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DIRECTOR OF CURRICULUM - KARA BEAL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for **Warren Woods Tower High 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 me for assistance.

The AER is available for you to review electronically by visiting the following website [WARREN WOODS-TOWER HIGH SCHOOL'S ANNUAL EDUCATION REPORT](#) or you may review a copy in the main office at your child's school.

For the 2023-24 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 had at least one underperforming student subgroup in 2022-23. 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 was not given one of these labels.***

At Warren Woods Tower High School attendance challenges have become increasingly prevalent, and this poses significant repercussions on student learning and overall academic success. Chronic absenteeism, frequently caused by factors such as health issues, family responsibilities, or disengagement, has become a prevailing concern. Missing classes disrupts the continuity of learning and causes students to fall behind, ultimately impacting their grades, performance on standardized assessments, and ability to fully comprehend essential concepts. Additionally, frequent absences also hinder students' social-emotional development and ability to engage meaningfully in extracurricular activities or form connections with peers and teachers. As a result, it is imperative that WWT continues to make sure proactive measures are taken to address these challenges, such as implementing support programs for students struggling with attendance, cultivating a school culture that emphasizes the importance of regular attendance, and collaborating with families and community resources to provide comprehensive support to students facing attendance barriers. We are confident at WWT that with community support/collaboration, we can fight chronic absenteeism at Warren Woods and improve student emotional health and promote academic success.

The most recent student performance data (2023) reveals that while our SAT scores in Math and Evidence Based Reading and Writing are below the state average and were lower than the previous administration of the test (2022). However, the percentage of students who were considered proficient on the SAT, was higher than the state average and increased from the previous year. For the 2023 school year, our Social Studies M-STEP scores exceeded the state average, Science was slightly below the state average. We will continue to analyze data, including sub-groups, and focus our efforts on research based instructional practices, interventions, as well as continued professional development. This will coincide with our emphasis on ensuring the social emotional needs of our students and staff are being met.

The WWT School Improvement Team has worked extensively over the past two years to collect data from various sources, including assessment data and perception data. ***Conclusions were drawn*** based on the needs identified, for strategies and activities needed to improve student achievement, staff learning, and parent engagement. These conclusions are as follows and will be included in the continuous improvement goals as appropriate.

1. Promote **SEL awareness**, including an awareness of poverty and trauma.
2. Continue **Communication Camp** as an anchoring activity in promoting a positive building culture.
3. Continue training and coaching **all** staff in building relationships and working with diverse learners (SEL).

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4. Continue **Freshmen Orientation** program to promote success with incoming students.
5. Continue **Peer-to-Peer** program as an opportunity to further develop relationships between student populations.
6. Continue **Office Time** to promote academic success, foster student/teacher relationships, and to provide SEL support.
7. Review processes for implementation of **MTSS** for academic and behavioral goals.
8. Continuing to train and implement **all** staff on the PBIS Tier I System; acknowledging positive behaviors
 - a. Have a broader implementation of the PBIS Tier II and III supports
 - b. Rebuild Success Team to include teachers, building-wide
9. **Use of PLCs for continual alignment of instruction to State Standards and research-based best practices.**

At Warren Woods-Tower High School, students are assigned to the school based on residency or school of choice status. Students are placed in the appropriate grade based on credits earned. For the past two years, schools in Warren Woods Public Schools, including Warren Woods Tower, have worked with an outside consultant in the creation of our school improvement plan. The plan, with input from stakeholder surveys, focuses on school safety (including supporting the social and emotional well being of students, as well as writing and math proficiency. A copy of our school's curriculum can be accessed in the Director of Curriculum's office located at 12900 Frazho Rd. Warren, MI 48089. Teachers follow the Michigan Common Core State Standards as the implemented curriculum in their classrooms. For the aggregate student Assessment data, please see the linked report.

Warren Woods Tower High School is a 9-12 grade building. There are also various special education programs, including CI and POHI. Warren Woods Tower offers many elective classes, CTE courses, advanced courses, AP courses, early college programs, and hybrid learning classes. There are three administrators, two school social workers, two school psychologists, three counselors, several special education support staff (PT/Speech) and 70 certified staff in the building.

During the 2022-2023 school year, Parent-Teacher conferences were held in-person, a change from the virtual conferences held during the COVID pandemic. WWT had parents/guardians from 414 students, schedule over 690 individual conferences, representing 36% of the student population, attend the fall Parent-Teacher conferences.

For the 2021-2022 school year, Warren Woods Tower High School offered 7 advanced placement classes with a total of 228 students enrolled in them, representing 21% of the student population. Of those 228 students, 92 were eligible to receive college credit depending on their choice of university. For the 2022-2023 school year, Warren Woods Tower High School offered 10 advanced placement classes with a total of 171 students enrolled in them, representing 15% of the student population. Of those 171 students, 94 were eligible to receive college credit depending on their choice of university.

During the 2021-22 school year, 30 students, representing 2.7% of the student population, were dual enrolled at a post-secondary institution. Fifteen students, representing 1.3% of the student population, attended the International Academy of Macomb. Twenty-three students representing 2.0% of the student population were enrolled in the Early College of Macomb. During the 2022-23 school year, 32 students, representing 2.8% of the student population, were dual enrolled at a post-secondary institution. 13 students, representing 1.1% of the student population, attended the International Academy of Macomb. 20 students representing 1.8% of the student population were enrolled in the Early College of Macomb.

Warren Woods Tower High School will continue to further enhance our environment, working to ensure a conducive, safe, and inclusive learning space. Utilizing a growth-mindset, WWT staff are fully committed to an ongoing process of continuous improvement by fostering open communication among all stakeholders to build a strong sense of community moving forward.

Sincerely,

Ian Fredlund
Principal