



EASTPOINTE COMMUNITY SCHOOLS

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Forest Park 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 Heather Agueros, Principal, at 586-533-3300 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 our main office.

For the 2021-22 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 three or more underperforming student subgroups. 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.

At Forest Park Elementary School, many students come to school with limited school experience, and often already below grade expectations in reading, writing and mathematics. Forest Park Elementary, along with all Eastpointe Community Schools, is in the eighth year of using the MiExcel Blueprint for turning around schools. Our district turn-around is designed to address students' 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 and talent management and teacher collaborative routines to improve student achievement. Forest Park'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 iReady 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 are building a multi-tiered system of support that focuses on best practices and quality and rigorous core instruction for all students in Tier 1, 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 Promethean Boards and Chromebooks are used with Reading A-Z, Exact Path 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. Forest Park Elementary is a Transitional Kindergarten through Grade 2 school. Students are assigned to Forest Park in an open enrollment for all students who live within Forest Park'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. Forest Park is committed to continuous growth for both students and staff members. We utilized MDE (Michigan Department of Education) school improvement process to ensure we are using the most 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 instructions, 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 Forest Park office. In addition, in order to meet state reporting requirements, Forest Park'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 the Eastpointe Community Schools' core curriculum is housed on Atlas Rubicon and can be obtained by contacting the Forest Park Principal at 586-533-3300. 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. Forest Park 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. Forest Park administers the NWEA/MAP Reading and Mathematics assessment three times a year to measure student growth (fall, winter, spring). During the 2019-2020 school year our NWEA/MAP assessments were only administered in the Fall and Winter due to COVID

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virtual learning beginning in March 2020. In Winter, our 2nd grade students made a 9.5 point gain in math and a 8.1 point gain in reading. During this same time period our first graders made a 8.5 point gain in math and a 7.3 point gain in reading. Our kindergarten students made a 11.9 point gain in math and a 11.9 point gain in reading. In the 2020-2021 school year our second grade students made a 7.3 point gain in math and a 4.7 point gain in reading. During this same time period our first graders made a 9.9 point gain in math and a 9.1 point gain in reading. Our kindergarten students made a 11.9 point gain in math and a 9.5 point gain in reading. In the 2021-2022 school year our second-grade students made a 15.9 point gain in math and a 17.1 point gain in reading. During this same time period our first graders made a 12 point gain in math and a 12.9 point gain in reading. Our kindergarten students made a 12.1 point gain in math and a 12.6 point gain in reading.

6. While the NWEA/MAP assessment is showing us sustainable growth in both math and reading, we are not yet realizing the catch up growth until 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.
7. Parent Teacher Conferences are held in the late fall and spring. In the fall of 2022, 67% (185 out of 273) families attended conferences. In the fall of 2021, 81% (259 out of 318) families attended conferences. In the fall of 2020, 79% (239 out of 302) 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 2021, 70% (171 out of 241) invited families attended conferences. In the Spring of 2020 we were closed for COVID however teachers had continued 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.

Forest Park 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 Forest Park team and the commitment we all have to continued growth and success.

Sincerely,

Heather Agueros

Heather Agueros, Principal

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