



Warren Consolidated Schools

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

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HOMER HARWOOD ELEMENTARY 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 Harwood 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 Jason Clark for assistance.

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

Harwood has always maintained a commitment to the ILC process as a means of identifying student needs and helping to meet those needs. This commitment has allowed us to realize consistent gains in student proficiency on the ELA and Math M-STEP. These gains were stalled by the loss of education at the end of the 2019-2020 and changing educational models of the 2020-2021 school year however Harwood has resumed the positive trajectory in student we saw pre-pandemic.

Collaborative data dialogue conversations continue to take place throughout the school year when analyzing multiple data points to address the achievement gap between all students and multiple subgroups.

Following the positive testing outcomes of the 2021-2022 school year we continue our work to close gaps created during the COVID pandemic. We are focused on two main ideas: Strengthening our core curriculum implementation and adhering to a Multi-Tiered System of Support (MTSS) process. We continued building the capacity of our MTSS process, with the support of an Early Literacy Specialist, in aligning our Tier 1 and Tier 2 instruction in the classroom to meet the needs of our diverse population, and to develop our ability to provide these interventions in the virtual environment.

We implemented our school improvement strategies with fidelity and remain committed to instructional master schedules and strategy implementation guides. Collaborative team meetings focused on using data from common formative assessments, along with district summative assessments to measure student mastery and provide Tier 2 support in both ELA and Math in the classroom. Multiple tiers of intervention were provided by our classroom teachers, Title I teacher, Language Acquisition teachers, paraprofessionals, and resource room teacher. Our commitment to strengthen our research-based instructional practices and committing to established timelines within each Instructional Learning Cycle afforded our instructional staff the ability to identify the targeted needs of all students. Students were expected to take part in the process by setting goals for each learning target in math and language arts and monitor their personal growth.

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 focus of our School Improvement Plan continues to encompass differentiating instruction across the content area. Within language arts we used a balanced literacy approach to incorporate both whole group and small group instruction. All students engaged in curriculum content that aligned with grade level Common Core Standards and received necessary intervention support identified through our school's MTSS process. We integrated science and social studies into our language arts blocks often using informational text that reflected the content within these two subjects. Our math instruction is a 90-minute block that included direct instruction, Tier 2 support and student practice. Power Standards are identified within each unit with learning targets being identified and taught within each Instructional Learning Cycle. The fidelity of strategy implementation was monitored through administrative walkthroughs, instructional observations, teacher monitoring logs and data protocol sheets submitted within each Instructional Learning Cycle. Our school leadership team continued to monitor building level data, assess the needs of the students, developed intervention cycles and provided support throughout the year during collaborative team meetings.

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. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2020-21 school year. The Reading and Mathematics results for the 2020-21 and 2021-22 school years are listed below.

North West Evaluation Association (NWEA) Test Results												
Harwood 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	%
Mathematics												
1st Grade	Fall 2021	67	22	33%	15	22%	10	15%	10	15%	10	15%
	Spring 2022	70	23	33%	16	23%	13	19%	2	17%	6	9%
	Fall 2020	76	12	16%	10	13%	15	20%	18	24%	21	28%
	Spring 2021	76	26	34%	21	28%	11	14%	9	12%	9	12%
2nd Grade	Fall 2021	74	22	30%	21	28%	15	20%	11	15%	5	7%
	Spring 2022	73	19	26%	18	25%	16	22%	11	15%	9	12%
	Fall 2020	83	13	16%	20	24%	14	17%	18	22%	18	22%
	Spring 2021	80	26	33%	20	25%	11	14%	13	16%	10	13%
3rd Grade	Fall 2021	71	27	38%	12	17%	15	21%	9	13%	8	11%
	Spring 2022	74	19	26%	16	22%	16	22%	17	23%	6	8%
	Fall 2020	62	15	24%	17	27%	13	21%	9	15%	8	13%
	Spring 2021	61	14	23%	10	16%	15	25%	11	18%	11	18%
4th Grade	Fall 2021	86	20	23%	22	26%	24	28%	19	22%	1	1%
	Spring 2022	86	20	23%	31	36%	29	34%	5	6%	1	1%
	Fall 2020	76	147	18%	18	24%	23	30%	14	18%	7	9%
	Spring 2021	77	20	26%	25	32%	20	26%	7	9%	5	6%
5th Grade	Fall 2021	75	24	32%	16	21%	20	27%	10	13%	5	7%
	Spring 2022	84	23	27%	20	24%	27	32%	6	7%	8	10%
	Fall 2020	80	18	23%	19	24%	26	33%	13	16%	4	5%
	Spring 2021	81	27	33%	25	31%	20	25%	6	7%	3	4%

North West Evaluation Association (NWEA) Test Results												
Harwood 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 2021	66	33	50%	11	17%	7	11%	8	12%	7	11%
	Spring 2022	70	32	46%	14	20%	7	10%	9	13%	8	11%
	Fall 2019	81	14	17%	13	16%	18	22%	19	23%	17	21%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd Grade	Fall 2021	74	30	41%	18	22%	13	18%	9	12%	6	8%
	Spring 2022	73	29	40%	13	18%	19	26%	6	8%	6	8%
	Fall 2019	67	14	21%	16	24%	9	13%	16	24%	12	18%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade	Fall 2021	71	22	31%	11	15%	17	24%	8	11%	13	18%
	Spring 2022	74	19	26%	15	20%	15	20%	15	20%	10	14%
	Fall 2019	71	12	17%	18	25%	14	20%	14	20%	13	18%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

North West Evaluation Association (NWEA) Test Results												
Harwood 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												
4th Grade	Fall 2021	88	15	17%	19	22%	23	27%	20	23%	9	10%
	Spring 2022	86	23	27%	19	22%	27	31%	12	14%	5	9%
	Fall 2019	83	14	17%	13	16%	25	30%	19	23%	12	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
5th Grade	Fall 2021	75	16	21%	20	27%	16	21%	12	16%	11	15%
	Spring 2022	84	15	18%	18	21%	25	30%	19	23%	7	8%
	Fall 2019	92	19	21%	21	23%	27	29%	18	20%	7	8%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Developmental Reading Assessment								
Harwood Elementary School								
		Total Students	Intervention		Below Level		On Level	
			Count	%	Count	%	Count	%
DRA								
1st Grade	Fall 2020	75	27	36%	16	21%	32	43%
	Spring 2021	76	44	58%	6	8%	26	34%
2nd Grade	Fall 2020	82	56	68%	9	11%	17	21%
	Spring 2021	80	32	40%	6	8%	42	53%
3rd Grade	Fall 2020	12	10	83%	1	8%	1	8%
	Spring 2021	62	28	45%	12	19%	22	36%
4th Grade	Fall 2020	26	9	35%	4	15%	13	50%
	Spring 2021	73	27	36%	6	8%	43	57%
5th Grade	Fall 2020	80	22	28%	16	20%	42	53%
	Spring 2021	82	15	18%	13	16%	54	66%

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	Number	Number	Percentage
FALL	445	445	381	88%
SPRING	241	241	149	33%

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

Our commitment to working as a Professional Learning Community continues to foster data rich conversations that identify the next steps within each instructional plan. We have established a systematic process that has ensured a guaranteed and viable curriculum for all of our students with the use of on-going common formative assessments and student goal setting embedded at each grade level. We continue to build strong relationships with our community and share the responsibility of ensuring that all students experience success throughout the school year.

Sincerely,

Jason Clark
Principal of Harwood Elementary School