



Warren Consolidated Schools

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

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JOHN H. SIERSMA 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 Siersma 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 Christalyn Walker for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/2M1Bpgx>, 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.

We are proud of the achievement students have made with growth targets. We continue to work to demonstrate consistency in meeting our proficiency targets in math and ELA. We continue to concentrate our efforts to improve Tier 1 math instruction and it is evident in our achievement scores. Our commitment to establishing and implementing strengthened Tier 1 instruction by establishing a guaranteed and viable curriculum in math and ELA is transferring to our student achievement. We are committed to the process of using identified essential standards to focus our instruction on identified deficits. Through the development of grade level Strategy Implementation Guides and master schedules, a clearly identified process is in place to ensure all students receive the same quality instruction within each classroom. Our implementation of Instructional Learning Cycles has created a structure for using formative assessments to monitor student progress within each unit. We fully implemented our building-wide initiative to use learning target walls that connect to student data tracking, engaging students in monitoring their own progress along with the progress of their class.

State law requires that we also report on the following 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 fidelitous 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 Siersma Elementary School													
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi		
			%ile<21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80						
Kindergarten	Fall 2022	77	22	29%	17	22%	22	29%	7	9%	9	12%	
	Spring 2023	85	36	42%	20	24%	9	11%	12	14%	8	9%	
	Fall 2021	68	9	13%	16	24%	12	18%	10	15%	21	31%	
	Spring 2022	68	25	37%	11	16%	8	12%	11	16%	13	19%	
1st Grade	Fall 2022	55	19	35%	12	22%	10	18%	13	24%	1	2%	
	Spring 2023	54	23	43%	14	26%	12	22%	5	9%	0	0%	
	Fall 2021	80	19	24%	15	19%	18	23%	20	25%	8	10%	
	Spring 2022	90	18	20%	29	32%	22	24%	12	13%	9	10%	
2nd Grade	Fall 2022	93	23	25%	14	15%	23	25%	19	20%	14	15%	
	Spring 2023	90	31	34%	9	10%	16	18%	20	22%	14	16%	
	Fall 2021	67	8	12%	17	25%	16	24%	18	27%	8	12%	
	Spring 2022	70	15	21%	14	20%	18	26%	11	16%	12	17%	
3rd Grade	Fall 2022	65	18	28%	9	14%	17	26%	15	23%	6	9%	
	Spring 2023	68	15	22%	16	24%	18	26%	14	21%	5	7%	
	Fall 2021	55	11	20%	14	25%	9	16%	12	22%	9	16%	
	Spring 2022	61	18	30%	13	21%	14	23%	11	18%	5	8%	
4th Grade	Fall 2022	54	12	22%	9	17%	13	24%	9	17%	11	20%	
	Spring 2023	57	12	21%	18	32%	11	19%	14	25%	2	4%	
	Fall 2021	52	11	21%	8	15%	13	25%	13	25%	7	13%	
	Spring 2022	56	9	16%	8	14%	19	34%	9	16%	11	20%	
5th Grade	Fall 2022	59	14	24%	8	14%	11	19%	14	24%	12	20%	
	Spring 2023	61	13	21%	16	26%	13	21%	10	16%	9	15%	
	Fall 2021	63	21	33%	21	33%	12	19%	5	8%	4	6%	
	Spring 2022	65	21	32%	17	26%	14	22%	6	9%	7	11%	

**North West Evaluation Association (NWEA) Test Results
Siersma 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	56	29	52%	12	21%	4	7%	8	14%	3	5%
	Spring 2023	55	31	56%	8	15%	6	11%	7	13%	3	5%
	Fall 2021	77	23	30%	11	14%	18	23%	18	23%	7	9%
	Spring 2022	86	22	26%	21	24%	22	26%	11	13%	10	12%
2nd Grade	Fall 2022	93	23	25%	18	19%	22	24%	21	23%	9	10%
	Spring 2023	91	26	29%	21	23%	24	26%	12	13%	8	9%
	Fall 2021	68	15	22%	13	19%	16	24%	14	21%	10	15%
	Spring 2022	69	21	30%	12	17%	14	20%	13	19%	9	13%
3rd Grade	Fall 2022	63	16	25%	10	16%	11	17%	15	24%	11	17%
	Spring 2023	67	16	24%	10	15%	15	22%	13	19%	13	19%
	Fall 2021	55	10	18%	6	11%	16	29%	14	25%	9	16%
	Spring 2022	61	13	21%	16	26%	9	15%	13	21%	10	16%
4th Grade	Fall 2022	54	7	13%	9	17%	14	26%	16	30%	8	15%
	Spring 2023	56	9	16%	17	30%	11	20%	13	23%	6	11%
	Fall 2021	53	9	17%	4	8%	12	23%	15	28%	13	25%
	Spring 2022	57	8	14%	7	12%	14	25%	15	26%	13	23%
5th Grade	Fall 2022	59	9	15%	9	15%	14	24%	15	25%	12	20%
	Spring 2023	60	11	18%	9	15%	12	20%	18	30%	10	17%
	Fall 2021	63	15	24%	20	32%	10	16%	11	17%	7	11%
	Spring 2022	65	15	23%	16	25%	13	20%	14	22%	7	11%

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



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	49	18	37%	12	24%	19	39%
	Spring 2023	55	31	56%	10	18%	14	25%
	Fall 2021	83	34	41%	11	13%	38	46%
	Spring 2022	92	46	50%	22	24%	24	26%
2nd Grade	Fall 2022	92	44	48%	28	30%	20	22%
	Spring 2023	93	38	41%	3	3%	52	56%
	Fall 2021	69	34	49%	12	17%	23	33%
	Spring 2022	69	23	33%	8	12%	38	55%
3rd Grade	Fall 2022	73	18	25%	10	14%	45	62%
	Spring 2023	90	27	30%	5	6%	58	64%
	Fall 2021	70	16	23%	8	11%	46	66%
	Spring 2022	82	21	26%	7	9%	54	66%
4th Grade	Fall 2022	54	21	39%	4	7%	29	54%
	Spring 2023	56	9	16%	7	13%	40	71%
	Fall 2021	56	20	36%	2	4%	34	61%
	Spring 2022	60	12	20%	4	7%	44	73%
5th Grade	Fall 2022	59	10	17%	7	12%	42	71%
	Spring 2023	61	11	18%	6	10%	44	72%
	Fall 2021	63	18	29%	8	13%	37	59%
	Spring 2022	64	13	20%	15	23%	36	56%

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	444	92%	473	86.47%
SPRING	234	82%	211	36.8%

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

Siersma Elementary School continues to work as a Professional Learning Community maximizing instructional time, providing a guaranteed and viable curriculum to all students, and utilizing a Multi-Tiered System of Supports to meet the academic and social emotional needs of our students. We are committed to building strong relationships with our community through effective communication with families that foster a positive culture for learning. Our teams work collaboratively and operate with the belief that all students can learn at high levels. We are committed to growth and success for all of our students!

Sincerely,

Christalyn Walker
Principal of Siersma Elementary School