



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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Grissom Middle 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 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 Joseph Konal for assistance.

The AER is available for you to review electronically at <https://goo.gl/ZiSVXX>, 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 been identified as a Targeted Support and Improvement (TSI) school.

Each school year, the Grissom staff reviews and analyzes student achievement data from local and state assessments to determine areas of success and areas for continued work and improvement. During the 2016-2017 school year, the district incorporated the NWEA Measure of Academic Progress assessment in our local assessment tools. The staff learned how to use the information provided in this new assessment to effectively plan and implement instructional strategies that meet all students' needs. Through collaborative work as a professional learning community, the staff determined that a continued focus on academic vocabulary, incorporating writing across all curricula areas and having math and language arts teachers participate in Instructional Learning Cycle (ILC) training, would be instrumental in improving student achievement.

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In an analysis of M-STEP data, both gains and declines in achievement were noted, and staff developed strategies to maintain the growth and correct the declines as needed. Modifications in Tier 1 and 2 instruction, and adjustments to the Tier 3 interventions were made to meet students' needs. The ILC process incorporates an analysis of students' readiness to learn upcoming content, which results in specific planning for the instructional unit and helps to identify the specific learning needs of students. The Corrective Reading program was added to our Title I ELA Builder intervention classes this school year to better address the lower level readers at Grissom. In addition, training on the identification of math skills was provided for our Title I math teacher to provide specific remedial instruction for students struggling in math.

The data from the state assessment also showed that our students with disabilities have struggled to demonstrate proficiency in the subject areas tested, (math, language arts, science and social studies). The staff worked to develop strategies to ensure that these students were receiving the support needed in the general education and special education classrooms. The special education staff provided each teacher with their students' accommodations that were generated in their IEP meetings. They continue to work collaboratively with the general education teachers to adjust instruction and provide the necessary support for the students. In the upcoming school year, the special education math and language arts teachers will also participate in the ILC training and implementation.

The local and state data also show a continued overall improvement among our EL students. It was determined that these students would be better served by having the language acquisition teachers meet with these students and provide skill specific instruction in 30-minute segments up to four times a week as indicated by their WIDA levels. This was a change in the services provided in previous years to more accurately address the specific skills that these students need.

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**

Grissom Middle School, along with other schools in the district, is in the third year as part of the district NCA accreditation process, but has been actively engaged in the school improvement process for over ten years.

3. **Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.**

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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.

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.

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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.

- 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.

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	6	227	97	42.7%	81	35.7%	45	19.8%	4	1.8%	21.6%
ELA	6	228	100	43.9%	79	34.6%	42	18.4%	7	3.1%	21.5%
MATH	6	228	98	43.0%	69	30.3%	56	24.6%	5	2.2%	26.8%
CORE	7	265	105	39.6%	77	29.1%	71	26.8%	12	4.5%	31.3%
ELA	7	265	112	42.3%	74	27.9%	59	22.3%	20	7.5%	29.8%
MATH	7	266	95	35.7%	81	30.5%	81	30.5%	9	3.4%	33.8%
CORE	8	250	124	49.6%	64	25.6%	58	23.2%	4	1.6%	24.8%
ELA	8	250	135	54.0%	62	24.8%	41	16.4%	12	4.8%	21.2%
MATH	8	250	100	40.0%	79	31.6%	68	27.2%	3	1.2%	28.4%

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	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	275	70	25	73	27	59	21	50	18	23	8
Spring	6	277	98	35	70	25	51	18	36	13	22	8
Fall	7	278	64	23	58	21	68	24	63	23	25	9
Spring	7	280	52	19	64	23	66	24	72	26	26	9
Fall	8	288	68	24	56	19	67	23	66	23	31	11
Spring	8	293	62	21	71	24	62	21	65	22	33	11

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	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	275	81	29	74	27	62	23	44	16	14	5
Spring	6	277	103	37	83	30	44	16	33	12	14	5
Fall	7	278	82	29	63	23	74	27	36	13	23	8
Spring	7	280	87	31	64	23	65	23	46	16	18	6
Fall	8	287	92	32	74	26	58	20	40	14	23	8
Spring	8	293	92	31	65	22	72	25	37	13	27	9
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	516	62%	505	60%
SPRING	300	36%	324	39%

As the principal of Grissom Middle School I am extremely proud of the hard work and effort that is displayed by the staff, students, and parents to improve the achievement of all our students. As indicated in the Grissom mission statement, we are “committed to education and making a difference in the lives of our students.” This is evident in the ongoing professional growth of the staff and the incorporation of best teaching practices in the classrooms. As the achievement gap reduces, Grissom will continue to provide educational opportunities for all levels of learners to meet their needs to reach their full potential and strive to be the best they can be.

Sincerely,

Joseph Konal

Principal, Grissom Middle School