



EASTPOINTE COMMUNITY SCHOOLS

Susan E. Miller
Principal

CRESCENTWOOD ELEMENTARY
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Dr. Ryan McLeod
Superintendent

January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for the Crescentwood 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 Susan Miller, Principal, at 586-533-3200 for assistance.

The AER is available for you to review electronically by visiting the following web site: www.eastpointeschools.org or you may review a copy in the main office at your child's school.

For the 2020-2021 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 2018-19. 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 2017-18. 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 2016-17. Our school has not been given one of these labels.

At Crescentwood Elementary School, many students come to school with limited school experience, and oftentimes, already below grade expectations in reading, writing and math. Crescentwood Elementary, along with all Eastpointe Community Schools, is in the seventh year of using the MiExcel Blueprint for turning around schools. Our district turn-around is designed to address student achievement through a very strategic and intentional support structure. We are installing district level and building level networks such as instructional infrastructure, intense student support, leadership partners, talent management and teacher collaborative routines to improve student achievement. Crescentwood's school improvement plan identifies several researched based objectives, strategies and activities to increase student achievement and provide training to our staff. We use assessments such as NWEA, MLPP, MAISA reading and writing, and end of unit math assessments to target and teach the foundational skills that our young learners need. We use both collaborative practices and progress monitoring to plan differentiated instruction and practice to meet all students' needs. We have a multi-tiered system of support that focuses on best practices with quality and rigorous core instruction for all

students in Tier I, targeted skills support for identified students with both teachers and paraprofessionals in Tier II and targeted skills support for identified students with a paraprofessional or teacher in Tier III. Extended Day and Extended Year programs offer an additional layer of support. Technology such as Smartboards, laptops, Chromebooks and iPads are used with IXL math and reading, Reading A-Z, Edmentum and other web based programs to support classroom instruction. Our local assessment data shows that our strategies, activities and interventions are improving student achievement.

State law requires that we also report additional information.

1. Crescentwood Elementary is a Transitional Kindergarten through Grade 2 school. Students are assigned to Crescentwood in an open enrollment for all students who live within Crescentwood's boundaries year-round. We also have a fall window and a winter window for students outside our boundaries and district to enroll as a Schools of Choice Student.
2. Crescentwood is committed to continuous growth for both students and staff members. We utilized the MDE (Michigan Department of Education) school improvement process to ensure we are using currently researched high quality best practices and collaborative teams to meet our students' social, emotional, health and educational needs. The continuous process of school improvement continues as our work within the Blueprint continues to help us identify our needs for improvement. We continue to use collaborative practices with our stakeholders – staff, parents, students and district leadership to review the quality of instruction, the rate of student learning and identify our growth areas, both individually, and as a school as a whole. We review and adapt our plan to meet the ever-changing needs of our students. Copies of our School Improvement Plan can be obtained through the Crescentwood office. In addition, in order to meet state reporting requirements, Crescentwood's School Improvement Plans and Title I Plans are submitted electronically to the Michigan Department of Education each school year.
3. There are no "specialized schools" at the elementary level in Eastpointe Community Schools.
4. A copy of Eastpointe Community Schools' core curriculum is housed on Atlas Rubicon and can be obtained by contacting the Crescentwood Principal at 586-533-3200. Eastpointe Community Schools follows the State of Michigan's established curriculum including Common Core State Standards for ELA and Mathematics. Each grade level implements its grade level standards. Teachers identify these standards in their planning and PLC (Professional Learning Community) practices. Consistent standards will provide appropriate benchmarks for all students, aligning teacher instruction and assessments to the standards. Additional copies of the standards can be obtained by contacting the school office, or on the Michigan Department of Education website at www.michigan.gov/mde.
5. Crescentwood students are assessed multiple times during the school year using formative assessments in reading, writing and mathematics to measure students' proficiency on content units. These assessments drive instruction and allow teachers to identify individual students' needs and provide additional instruction and support when needed. Formative assessments allow timely intervention and other student support opportunities.

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Local Developmental Reading Assessment was administered in the Fall and Winter. At that time, 70% of our students were at or above grade level expectations for Spring. 32% of our students made a year's growth with their DRA assessment from Fall to Winter. Crescentwood typically administers the NWEA/MAP Reading and Mathematics assessment three times per year (Fall, Winter, Spring). In the 2018-2019 school year our Kindergarteners scored in the 52nd percentile in reading and 73rd percentile in math. Our Kindergarteners' scores seem to continue to grow over the year. Our first graders score in the 15th percentile in reading and 23rd percentile in math. During this same 2018-2019 school year, our second grade students scored in the 42nd percentile nationally in math and 26th percentile in reading. During the 2019/2020 school year, NWEA/MAP was only administered in the Fall and Winter due to COVID virtual learning beginning in March 2020. In Winter, 43% of our Kindergarten students were at or above the national Norm RIT level for Math and 70% of our Kindergarten students were at or above the national Norm Winter RIT level for Reading. In first grade, 41% of our students were at or above the national Norm Winter RIT level for Math and 45% for Reading. In second grade, 49% of our students were at or above the national Norm Winter RIT for Math and 51% for Reading. While the students are showing some growth compared to the national average, they are making strides in overall growth by the end of second grade. We are using our school improvement process to train our teachers, and address individual students' deficit areas to help increase all students' yearly growth. A full report of our NWEA/MAP scores may be obtained in the school office.

6. Parent Teacher Conferences are held in the late fall and spring. In the fall of 2020, 86% (218 out of 255) families attended conferences and in the fall of 2021, 82% (201 out of 244) families attended conferences. Teachers are committed to making every effort to accommodate parents' schedules and needs to increase our fall conference attendance. In the spring of 2020, we were closed for COVID. Sixty-three percent (44 out of 70) invited families attended conferences. Teachers continued their continual communication with parents to discuss student progress and academic achievement. Spring conferences are by request only as teachers communicate with parents all year via notes, email, phone, Dojo and face-to-face conversations at dismissal. This is a contributing factor to the significantly lower attendance at spring conferences. We are in the process of looking at ways to improve this attendance rate.

Crescentwood Elementary School is a caring, reflective, collaborative and responsive community with high expectations for building the academic, social and emotional foundational skills for our young students. We are committed to leveraging our talent and resources to meet the academic, social and emotional needs of all our students. By partnering with parents, students, community members and staff we are working collaboratively to improve student achievement. We are proud of each member of the Crescentwood team and the commitment we all have to continued growth and success.

Sincerely,

Susan E. Miller
Susan E. Miller, Ed. S.
Principal

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