



Warren Consolidated Schools

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

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PEARL O. LEAN ELEMENTARY SCHOOL

2825 Girard
Warren, MI 48092
586.574.3230

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Lean Elementary School School Annual Education Report (AER)

January 31, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Pearl 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 R. Keener, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://bit.ly/3t1iVNw>, or you may review a copy in the main office at your child's school.

For the 2019-20 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 underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 one of these labels.

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Pearl Lean Elementary School continues to be focused on improving learning in the areas of understanding and utilizing academic vocabulary, improving our understanding of non-fiction text and problem-solving strategies across the curriculum. We utilized spring M-STEP data, fall and spring NWEA data, along with building and district grade level common assessments to come up with a plan to continue to better support our diverse group of learners. Teachers have been focused on providing Tier I and Tier II support for our learners. Support is continued to be provided by our Title One, English Language Learner and Special Education Staff. All of our grade levels (K-5) have been trained by the district Literacy Specialists in strategies to help build better readers and writers across the curriculum. Our third, fourth and fifth grade teachers have implemented the Instructional Learning Cycle Process (ILC) to help build cohesiveness to build focused common assessments in specific areas of ELA. Our goal is that these strategies that have been put in place will help our team of learners close any achievement gaps.

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

We are in the fourth 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 their learning. Our plan focuses on the core curriculum areas (reading, writing and mathematics) that are supported by interventions and strategies to guide our teachers and help our learners be successful. In addition, our plan focuses on the development of the whole child. We utilize data collected by our staff, students and parents to help drive the direction of our learning community.

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

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and 4-year-old preschool, transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

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 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 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.

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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, 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, under Parent Resources on our school page.

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

In the fall of 2018 and 2019, Warren Consolidated Schools administered the Northwest Evaluation Association Measure of Academic Progress (MAP Growth). This test was given again in the spring of 2019, however, it was not administered in the spring of 2020 due to COVID-19. Reading and Mathematics results are listed below.

North West Evaluation Association (NWEA) Test Results Lean 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 2019	97	17	18%	29	30%	14	14%	14	14%	23	24%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	77	20	26%	14	18%	16	21%	18	23%	9	12%
	Spring 2019	79	21	27%	16	20%	15	19%	17	22%	10	13%
2nd Grade	Fall 2019	78	5	6%	15	19%	13	17%	21	27%	24	31%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	79	7	9%	14	18%	20	25%	21	27%	17	22%
	Spring 2019	80	19	24%	17	21%	20	25%	13	16%	11	14%
3rd Grade	Fall 2019	91	13	14%	17	19%	19	21%	26	29%	16	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
	Fall 2018	103	23	22%	11	11%	22	21%	27	26%	20	19%
	Spring 2019	104	22	21%	22	21%	23	22%	26	25%	11	11%
4th Grade	Fall 2019	118	26	22%	29	25%	28	24%	22	19%	13	11%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	92	31	34%	13	14%	15	16%	16	17%	17	18%
	Spring 2019	88	28	32%	13	15%	18	20%	18	20%	11	13%
5th Grade	Fall 2019	106	21	20%	12	11%	27	25%	27	25%	19	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
	Fall 2018	102	14	14%	25	25%	25	25%	19	19%	19	19%
	Spring 2019	102	11	11%	25	25%	24	24%	26	25%	16	16%

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Mathematics												
1st Grade	Fall 2019	96	21	22%	18	19%	25	26%	18	19%	14	15%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	77	20	26%	14	18%	18	23%	16	21%	9	12%
	Spring 2019	79	18	23%	27	34%	13	16%	12	15%	9	11%
2nd Grade	Fall 2019	78	4	5%	14	18%	13	17%	27	35%	20	26%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	79	8	10%	16	20%	19	24%	22	28%	14	18%
	Spring 2019	80	9	11%	17	21%	24	30%	15	19%	15	19%
3rd Grade	Fall 2019	91	17	19%	21	23%	22	24%	19	21%	12	13%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	103	25	24%	11	11%	36	35%	23	22%	8	8%
	Spring 2019	104	33	32%	29	28%	19	18%	16	15%	7	7%
4th Grade	Fall 2019	118	29	25%	24	20%	25	21%	20	25%	11	9%
	Spring 2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2018	92	30	33%	19	21%	14	15%	20	22%	9	10%
	Spring 2019	88	31	35%	22	25%	22	25%	9	10%	4	5%
5th Grade	Fall 2019	106	18	17%	20	19%	24	23%	29	27%	15	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
	Fall 2018	102	29	28%	25	25%	27	26%	8	8%	13	13%
	Spring 2019	101	17	17%	26	26%	24	24%	18	18%	16	16%

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Students represented by parents at parent teacher conferences			
	2018-19		2019-20	
	Number	Percentage	Number	Percentage
FALL	493	89%	505	85%
SPRING	211	38%	N/A	N/A

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

I would like to thank the families of the Pearl Lean Elementary School learning community for a successful, productive 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 learners. We continue to welcome and celebrate our diversity as we strive to provide an opportunity for our learners to learn and grow.

Sincerely,

Kerry Keener
Principal of Lean Elementary School