



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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January 31, 2024

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 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 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 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 has not been given any of these labels.

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 develop 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. All our grade level teams are implementing the ILC process in mathematics in order to establish a more focused approach to teaching and learning.

State law requires that we also report on the following 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

All schools in the district are in the first year of installation, implementation, monitoring, and evaluation of a district-wide continuous improvement plan that focuses on student achievement across all content areas through a fidelitous implementation of the PLC framework. This year, all building-level Professional Learning Communities have committed to raising student achievement through the multi-year process of creating a guaranteed and viable curriculum unit by unit at all grade levels. In focusing on the whole child, the district's Social Emotional Learning continuous improvement plan is in the installation phase of choosing SEL curricula to be presented to the board.

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. The Reading and Mathematics results for the 2022-23 and 2021-22 school years are listed below. Reading performance was measured by the Diagnostic Reading Assessment (DRA3) during the 2022-23 and 2021-22 school years.

North West Evaluation Association (NWEA) Test Results Lean Elementary School													
Math	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi		
			%ile<21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80						
Kindergarten	Fall 2022	97	10	10%	23	24%	28	29%	24	25%	12	12%	
	Spring 2023	105	37	35%	19	18%	23	22%	13	12%	13	12%	
	Fall 2021	99	6	6%	12	12%	20	20%	27	27%	34	34%	
	Spring 2022	103	16	16%	18	17%	23	22%	21	20%	25	24%	
1st Grade	Fall 2022	107	20	19%	20	19%	19	18%	34	32%	14	13%	
	Spring 2023	107	32	30%	24	22%	28	26%	14	13%	9	8%	
	Fall 2021	80	17	21%	12	15%	17	21%	23	29%	11	14%	
	Spring 2022	86	18	21%	24	28%	21	24%	16	19%	7	8%	
2nd Grade	Fall 2022	77	14	18%	13	17%	19	25%	24	31%	7	9%	
	Spring 2023	80	20	25%	23	29%	13	16%	13	16%	11	14%	
	Fall 2021	73	16	22%	15	21%	17	23%	11	15%	14	19%	
	Spring 2022	76	18	24%	13	17%	16	21%	16	21%	13	17%	
3rd Grade	Fall 2022	81	18	22%	18	22%	15	19%	20	25%	10	12%	
	Spring 2023	85	23	27%	16	19%	16	19%	26	31%	4	5%	
	Fall 2021	91	23	25%	17	19%	24	26%	18	20%	9	10%	
	Spring 2022	96	29	30%	15	16%	28	29%	14	15%	10	10%	
4th Grade	Fall 2022	101	32	32%	24	24%	19	19%	14	14%	12	12%	
	Spring 2023	103	29	28%	33	32%	20	19%	13	13%	8	8%	
	Fall 2021	75	18	24%	31	41%	13	17%	8	11%	5	7%	
	Spring 2022	76	26	34%	22	29%	19	25%	7	9%	2	3%	
5th Grade	Fall 2022	82	25	30%	24	29%	16	20%	9	11%	8	10%	
	Spring 2023	82	10	12%	32	39%	19	23%	15	18%	6	7%	
	Fall 2021	93	36	39%	23	25%	20	22%	11	12%	3	3%	
	Spring 2022	95	21	22%	19	20%	30	32%	17	18%	8	8%	

**North West Evaluation Association (NWEA) Test Results
Lean Elementary School**



Reading	Term	Total	Lo		LoAvg		Avg		HiAvg		Hi	
			%ile<21	%ile 21-40	%ile 21-40	%ile 41-60	%ile 61-80	%ile 61-80	%ile >80	%ile >80		
1st Grade	Fall 2022	105	28	27%	23	22%	19	18%	23	22%	12	11%
	Spring 2023	108	27	25%	36	33%	17	16%	18	17%	10	9%
	Fall 2021	80	21	26%	19	24%	16	20%	15	19%	9	11%
	Spring 2022	86	27	31%	17	20%	20	23%	10	12%	12	14%
2nd Grade	Fall 2022	76	19	25%	15	20%	13	17%	16	21%	13	17%
	Spring 2023	80	24	30%	18	23%	19	24%	14	18%	5	6%
	Fall 2021	72	15	21%	14	19%	15	21%	16	22%	12	17%
	Spring 2022	76	21	28%	18	24%	16	21%	13	17%	8	11%
3rd Grade	Fall 2022	81	21	26%	8	10%	20	25%	20	25%	12	15%
	Spring 2023	85	20	24%	19	22%	27	32%	11	13%	8	9%
	Fall 2021	91	15	16%	13	14%	26	29%	19	21%	18	20%
	Spring 2022	97	21	22%	18	19%	23	24%	22	23%	13	13%
4th Grade	Fall 2022	101	21	21%	20	20%	27	27%	20	20%	13	13%
	Spring 2023	104	21	20%	26	25%	22	21%	23	22%	12	12%
	Fall 2021	75	16	21%	20	27%	16	21%	19	25%	4	5%
	Spring 2022	77	14	18%	16	21%	24	31%	15	19%	8	10%
5th Grade	Fall 2022	80	17	21%	20	25%	18	23%	21	26%	4	5%
	Spring 2023	81	14	17%	14	17%	22	27%	20	25%	11	14%
	Fall 2021	94	29	31%	19	20%	20	21%	16	17%	10	11%
	Spring 2022	93	18	19%	18	19%	17	18%	31	33%	9	10%

**Developmental Reading Assessment (DRA)
Lean Elementary School**



DRA	Term	Total	Intervention		Below Level		On level	
			Count	%	Count	%	Count	%
1st Grade	Fall 2022	107	23	21%	36	34%	48	45%
	Spring 2023	108	49	45%	12	11%	47	44%
	Fall 2021	82	27	33%	28	34%	27	33%
	Spring 2022	87	56	64%	6	7%	25	29%
2nd Grade	Fall 2022	71	41	58%	8	11%	22	31%
	Spring 2023	77	27	35%	9	12%	41	53%
	Fall 2021	71	35	49%	6	8%	30	42%
	Spring 2022	77	26	34%	11	14%	40	52%
3rd Grade	Fall 2022	103	26	25%	10	10%	67	65%
	Spring 2023	102	27	26%	9	9%	66	65%
	Fall 2021	118	35	30%	12	10%	71	60%
	Spring 2022	120	37	31%	9	8%	74	62%
4th Grade	Fall 2022	102	39	38%	18	18%	45	44%
	Spring 2023	104	27	26%	9	9%	68	65%
	Fall 2021	75	35	47%	17	23%	23	31%
	Spring 2022	77	24	31%	10	13%	43	56%
5th Grade	Fall 2022	82	28	34%	13	16%	41	50%
	Spring 2023	83	25	30%	12	14%	46	55%
	Fall 2021	94	35	37%	14	15%	45	48%
	Spring 2022	92	25	27%	13	14%	54	59%

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

	Students represented by parents at parent teacher conferences			
	2021-2022		2022-2023	
	Number	Percentage	Number	Percentage
FALL	427	74%	456	75.75%
SPRING	206	38%	172	28.01%

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

I would like to thank the families, staff and students of the Pearl Lean Elementary School learning community for continuing to build positive, professional and productive learning opportunities during the 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 R. Keener
 Mr. Kerry R. Keener, Ed. S.
 Principal of Lean Elementary School