



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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Siersma 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 the 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 Coreen Tremmel for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2VVhZcf>, 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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The challenge that we have had is demonstrating consistency in meeting our growth and proficiency targets in math. The inconsistencies over a 3-year trend are within our 4th and 5th grades. Our 3rd grade students have demonstrated growth over a 3-year period in both math and language arts. The outcome of our data dialogue conversations was developing a plan to strengthen our Tier 1 instruction by establishing a guaranteed and viable curriculum. Through the development of grade level Strategy Implementation Guides and master schedules we now have a process in place that ensures all students receive the same quality instruction within each classroom. The development of Instructional Learning Cycles has created a structure for using formative assessments to monitor student progress within each unit.

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

Our school improvement plan continues to remain aligned with the District Improvement Plan centered on ambitious instructional practices, defined Multi-Tiered System of Support and student support network. Our ELA Balanced Literacy Curriculum provides students with whole group and small group instruction, Tier 2 literacy support in the classroom as well Tier 3 pull support for our most at-risk students. We have continued to develop Instructional Learning Cycles within our math curriculum with full implementation beginning in January 2020. Our development of common formative assessments will provide our staff the opportunity to look at data points that are connected to specific learning targets and access student growth as well as targeted support that may be needed. Our focus on a student support network has continued as we moved into year two of our Mustang Mentor Program. The program has continued to provide each student in grades K-5 with a mentor outside of their classroom. Each goal and strategy within our plan support the three areas within our Professional Learning Community: Focus on Learning, Collaborative Culture and Results Orientation.

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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 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.

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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.

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	62	11	18	16	26	10	16	9	15	16	26
Spring	1	61	8	13	15	25	16	26	14	23	8	13
Fall	2	62	13	21	14	23	10	16	12	19	13	21
Spring	2	67	19	28	17	25	12	18	11	16	8	12
Fall	3	71	19	27	21	30	12	17	14	20	5	7
Spring	3	73	17	23	12	16	26	36	13	18	5	7
Fall	4	92	22	24	26	28	21	23	12	13	11	12
Spring	4	87	29	33	14	16	23	26	16	18	5	6
Fall	5	64	12	19	14	22	13	20	14	22	11	17
Spring	5	63	13	21	17	27	7	11	20	32	6	10
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	62	7	11	12	19	14	23	19	31	10	16
Spring	1	61	12	20	19	31	14	23	6	10	10	16
Fall	2	66	11	17	13	20	14	21	15	23	13	20
Spring	2	67	16	24	16	24	14	21	7	10	14	21
Fall	3	71	15	21	20	28	20	28	15	21	1	1
Spring	3	73	24	33	23	32	15	21	10	14	1	1
Fall	4	92	32	35	18	20	25	27	10	11	7	8
Spring	4	87	33	38	26	30	13	15	14	16	1	1
Fall	5	66	16	24	14	21	16	24	17	26	3	5
Spring	5	63	13	21	19	30	19	30	11	17	1	2
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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	415	89%	405	90%
SPRING	247	28%	165	37%

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

Siersma Elementary School continues to work as a Professional Learning Community with a focus on maximizing our instructional time, providing a guaranteed and viable curriculum to our students and structuring a Multi-Tiered System of Support to meet the academic and social emotional needs of our students. We strive to foster strong relationships with our students and extend that commitment to our parents as we believe that strong relationships promote student engagement and academic growth throughout the school year.

Sincerely,

Coreen Tremmel

Principal of Siersma Elementary School