



Warren Consolidated Schools

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

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WILLOW WOODS ELEMENTARY SCHOOL

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Willow Woods Elementary School School Annual Education Report (AER)

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Willow Woods 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 Vera Ivezaj for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3sXdxLD>, or you may review a copy in the main office at your child's school.

For the 2019-20 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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During the 2019-2020 school year, the Willow Woods Elementary staff used the School Improvement Plan as the driving force behind classroom teaching and learning. The identified plan involves rigorous alignment of the curriculum to decrease variance, utilizing research-based instructional practices/strategies, and ensuring consistency with curriculum materials across grade levels that center on teaching and learning. The plan also structures time to allow for collaborative teaching and learning. Staff will accomplish these practices through on-going, job-embedded professional development, the use of a progress monitoring system, and a Data Dialogue process. The monitoring and use of student data to drive instructional practices is an on-going process utilized by staff to meet the needs of all students. The staff continues to foster a purposeful school community to further develop and strengthen parent involvement within the school. Through analyzing formative and summative student data, the Willow Woods Elementary School staff will implement the programs, strategies and activities outlined in the School Improvement Plan to increase student achievement.

State law requires that we also report 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

The school improvement plan at Willow Woods continues to go through yearly revisions. Our student data is examined along with our achievement data. We have obtained perception data from parents, teachers, and students about learning at Willow Woods. Our team reviews the programs that have been included in our improvement plan for impact and our new plan reflects the changes that are necessary to meet the needs of our students.

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.

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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 **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, Grade-

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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.

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

In the fall of 2018 and 2019, Warren Consolidated Schools administered the Northwest Evaluation Association Measure of Academic Progress (MAP Growth). This test was given again in the spring of 2019, however, it was not administered in the spring of 2020 due to COVID-19. Reading and Mathematics results are listed below.

North West Evaluation Association (NWEA) Test Results Willow Woods 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 2019	58		29%	16	28%	10	17%	5	9%	10	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
	Fall 2018	43	14	33%	8	19%	7	16%	9	21%	5	12%
	Spring 2019	44	13	30%	7	16%	8	18%	6	14%	10	23%
2nd Grade	Fall 2019	49	12	24%	9	18%	6	12%	7	14%	15	31%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	67	13	19%	17	25%	18	27%	9	13%	10	15%
	Spring 2019	65	19	29%	16	25%	15	23%	6	9%	9	14%
3rd Grade	Fall 2019	70	13	19%	24	34%	15	21%	8	11%	10	14%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	61	16	26%	13	21%	11	18%	11	18%	10	16%
	Spring 2019	60	15	25%	14	23%	17	28%	10	17%	4	7%
4th Grade	Fall 2019	63	17	27%	12	19%	13	21%	15	24%	6	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	70	18	26%	14	20%	19	27%	15	21%	4	6%
	Spring 2019	71	14	20%	12	17%	20	28%	18	25%	7	10%
5th Grade	Fall 2019	73	13	18%	11	15%	30	41%	12	16%	7	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	71	11	15%	13	18%	13	18%	22	31%	12	17%
	Spring 2019	71	7	10%	14	20%	14	20%	24	34%	12	17%
Mathematics												
1st Grade	Fall 2019	58	19	33%	10	17%	10	17%	13	22%	6	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	43	16	37%	8	19%	5	12%	8	19%	6	14%
	Spring 2019	44	11	25%	9	20%	5	11%	5	11%	14	32%
2nd Grade	Fall 2019	49	7	14%	8	16%	12	24%	5	10%	17	35%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	67	16	24%	10	15%	13	19%	13	19%	15	22%
	Spring 2019	65	15	23%	5	8%	16	25%	13	20%	16	25%

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3rd Grade	Fall 2019	70	15	21%	17	24%	19	27%	12	17%	7	10%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	61	18	30%	15	25%	13	21%	8	13%	7	11%
	Spring 2019	60	24	40%	10	17%	13	22%	9	15%	4	7%
4th Grade	Fall 2019	63	14	22%	16	25%	11	17%	13	21%	9	14%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	70	22	31%	19	27%	19	27%	6	9%	4	6%
	Spring 2019	71	14	20%	14	20%	25	35%	15	21%	3	4%
5th Grade	Fall 2019	73		18%	12	16%	21	29%	18	25%	9	12%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	71	12	17%	9	13%	15	21%	14	20%	21	30%
	Spring 2019	71	12	17%	9	13%	14	20%	19	27%	17	24%

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

	Students represented by parents at parent teacher conferences			
	2018-19		2019-20	
	Number	Percentage	Number	Percentage
FALL	391	89%	391	89%
SPRING	190	90%	N/A	N/A

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

Willow Woods students and staff have worked very hard in a continuous effort to raise student achievement, and we appreciate the constant support from the Willow Woods parents and community members. We remain committed to working on the unique learning needs of our students to increase student achievement for all students.

Sincerely,

Vera Ivezaj
Principal of Willow Woods Elementary School