



# Warren Consolidated Schools

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

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## IRENE WILKERSON 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 2022-24 educational progress for Wilkerson 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 Anthony Viviano for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3a8iGYD>, 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.

During the 2022-2023 school year, the Wilkerson Elementary School staff have focused on initiatives in the areas of providing a Balanced Literacy approach for English Language Arts and delivering Best Practice Mathematics instruction to drive student achievement as well as supporting students through the Multi-Tier System of Support (MTSS). Through support from the district, teachers have been trained and have implemented strategies in these fields (Guided Reading, Math Tasks and Number Talks and Tier 3 Literacy Academic Support) that enables them to identify and target instruction to meet each child's needs. Further, we provide interventions for our struggling students that will ultimately strengthen Tier 1 instruction. Teachers form skill-based groups and utilize the MTSS process to identify those students who need additional support in meeting grade level expectations for English Language Arts. Utilizing data from both state and local assessments, we meet regularly in teams to determine student needs and organize efforts to efficiently support those students.

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 Wilkerson 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	79	7	9%	10	13%	25	32%	13	16%	24	30%	
	Spring 2023	77	19	25%	14	18%	17	22%	17	22%	10	13%	
	Fall 2021	80	8	10%	6	8%	19	24%	21	26%	26	33%	
	Spring 2022	82	11	13%	17	21%	15	18%	16	20%	23	28%	
1st Grade	Fall 2022	71	18	25%	17	24%	17	24%	11	15%	8	11%	
	Spring 2023	71	26	37%	12	17%	17	24%	10	14%	6	8%	
	Fall 2021	60	10	17%	12	20%	14	23%	10	17%	14	23%	
	Spring 2022	63	21	33%	14	22%	10	16%	9	14%	9	14%	
2nd Grade	Fall 2022	66	18	27%	20	30%	8	12%	10	15%	10	15%	
	Spring 2023	67	22	33%	16	24%	5	7%	11	16%	13	19%	
	Fall 2021	69	17	25%	22	32%	14	20%	7	10%	9	13%	
	Spring 2022	71	19	27%	15	21%	9	13%	15	21%	13	18%	
3rd Grade	Fall 2022	73	22	30%	12	16%	21	29%	13	18%	5	7%	
	Spring 2023	73	21	29%	14	19%	19	26%	17	23%	2	3%	
	Fall 2021	62	20	32%	10	16%	13	21%	12	19%	7	11%	
	Spring 2022	67	18	27%	16	24%	13	19%	14	21%	6	9%	
4th Grade	Fall 2022	67	14	21%	16	24%	19	28%	11	16%	7	10%	
	Spring 2023	70	17	24%	16	23%	18	26%	14	20%	5	7%	
	Fall 2021	68	16	24%	18	26%	16	24%	12	18%	6	9%	
	Spring 2022	68	15	22%	24	35%	17	25%	7	10%	5	7%	
5th Grade	Fall 2022	69	22	32%	16	23%	14	20%	11	16%	6	9%	
	Spring 2023	71	25	35%	18	25%	15	21%	11	15%	2	3%	
	Fall 2021	65	14	22%	12	18%	23	35%	12	18%	4	6%	
	Spring 2022	65	19	29%	11	17%	24	37%	9	14%	2	3%	

**North West Evaluation Association (NWEA) Test Results  
Wilkerson Elementary School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80					
1st Grade	Fall 2022	71	25	35%	16	23%	9	13%	14	20%	7	10%
	Spring 2023	72	30	42%	17	24%	10	14%	10	14%	5	7%
	Fall 2021	60	13	22%	9	15%	15	25%	10	17%	13	22%
	Spring 2022	62	17	27%	18	29%	10	16%	4	6%	13	21%
2nd Grade	Fall 2022	66	21	32%	16	24%	10	15%	6	9%	13	20%
	Spring 2023	67	21	31%	20	30%	10	15%	9	13%	7	10%
	Fall 2021	69	24	35%	16	23%	15	22%	10	14%	4	6%
	Spring 2022	71	27	38%	16	23%	18	25%	7	10%	3	4%
3rd Grade	Fall 2022	73	21	29%	17	23%	21	29%	8	11%	6	8%
	Spring 2023	73	16	22%	17	23%	25	34%	10	14%	5	7%
	Fall 2021	63	19	30%	11	17%	12	19%	14	22%	7	11%
	Spring 2022	67	16	24%	11	16%	20	30%	12	18%	8	12%
4th Grade	Fall 2022	68	16	24%	11	16%	19	28%	12	18%	10	15%
	Spring 2023	70	16	23%	14	20%	16	23%	14	20%	10	14%
	Fall 2021	68	9	13%	11	16%	18	26%	22	32%	8	12%
	Spring 2022	67	11	16%	17	25%	20	30%	14	21%	5	7%
5th Grade	Fall 2022	68	11	16%	18	26%	15	22%	19	28%	5	7%
	Spring 2023	71	12	17%	16	23%	23	32%	16	23%	4	6%
	Fall 2021	65	8	12%	11	17%	15	23%	18	28%	13	20%
	Spring 2022	65	9	14%	15	23%	20	31%	14	22%	7	11%

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



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	71	19	27%	12	17%	40	56%
	Spring 2023	72	44	61%	4	6%	24	33%
	Fall 2021	61	16	26%	6	10%	39	64%
	Spring 2022	61	29	48%	5	8%	27	44%
2nd Grade	Fall 2022	66	37	56%	2	3%	27	41%
	Spring 2023	67	29	43%	9	13%	29	43%
	Fall 2021	68	34	50%	9	13%	25	37%
	Spring 2022	71	30	42%	10	14%	31	44%
3rd Grade	Fall 2022	99	32	32%	8	8%	59	60%
	Spring 2023	90	16	18%	9	10%	65	72%
	Fall 2021	85	31	36%	14	16%	40	47%
	Spring 2022	74	24	32%	3	4%	47	64%
4th Grade	Fall 2022	68	26	38%	8	12%	34	50%
	Spring 2023	70	19	27%	6	9%	45	64%
	Fall 2021	67	31	46%	9	13%	27	40%
	Spring 2022	69	15	22%	7	10%	47	68%
5th Grade	Fall 2022	69	12	17%	10	14%	47	68%
	Spring 2023	42	4	10%	6	14%	32	76%
	Fall 2021	64	9	14%	6	9%	49	77%
	Spring 2022	64	6	9%	0	0%	58	91%

**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	373	92%	375	90%
SPRING	346	86%	331	75%

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

I look forward to continuing with the strong student-centered relationships that help the Wilkerson Elementary School Community thrive. It is truly an honor to work in the best interest of students each and every day.

Sincerely,



Anthony Viviano, Ed.S.  
Principal of Wilkerson Elementary School