



Warren Consolidated Schools

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

1.888.4WCS.KIDS
www.wcskids.net

VIRGIL I. GRISSOM MIDDLE SCHOOL

35701 Ryan Road
Sterling Heights, MI 48310
586.825.2560

Board of Education

Susan G. Trombley, President
Megan E. Papiasian-Broadwell, Vice President
I. Susan Kattula, Secretary
Susan M. Jozwik, Treasurer
Leah A. Berdy, Trustee
Carl Weckerle, Trustee
Brian White, Trustee

Robert D. Livernois, Ph.D.
Superintendent

Grissom Middle School School Annual Education Report (AER) Cover Letter

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for 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 by visiting the following web site <http://bit.ly/2VYRSRU>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 subgroup performing in the bottom 25% within each applicable accountability index component.

An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups as defined by TSI definition above.

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.

Grissom Middle School School Annual Education Report (AER) Cover Letter

To effectively meet the needs of all Grissom students, student achievement data from local and state assessments are reviewed several times throughout the year to determine areas of success and areas for continued work and improvement. Using the NWEA Measure of Academic Progress, the Grissom staff has been able to identify specific strengths and weaknesses for each student in the areas of math, reading and language usage and has developed appropriate interventions to close any achievement gaps and/or guide students through advanced content. The state M-STEP data provides crucial information on overall achievement of all students and our subgroups within our school population and helps to identify areas of strength and weakness and trends in achievement that will need to be addressed. Teachers also use their grade and content area assessments to guide their instructional plans to ensure students meet the grade level expectations.

Through the analyses of the various assessments, the Grissom staff has seen an overall improvement in student achievement. However, achievement in math has been a consistent challenge. Appropriate interventions within the math classes through Tier 1 and 2 instruction have been implemented to support students' learning. In addition, Tier 3 interventions have been developed and incorporated into our intervention math classes.

Using the Instructional Learning Cycle (ILC) process, language arts and math teachers have been able to quickly identify the prerequisite skills that some students lack and have adjusted their instructional plans to address these areas as the new unit is taught. The post assessments data has indicated an increase in achievement for most students. The ILC process will be expanded to other content areas over the next few years.

As achievement results for our students with disabilities and English Learner (EL) students have been identified as an area of concern, the Grissom staff work collaboratively in our professional learning community to incorporate strategies and activities that would foster achievement growth among these subgroups. Although improvement was found in the achievement of our students with disabilities, our EL students have continued to struggle as indicated by the M-STEP data. To address these students' needs, all teachers have incorporated specific instruction in academic and content area specific vocabulary. In addition, teachers have also committed to incorporating reading and writing instructional activities into all content areas. Language acquisition intervention teachers provide intense instruction on specific skills through several 30 minute lessons throughout the week to help our EL students better understand the content in their general education classes.

Grissom Middle School School Annual Education Report (AER) Cover Letter

The Grissom teachers strive to meet the needs of all learners and have been actively involved in the Multi-Tiered Systems of Support process to better understand the challenges that our students face and work to incorporate appropriate interventions within the general education classes and Tier 3 intervention courses. The MTSS process will continue to be refined and improved to efficiently and effectively address achievement concerns

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

Grissom Middle School, along with all schools in the district, is in the fourth year as part of the district NCA accreditation process. However, our school has been actively engaged in the school improvement process for well over ten years.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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

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 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-

Grissom Middle School School Annual Education Report (AER) Cover Letter

acclaimed, award-winning high school performing arts program (WCSPA) which is located 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.

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

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.

Grissom Middle School
School Annual Education Report (AER) Cover Letter

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In the Fall of 2017, 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 2018. ELA and Math assessment results are below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	250	61	24	43	17	51	20	55	22	40	16
Spring	6	246	54	22	56	23	54	22	53	22	29	12
Fall	7	274	57	21	60	22	73	27	53	19	31	11
Spring	7	270	49	18	49	18	93	34	56	21	23	9
Fall	8	270	55	20	61	23	62	23	58	21	34	13
Spring	8	268	50	19	60	22	64	24	53	20	41	15
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	6	250	60	24	50	20	68	27	50	20	22	9
Spring	6	247	76	31	60	24	63	26	29	12	19	8
Fall	7	274	65	24	76	28	76	28	34	12	23	8
Spring	7	270	63	23	90	33	53	20	46	17	18	7
Fall	8	270	69	26	65	24	49	18	55	20	32	12
Spring	8	268	69	26	65	24	51	19	55	21	28	10
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

6. PARENTS AT PARENT-TEACHER CONFERENCES

	Students represented by parents at parent teacher conferences			
	2016-17		2017-18	
	Number	Percentage	Number	Percentage
FALL	505	60%	514	65%
SPRING	324	39%	283	36%

*Spring conference are held by request of parent or teacher

Grissom Middle School
School Annual Education Report (AER) Cover Letter

As the principal of Grissom Middle School, I am extremely proud of the hard work and dedication that is displayed by the staff, students, and parents to improve the achievement of all our students. The overall accountability score for Grissom has increased and will continue to climb as our learning community stays “committed to education and making a difference in the lives of our students,” as is stated in our mission. As evidenced through our professional learning communities, engagement in professional development and active participation in the MTSS process, our staff continues to meet the needs of our students so they can reach their full potential and strive to be the best they can be.

Sincerely,

Joe Konał

Principal, Grissom Middle School