



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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Harwood Elementary 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 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 2019-20 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.

Harwood Elementary School School Annual Education Report (AER)

Our students have continued to demonstrate growth on the state summative assessment with the following sub groups increasing in both summative growth and summative proficiency in both ELA and Math: All Students, Economically Disadvantaged, and English Learner Students.

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.

Our continued work to close the mentioned gaps during the 2019-2020 school year 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.

We implemented our school improvement strategies with fidelity and remained 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

The focus of our School Improvement Plan continues to encompass differentiating instruction across the content area. Within language arts we used a balanced literacy approach to incorporate both whole group and small group instruction. All students engaged in curriculum content that aligned with grade level Common Core Standards and received necessary intervention support identified through our school's MTSS process. We integrated science and social studies into our language arts blocks often using informational text that reflected the

Harwood Elementary School School Annual Education Report (AER)

content within these two subjects. Our math instruction is a 90-minute block that included direct instruction, Tier 2 support and student practice. Power Standards are identified within each unit with learning targets being identified and taught within each Instructional Learning Cycle. The fidelity of strategy implementation was monitored through administrative walkthroughs, instructional observations, teacher monitoring logs and data protocol sheets submitted within each Instructional Learning Cycle. Our school leadership team continued to monitor building level data, assess the needs of the students, developed intervention cycles and provided support throughout the year during collaborative team meetings.

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.

**Harwood Elementary School
School Annual Education Report (AER)**

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, 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.

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 Harwood Elementary 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	%
Reading												
1st Grade	Fall 2019	81	14	17%	13	16%	18	22%	19	23%	17	21%
	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	41	10	24%	11	27%	6	15%	10	24%	4	10%
	Spring 2019	40	7	18%	8	20%	13	33%	5	13%	7	18%

**Harwood Elementary School
School Annual Education Report (AER)**

2nd Grade	Fall 2019	67	14	21%	16	24%	9	13%	16	24%	12	18%
	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	45	10	22%	11	24%	7	16%	8	18%	9	20%
	Spring 2019	48	11	23%	14	29%	8	17%	7	15%	8	17%
3rd Grade	Fall 2019	71	12	17%	18	25%	14	20%	14	20%	13	18%
	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	44	11	25%	8	18%	9	20%	10	23%	6	14%
	Spring 2019	41	7	17%	6	15%	8	20%	14	34%	6	15%
4th Grade	Fall 2019	83	14	17%	13	16%	25	30%	19	23%	12	14%
	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	64	12	19%	10	16%	20	31%	12	19%	10	16%
	Spring 2019	67	13	19%	7	10%	20	30%	18	27%	9	13%
5th Grade	Fall 2019	92	19	21%	21	23%	27	29%	18	20%	7	8%
	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	61	15	25%	12	20%	17	28%	11	18%	6	10%
	Spring 2019	66	8	12%	10	15%	22	33%	18	27%	8	12%
Mathematics												
1st Grade	Fall 2019	81	17	21%	17	21%	8	10%	28	35%	11	14%
	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	41	11	27%	6	15%	8	20%	13	32%	3	7%
	Spring 2019	39	4	10%	13	33%	7	18%	8	21%	7	18%
2nd Grade	Fall 2019	67	6	9%	12	18%	12	18%	19	28%	18	27%
	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	45	11	24%	8	18%	8	18%	11	24%	7	16%
	Spring 2019	48	13	27%	9	19%	3	6%	7	15%	16	33%
3rd Grade	Fall 2019	71	10	14%	15	21%	15	21%	17	24%	14	20%
	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	44	9	20%	3	7%	12	27%	15	34%	5	11%
	Spring 2019	41	6	15%	4	10%	12	29%	15	37%	4	10%
4th Grade	Fall 2019	83	15	18%	8	10%	21	25%	28	34%	11	13%
	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	64	7	11%	16	25%	14	22%	15	23%	12	19%
	Spring 2019	67	13	19%	2	33%	13	19%	17	25%	2	3%
5th Grade	Fall 2019	92	19	21%	15	16%	24	26%	21	23%	13	14%
	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	61	11	18%	15	25%	16	26%	14	23%	5	8%
	Spring 2019	66	10	15%	15	23%	17	26%	17	26%	7	11%

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	280	95%	416	84%
SPRING	171	94%	N/A	N/A

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

**Harwood Elementary School
School Annual Education Report (AER)**

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