



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, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 2021-22 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 has at least one underperforming student subgroup in 2021-22. 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 regard to growth targets. We continue to work to demonstrate consistency in meeting our proficiency targets in math and ELA. Our concentrated efforts to improve Tier 1 math instruction are evident in our achievement scores. Our commitment to establishing and implementing strengthened Tier 1 instruction by establishing a guaranteed and viable curriculum in math is nearly complete and we are beginning to focus this same work in ELA. 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 clear identified process is in place to ensure 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. 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

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 additional support for our most at-risk students. We continue to implement Instructional Learning Cycles within our math curriculum and review them each school year with the current year's students in mind, adjusting where needed. We are beginning this same focus in ELA Instruction Learning Cycles. Our development of common formative assessments provides staff the opportunity to look at data points that are connected to specific learning targets and access student growth and then develop targeted support that may be needed. We continue to have a full-time counselor who is integral to our focus on a student support network. This counselor provides individual support, targeted small group lessons, and whole group class lessons that address the social emotional needs of our student population. Each goal and strategy within our plan support the three areas within our Professional Learning Community: Focus on Learning, Collaborative Culture and Results Orientation.

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. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2020-21 school year. The Reading and Mathematics results for the 2020-21 and 2021-22 school years are listed below.

North West Evaluation Association (NWEA) Test Results													
Siersma 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	%	
Mathematics													
1st Grade	Fall 2021	80	21	26%	15	19%	18	23%	17	21%	9	11%	
	Spring 2022	81	18	22%	24	30%	21	26%	12	15%	6	7%	
	Fall 2020	73	6	8%	6	8%	9	12%	14	18%	38	52%	
	Spring 2021	72	16	22%	19	25%	14	19%	11	15%	12	17%	
2nd Grade	Fall 2021	61	9	15%	17	28%	6	26%	14	23%	5	8%	
	Spring 2022	58	14	24%	14	24%	14	24%	10	17%	6	10%	
	Fall 2020	59	4	7%	10	17%	11	19%	13	22%	29	41%	
	Spring 2021	59	18	31%	8	14%	12	20%	12	20%	N/A	N/A	
3rd Grade	Fall 2021	52	11	21%	15	29%	9	17%	8	15%	9	17%	
	Spring 2022	54	16	30%	12	22%	10	19%	11	20%	5	9%	
	Fall 2020	63	8	13%	9	14%	11	17%	21	33%	14	22%	
	Spring 2021	61	6	10%	13	21%	14	23%	16	26%	12	20%	

North West Evaluation Association (NWEA) Test Results												
Siersma 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	%
Mathematics												
4th Grade	Fall 2021	49	9	18%	10	20%	11	22%	11	22%	8	16%
	Spring 2022	51	8	16%	7	14%	17	33%	9	18%	10	20%
	Fall 2020	63	15	24%	13	21%	20	32%	7	11%	8	13%
	Spring 2021	65	22	34%	19	29%	9	14%	14	22%	1	2%
5th Grade	Fall 2021	69	26	38%	22	32%	12	17%	5	7%	4	6%
	Spring 2022	63	20	32%	16	25%	14	22%	6	10%	7	11%
	Fall 2020	71	12	17%	15	21%	16	23%	18	25%	10	14%
	Spring 2021	74	15	20%	21	28%	19	26%	12	16%	7	9%

North West Evaluation Association (NWEA) Test Results												
Siersma 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 2021	77	24	31%	10	13%	19	25%	17	22%	7	9%
	Spring 2022	77	21	27%	18	23%	21	27%	9	12%	8	10%
	Fall 2019	63	13	21%	9	14%	5	8%	17	27%	19	30%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd Grade	Fall 2021	83	16	25%	13	21%	16	25%	12	19%	6	10%
	Spring 2022	58	20	34%	10	17%	12	21%	11	19%	5	9%
	Fall 2019	70	6	9%	5	7%	11	16%	23	33%	25	36%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade	Fall 2021	52	12	23%	6	12%	15	29%	11	21%	8	15%
	Spring 2022	54	12	22%	14	26%	8	15%	12	22%	8	15%
	Fall 2019	66	12	18%	18	27%	13	20%	12	18%	11	17%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4th Grade	Fall 2021	51	9	18%	4	8%	12	24%	13	25%	13	25%
	Spring 2022	52	7	13%	6	12%	15	29%	12	23%	12	23%
	Fall 2019	81	6	7%	15	19%	21	26%	24	30%	15	19%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	Fall 2021	69	19	28%	21	30%	10	14%	12	17%	7	10%
	Spring 2022	63	14	22%	16	25%	12	19%	14	22%	7	11%
	Fall 2019	87	21	24%	14	16%	22	25%	17	20%	13	15%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Developmental Reading Assessment Siersma Elementary School								
		Total Students	Intervention		Below Level		On Level	
			Count	%	Count	%	Count	%
DRA								
1st Grade	Fall 2020	71	34	48%	17	24%	20	28%
	Spring 2021	67	37	55%	10	15%	20	30%
2nd Grade	Fall 2020	59	29	49%	10	17%	20	34%
	Spring 2021	60	18	30%	8	13%	34	57%
3rd Grade	Fall 2020	62	25	41%	8	13%	29	47%
	Spring 2021	61	17	23%	9	15%	35	57%
4th Grade	Fall 2020	63	34	54%	19	30%	10	16%
	Spring 2021	65	15	23%	13	20%	37	57%
5th Grade	Fall 2020	73	28	38%	14	19%	11	43%
	Spring 2021	75	19	25%	21	28%	35	47%

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

	Students represented by parents at parent teacher conferences			
	2020-2021		2021-2022	
	Number	Percentage	Number	Percentage
FALL	343	87%	444	92%
SPRING	187	44%	234	82%

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

Siersma Elementary School continues to work as a Professional Learning Community maximizing our instructional time, providing a guaranteed and viable curriculum to our students, and utilizing a Multi-Tiered System of Support to meet the academic and social emotional needs of our students. Our commitment to our community is a priority and communicating with parents is essential in building strong relationships that foster a culture for learning. We believe that all our students will show growth and we continue to work collaboratively to ensure this success!

Sincerely,

Christalyn Walker
Principal of Siersma Elementary School