, reading and language usage and has developed appropriate interventions to close any achievement gaps and/or guide students through advanced content. The state M-STEP data provides crucial information on overall achievement of all students and our subgroups within our school population and helps to identify areas of strength and weakness and trends in achievement that will need to be addressed. Teachers also use their grade and content area assessments to guide their instructional plans to ensure students meet the grade level expectations.

As achievement results for our students with disabilities and English Learner (EL) students have been identified as an area of concern, the Grissom staff work collaboratively in our professional learning community to incorporate strategies and activities that would foster achievement growth among these subgroups. Although improvement was found in the achievement of our students with disabilities, our EL students have continued to struggle as indicated by the NWEA data. To address these students' needs, all teachers have incorporated specific instruction in academic and content area specific vocabulary. In addition, teachers have also committed to incorporating reading and writing instructional activities into all content areas. Language acquisition intervention teachers provide intense instruction on specific skills through several 30 minute lessons throughout the week to help our EL students better understand the content in their general education classes.

The Grissom teachers strive to meet the needs of all learners and have been actively involved in the Multi-Tiered System of Support (MTSS) process to better understand the challenges that our students face and work to incorporate appropriate interventions within the general education classes and Tier 3 intervention courses. The MTSS process will continue to be refined and improved to efficiently and effectively address achievement concerns.

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**

Grissom Middle School is in the fifth year as part of the district NCA accreditation process. Our focus has been on the development of the whole child, with additional emphasis on proficiencies

## **Grissom Middle School Annual Education Report (AER)**

in Reading and Mathematics. However, our school has been actively engaged in the school improvement process for well over ten years.

### **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 (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 **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.

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**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.

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 pages.

### THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In the fall of 2018 and 2019, Warren Consolidated Schools administered the Northwest Evaluation Association Measure of Academic Progress (MAP Growth). This test was given again in the spring of 2019, however, it was not administered in the spring of 2020 due to COVID-19. Reading and Mathematics results are listed below.

North West Evaluation Association (NWEA) Test Results												
Grissom Middle School												
		Total Students	Low Percentile <21		Low Average Percentile 21-40		Average Percentile 41-60		High Average Percentile 61-80		High Percentile >80	
			Count	%	Count	%	Count	%	Count	%	Count	%
<b>Reading</b>												
<b>6th Grade</b>	Fall 2019	237	41	17%	57	24%	59	25%	53	22%	27	11%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	284	55	19%	59	21%	74	26%	48	17%	48	17%
	Spring 2019	292	42	14%	73	25%	65	22%	65	22%	47	16%
<b>7th Grade</b>	Fall 2019	287	49	17%	45	16%	89	31%	77	27%	27	9%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	251	50	20%	48	19%	60	24%	49	20%	44	18%
	Spring 2019	248	32	13%	50	20%	56	23%	78	31%	32	13%
<b>8th Grade</b>	Fall 2019	247	64	26%	63	26%	53	21%	40	16%	27	11%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	273	38	14%	54	20%	84	31%	68	25%	29	11%
	Spring 2019	276	40	14%	57	21%	86	31%	60	22%	33	12%
<b>Mathematics</b>												
<b>6th Grade</b>	Fall 2019	237	33	14%	66	28%	61	26%	49	21%	28	12%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	284	54	19%	65	23%	68	24%	59	21%	38	13%
	Spring 2019	292	89	30%	69	24%	77	26%	34	12%	23	8%

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<b>7th Grade</b>	Fall 2019	287	52	18%	62	22%	77	27%	66	23%	30	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	251	68	27%	56	22%	65	26%	39	16%	23	9%
	Spring 2019	248	69	28%	72	29%	51	21%	38	15%	18	7%
<b>8th Grade</b>	Fall 2019	247	64	26%	63	26%	53	21%	40	16%	27	11%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	273	63	23%	69	25%	72	26%	43	16%	26	10%
	Spring 2019	276	58	21%	86	31%	63	23%	42	15%	27	10%

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

	Students represented by parents at parent teacher conferences			
	2018-19		2019-20	
	Number	Percentage	Number	Percentage
FALL	471	58%	415	54%
SPRING	287	35%	N/A	N/A

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

The Grissom Middle School team is committed to providing a safe and engaging learning environment that supports all of our students. Students are encouraged to represent the Grissom Grizzly PRIDE expectations of being prepared, respectful, involved, dedicated and in school every day! The overall accountability score for Grissom has increased and will continue to climb as our learning community stays “committed to education and making a difference in the lives of our students,” as is stated in our mission. As evidenced through our professional learning communities, engagement in professional development and active participation in the MTSS process, our staff continues to meet the needs of our students so they can reach their full potential and strive to be the best they can be.

Sincerely,

Elizabeth Iljoski  
Principal of Grissom Middle School