



Warren Consolidated Schools

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

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VIRGIL I. GRISSOM MIDDLE 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 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 Elizabeth Iljkoski for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/39o22VJ>, 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.

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.

As achievement results for our students with disabilities and economically disadvantaged 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. To address our students' needs, all teachers have incorporated specific instruction in academic, content area specific vocabulary and reading and writing instructional activities into all content areas. We are focused on improving our student's ability to read informational text and identify key ideas. Our language acquisition intervention teacher provides 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. In addition, teachers continue to incorporate Social Emotional Learning and Restorative Practice strategies to meet the needs of our students and community.

Grissom teachers strive to meet the needs of all learners and have been actively involved in the Multi-Tiered System of Support (MTSS) 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 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

Grissom Middle School is in the seventh year as part of the district NCA accreditation process. Our focus has been on the development of the whole child, with additional emphasis on proficiencies in Reading and Mathematics. However, our school has been actively engaged in the school improvement process for well over ten years.

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.

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 2021-22 and 2021-22 school years are listed below.

North West Evaluation Association (NWEA) Test Results												
Grissom Middle 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												
6th Grade	Fall 2021	222	37	17%	61	27%	48	22%	54	24%	22	10%
	Spring 2022	203	44	22%	48	24%	55	27%	39	19%	17	8%
	Fall 2020	234	49	21%	57	24%	53	23%	59	25%	16	7%
	Spring 2021	233	58	25%	50	21%	64	27%	42	18%	19	8%
7th Grade	Fall 2021	212	57	27%	58	27%	58	27%	28	13%	11	5%
	Spring 2022	211	53	25%	57	27%	64	30%	29	14%	8	4%
	Fall 2020	225	52	23%	53	24%	52	23%	44	20%	24	11%
	Spring 2021	224	66	29%	52	23%	44	20%	45	20%	17	8%
8th Grade	Fall 2021	210	69	33%	51	24%	47	22%	33	16%	10	5%
	Spring 2022	202	52	25%	55	27%	44	22%	36	18%	16	8%
	Fall 2020	272	51	19%	53	19%	83	31%	54	20%	31	11%
	Spring 2021	265	56	21%	63	24%	57	22%	58	22%	31	12%
Mathematics												
6th Grade	Fall 2021	220	60	27%	69	31%	49	22%	32	15%	10	5%
	Spring 2022	200	69	35%	71	36%	41	21%	16	8%	3	2%
	Fall 2020	234	53	23%	63	27%	48	21%	51	22%	19	8%
	Spring 2021	231	79	34%	64	28%	50	22%	26	11%	12	5%
7th Grade	Fall 2021	214	76	36%	69	32%	48	22%	15	7%	6	3%
	Spring 2022	206	85	41%	71	34%	35	17%	15	7%	0	0%
	Fall 2020	226	55	24%	51	23%	64	28%	38	17%	18	8%
	Spring 2021	225	69	31%	68	30%	44	20%	35	16%	9	4%
8th Grade	Fall 2021	210	66	31%	73	35%	47	22%	22	10%	2	1%
	Spring 2022	210	63	30%	72	34%	46	22%	26	12%	3	1%
	Fall 2020	271	41	15%	68	25%	88	32%	50	18%	24	9%
	Spring 2021	263	70	27%	59	22%	64	24%	44	17%	56	10%

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	436	59%	218	31.5%
SPRING	447	61%	93	13%

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

The Grissom Middle School team is committed to providing a safe and engaging learning environment that supports all our students. Students are encouraged to represent the Grissom Grizzly PRIDE expectations of being Prepared, Respectful, Involved, Dedicated and Empathetic to one another! Our staff strives to meet the academic and emotional needs of our students. 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,

Elizabeth Iljoski
Principal of Grissom Middle School