



# Warren Consolidated Schools

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

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## PEARL O. LEAN ELEMENTARY SCHOOL

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## Lean Elementary School School Annual Education Report (AER) Cover Letter

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Lean 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 Kerry Keener for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VU8eeo>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 subgroup performing in the bottom 25% within each applicable accountability index component.

An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups as defined by TSI definition above.

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 any of these labels.

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Pearl Lean Elementary School focused on improving in the areas of understanding and utilizing Academic Vocabulary, improving our understanding of Non-Fiction Text (reading and written responses) and Problem-Solving strategies. We utilized spring M-STEP data, fall and spring NWEA data, along with grade level district and building based common assessments to come up with a plan to continue to better support our diverse learners. Teachers focused on providing balanced interventions in math and English Language Arts. Teachers focused on providing TIER I (whole group) and Tier II (small group) support for our learners. Support was also provided by our Title I, English Language Learner and Special Education staff. Our third, fourth and fifth grade teams were trained in the ILC (Instructional Learning Cycle) process to help build cohesiveness among the team while creating common, focused assessments in specific areas of ELA. All of our grade level teams (K-5) were trained by the district Literacy Specialists in strategies to help build better readers and writers in the classrooms. Our goal is that the strategies that have been put in place will help our diverse learners become engaged in learning and will help us close any achievement gaps that we encounter.

State law requires that we also report additional information.

### 1. 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.

### 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We are in the second year of our School Improvement Plan. Our plan has been developed to analyze the needs of our diverse learners and to provide them support in learning. Our plan focuses on the core curriculum areas that are supported by interventions and strategies to guide our teachers and help our learners be successful. We utilize data collected by our staff, students and parents to help drive the direction of our learning community.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> 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

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testing and teachers 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 **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 located 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 **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> 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.

**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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4. 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, Grade-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](http://www.wcskids.net), under Parent Resources on our school page.

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

In the Fall of 2017, Warren Consolidated Schools administered Northwest Evaluation Association's measure of Academic Progress (MAP Growth assessment). This test was given again the Spring of 2018. ELA and Math assessment results are listed below.

ELA	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	77	29	38	19	25	11	14	10	13	8	10
Spring	1	78	20	26	20	26	18	23	16	21	4	5
Fall	2	98	15	15	20	20	21	21	21	21	21	21
Spring	2	100	19	19	22	22	25	25	20	20	14	14
Fall	3	87	26	30	13	15	10	11	22	25	16	18
Spring	3	88	32	36	11	13	17	19	16	18	12	14
Fall	4	103	17	17	22	21	24	23	26	25	14	14
Spring	4	101	20	20	26	26	20	20	23	23	12	12
Fall	5	105	22	21	25	24	23	22	22	21	13	12
Spring	5	108	14	13	24	22	24	22	26	24	20	19
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

MATH	GR	Total Students	Lo	Pct	LoAvg	Pct	Avg	Pct	HiAvg	Pct	Hi	Pct
Fall	1	77	30	39	15	19	12	16	14	18	6	8
Spring	1	78	25	32	21	27	14	18	10	13	8	10
Fall	2	98	17	17	24	24	22	22	19	19	16	16
Spring	2	100	19	19	26	26	21	21	16	16	18	18
Fall	3	87	22	25	14	16	20	23	18	21	13	15
Spring	3	88	29	33	13	15	20	23	16	18	10	11
Fall	4	103	26	25	20	19	20	19	23	22	14	14
Spring	4	102	34	33	25	25	27	26	14	14	2	2
Fall	5	106	27	25	22	21	37	35	11	10	9	8
Spring	5	108	22	20	28	26	31	29	24	22	3	3
%ile = Percentile			Lo %il <21		LoAve %il 21-40		Avg %ile 41-60		HiAvg %ile 60-80		Hi %ile>80	

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**6. PARENTS AT PARENT-TEACHER CONFERENCES**

	Students represented by parents at parent teacher conferences			
	2016-2017		2017-2018	
	Number	Percentage	Number	Percentage
FALL	540	89%	506	88%
SPRING	243	40%	201	35%

\*Spring conferences are held by request of parent or teacher.

I would like to thank the families of the Pearl Lean community for a productive, supportive school year. We will continue to forge relationships between the members of our school community in order to always do what is best for our students. We continue to celebrate and welcome our great diversity as we strive to provide an opportunity for our learners to learn and grow.

Sincerely,

*Mr. Kerry R. Keener, Ed.S*  
Principal of Lean Elementary School