



# Warren Consolidated Schools

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

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## THOMAS JEFFERSON ELEMENTARY SCHOOL

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## Jefferson Elementary 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 Jefferson Elementary. 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 Keith Karpinski for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VZsbR7>, 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.

## Jefferson Elementary School School Annual Education Report (AER) Cover Letter

State law requires that we also report additional information.

After careful review of Jefferson's M-STEP, district common assessment data, NWEA, and classroom/school-based data, we have concluded that Jefferson Elementary students continue to struggle with academic language, non-fiction reading, and problem solving. Through additional review of subgroup data, we were able to identify our strengths and needs.

Through our school improvement process, we have identified the following areas of focus for the next school year:

- Increased Tier I math support and strategies that include pre/post-test of math power standards for each unit of study.
- Increased Tier II math support at the grade level.
- Increased Tier I & II reading and writing strategies
- Increased focus with a strategic process for teaching academic vocabulary
- Continued use of the SIOP strategies, which will increase support for our EL students
- Implement on monitor master schedules and implementation guides to ensure maximum instructional time.
- Professional development that focuses on Tier I strategies.
- Utilize Grade Level Meeting time to review progress monitoring data and develop ongoing classroom interventions.

### 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

This is the second year of our new cycle.

Jefferson Elementary has five school improvement goals:

- All students will meet or exceed state and local standards in the area of Writing.
- All students will meet or exceed state and local standards in the area of Reading.
- All students will meet or exceed state and local standards in the area of Mathematics.
- All students will meet or exceed state and local standards in the area of Science.

## Jefferson Elementary School School Annual Education Report (AER) Cover Letter

- All students will meet or exceed state and local standards in the area of Social Studies.

The staff will continue to implement best practices and research-based strategies which will further increase student achievement. Student data and progress will be monitored over the next three to five years in order to assess the effectiveness of the instruction.

### 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 9<sup>th</sup> – 12<sup>th</sup> 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 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 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 11<sup>th</sup> and 12<sup>th</sup> 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.

**Jefferson Elementary School**  
**School Annual Education Report (AER) Cover Letter**

**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

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](http://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 2017, Warren Consolidated Schools administered Northwest Evaluation Association’s measure of Academic Progress (MAP Growth assessment). This test was given again the Spring of 2018. ELA and Math assessment results are listed below.

| ELA               | GR | Total Students | Lo          | Pct | LoAvg            | Pct | Avg            | Pct | HiAvg            | Pct | Hi          | Pct |
|-------------------|----|----------------|-------------|-----|------------------|-----|----------------|-----|------------------|-----|-------------|-----|
| Fall              | 1  | 66             | 23          | 35  | 17               | 26  | 14             | 21  | 7                | 11  | 5           | 8   |
| Spring            | 1  | 68             | 33          | 49  | 14               | 21  | 11             | 16  | 8                | 12  | 2           | 3   |
| Fall              | 2  | 65             | 7           | 11  | 14               | 22  | 18             | 28  | 15               | 23  | 11          | 17  |
| Spring            | 2  | 67             | 8           | 12  | 15               | 22  | 25             | 37  | 12               | 18  | 7           | 10  |
| Fall              | 3  | 68             | 18          | 26  | 12               | 18  | 16             | 24  | 13               | 19  | 9           | 13  |
| Spring            | 3  | 68             | 15          | 22  | 17               | 25  | 17             | 25  | 11               | 16  | 8           | 12  |
| Fall              | 4  | 86             | 24          | 28  | 22               | 26  | 17             | 20  | 15               | 17  | 8           | 9   |
| Spring            | 4  | 91             | 25          | 27  | 23               | 25  | 22             | 24  | 16               | 18  | 5           | 5   |
| Fall              | 5  | 94             | 30          | 32  | 19               | 20  | 20             | 21  | 17               | 18  | 8           | 9   |
| Spring            | 5  | 96             | 26          | 27  | 21               | 22  | 23             | 24  | 15               | 16  | 11          | 11  |
| %ile = Percentile |    |                | Lo %ile <21 |     | LoAve %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 60-80 |     | Hi %ile >80 |     |

**Jefferson Elementary School  
School Annual Education Report (AER) Cover Letter**

| MATH              | GR | Total Students | Lo         | Pct | LoAvg           | Pct | Avg            | Pct | HiAvg            | Pct | Hi         | Pct |
|-------------------|----|----------------|------------|-----|-----------------|-----|----------------|-----|------------------|-----|------------|-----|
| Fall              | 1  | 66             | 28         | 42  | 14              | 21  | 17             | 26  | 4                | 6   | 3          | 5   |
| Spring            | 1  | 68             | 28         | 41  | 18              | 26  | 10             | 15  | 10               | 15  | 2          | 3   |
| Fall              | 2  | 65             | 15         | 23  | 7               | 11  | 13             | 20  | 14               | 22  | 16         | 25  |
| Spring            | 2  | 67             | 14         | 21  | 10              | 15  | 11             | 16  | 19               | 28  | 13         | 19  |
| Fall              | 3  | 68             | 16         | 24  | 10              | 15  | 22             | 32  | 13               | 19  | 7          | 10  |
| Spring            | 3  | 68             | 15         | 22  | 20              | 29  | 12             | 18  | 15               | 22  | 6          | 9   |
| Fall              | 4  | 86             | 19         | 22  | 17              | 20  | 23             | 27  | 18               | 21  | 9          | 10  |
| Spring            | 4  | 91             | 21         | 23  | 19              | 21  | 29             | 32  | 19               | 21  | 3          | 3   |
| Fall              | 5  | 95             | 25         | 26  | 17              | 18  | 24             | 25  | 16               | 17  | 13         | 14  |
| Spring            | 5  | 96             | 21         | 22  | 22              | 23  | 20             | 21  | 18               | 19  | 15         | 16  |
| %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 |            |           |            |
|--------|---|------------|-----------|------------|
|        | 2016-2017   |            | 2017-2018 |            |
|        | Number  | Percentage | Number    | Percentage |
| FALL   | 412   | 90%        | 440       | 91%        |
| SPRING | 202   | 44%        | 255       | 53%        |

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

The staff, students, and parents continue to work collaboratively to raise student achievement. I want to thank the entire Jefferson community for the constant support in our efforts to provide our students with a stimulating and safe educational environment.

Sincerely,

*Keith Karpinski*

Principal, Jefferson Elementary School