



SUPERINTENDENT - STACEY L. DENEWITH-FICI
DEPUTY SUPERINTENDENT - NEIL CASSABON
DIRECTOR OF CURRICULUM – MICHELLE VOELKER

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. 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 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2023-24. 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.

Like many high schools across the country, Warren Woods Tower High School is currently grappling with the ongoing challenge of low attendance, which has been affecting student engagement and academic performance. Several factors contribute to this issue, including personal/familial struggles, transportation problems, and the lingering effects of remote learning on students' motivation. As a result, teachers and administrators are working together to implement strategies like increased communication with families, after-school support programs, and incentives to boost attendance. The goal is to create an environment where students feel supported and encouraged to come to school regularly, ensuring they don't fall behind.

The most recent student performance data (2024) 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 (2023). However, the percentage of students who were considered proficient on the SAT, was higher than the state average but decreased from the previous year. For the 2024 school year, our Social Studies and Science M-STEP scores exceeded the state average but decreased slightly from last school year. 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 three years to collect data from various sources, including assessment data, perception data, and standardized test scores. **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, trauma and the underlying causes of chronic absenteeism.
2. Continuing **Communication Camp, PBIS incentives, and Silent Mentoring** 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).
4. Continue training and coaching **all instructional staff** in cooperative learning and engagement in the classroom.
5. Continue **Freshmen Orientation** program to promote success with incoming students.
6. Continue **Peer-to-Peer** program as an opportunity to further develop relationships between student populations.
7. Continue **Office Time** to promote academic success, foster student/teacher relationships, and to provide support
8. Review processes for implementation of **MTSS** for academic and behavioral goals.
9. Continuing to train and implement **all** staff on the PBIS Tier I System; acknowledging positive behaviors
10. Continue the use of Restorative Circles to facilitate stronger student relationships.
11. Have a broader implementation of the PBIS Tier II and III supports
12. Rebuild Success Team to include teachers, building-wide
13. **Use of PLCs for continual alignment of instruction to State Standards and research-based best practices.**

State law requires that we also report additional information. At all buildings in Warren Woods Public Schools, students are assigned to schools based on residency or Schools of Choice status. Students are placed in the appropriate grade based on credits earned. All schools are currently working under the District Improvement Plans through the state system, Michigan Continuous Improvement Plan (MiCIP) and are in the implementation phase. We continue to meet several times throughout the school year as a district and complete work at the building level as well. Our plan focuses on improving student achievement in reading and math as well as strategies to support the Whole Child. Decisions are made based on data that is gathered and analyzed from several sources. Teachers follow the Common Core State Standards as the implemented curriculum in their classrooms. Descriptions of implementation plans and resources are available on individual teachers' Schoology pages. A copy of our school's curriculum may be accessed in the district Curriculum Office located at 12900 Frazho Rd., Warren, MI 48089. 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.

Our school had 36% of parents attend the 2022-2023 parent teacher conferences and 32% attend the 2023-2024 conferences. We have an active Booster Club, Band Booster Club, and other programs for parents and families. We encourage parents to be partners with teachers in the educational process.

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. For the 2023-2024 school year, Warren Woods Tower High School offered 11 advanced placement classes with a total of 238 students enrolled in



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them, representing 23% of the student population. Of those 238 students, 119 were eligible to receive college credit depending on their choice of university.

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. During the 2023-24 school year, 36 students, representing 3.4% of the student population, were dual enrolled at a post-secondary institution. 17 students, representing 1.6% of the student population, attended the International Academy of Macomb. 22 students representing 2.1% of the student population were enrolled in the Early College of Macomb.

At Warren Woods Tower High School, our staff is deeply committed to improving educational experience by actively fostering student engagement and encouraging parent involvement. By consistently providing learning opportunities that focus on student engagement and cultivating meaningful relationships with students, our teachers inspire curiosity and academic growth. Additionally, we recognize the importance of involving parents in the process, and we regularly engage with them through meetings, events, and communication, ensuring they have a voice in their child's education. This partnership between staff, students, and parents creates a strong foundation for student success and continuous improvement here at Warren Woods Tower.

Sincerely,

Ian J. Fredlund
WWT Principal