



# EASTPOINTE COMMUNITY SCHOOLS

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Christina A. Gibson  
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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 2023-24 educational progress for Eastpointe Middle 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 Morgan Reece, principal, for assistance.

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

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 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.

**With regard to our 2022-2023 M-STEP results Eastpointe Middle School has been identified as a TSI school.**

In the 2022-23 school year, Eastpointe Middle School continued rising to the challenge of closing our achievement gaps and working diligently in an effort to build a culture of academic pride and success. Each classroom is equipped with a Promethean Board, as well as a computer cart that provides 1:1 access to technology for all students. School-wide instructional strategies, such as Kagan Cooperative Learning Strategies, Problem-Solving protocols, and tiered Reading instruction have been implemented. With the recent adoption of the I-Ready Math curriculum and the MyPerspectives ELA curriculum, Eastpointe Middle School is committed to providing our students with the most rigorous, age-appropriate, relevant curriculum that seeks to address their interests and needs in order to close the achievement gap. With the implementation of the funds acquired through Title 1, students at Eastpointe Middle School are provided with academic intervention reading courses, support through at-risk paraprofessionals, and targeted after-school math tutoring. ELA classrooms are equipped with leveled books, and math classrooms give students access to math manipulatives to support their learning. Additionally,

students are exposed to the Arts through a Band and Music Theory course, as well as STEM learning activities through a Design elective. The effectiveness of these programs is assessed three times a year through the Northwest Evaluation Association (NWEA), as well as the Michigan Student Test of Educational Progress (MSTEP). NWEA assesses students in Math and ELA, while MSTEP provides data points in Math, ELA, and Writing. Eastpointe Middle School seeks to not only address instructional gaps but also social-emotional needs. Through the implementation of PositiveYou, a local program that provides a social-emotional curriculum, students are engaged in activities that encourage them to think critically and gain access to tools that help with navigating daily challenges.

Eastpointe Middle School provides systems focusing on improving student academic performance on District and Statewide Assessments by following Eastpointe Community Schools' adoption of the MI-Excel Blueprint for Turnaround. Districtwide at Eastpointe Community Schools, educators and administrators continue to make precise curriculum decisions in an effort to enhance and advance the learning experience of all students. Eastpointe Community School District continuously provides Eastpointe Middle School teachers the opportunity to grow through planned Professional Development and weekly Professional Learning Communities (PLC). Teachers meet weekly with content and grade level teams to review course standards, reflect on teaching practices, analyze student data and performance, and create plans for intervention to meet the diverse needs of students. The PLC process provides staff with protected time to assess the effectiveness of their instruction and collaborate with colleagues to make changes, as necessary. As a result of the collaboration that takes place during PLC, Eastpointe Middle School is committed to incorporating the Multi-Tiered System of Support (MTSS) as an additional intervention that uses progress monitoring, data, and formal and informal assessments to address the academic and behavioral needs of students. Eastpointe Middle School is dedicated to the success of all students and it is our goal to use a collaborative model that is infused with data and progress monitoring.

At Eastpointe Middle School we desire to work in partnership with our families. Parents have been invited to the school to participate in monthly breakfast meetings, Title 1 informational meetings, Parent-Teacher conferences, and an Open House in the fall. Additional opportunities, such as Family Game Nights, Movie Nights, Family Dances, Curriculum Nights, and Transition Nights will continue to be offered to families in an effort to promote the support of all students that attend Eastpointe Middle School. Families are provided with access to PowerSchool and our PBIS Rewards system to access their child's academic and behavioral growth, as well as a monthly newsletter that can be accessed on the Eastpointe Middle School website.

State law requires that we also report the following:

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Eastpointe Middle School is a school of choice for students in grades 6-7. As a result, we welcome students from many different metro-Detroit communities.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Currently, Eastpointe Middle School does not house any specialized schools.

### **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**

Eastpointe Community Schools uses Atlas Rubicon as the curriculum tool that provides curriculum mapping, standards, and opportunities to collaborate with other educators. Eastpointe Middle School aligns all Math and ELA instruction with the State of Michigan Curriculum Common Core Standards for grades K-12 (<http://www.corestandards.org/>). Our math team has adopted the I-Ready curriculum to support math growth, while our ELA team works within the MyPerspectives curriculum. In Social Studies our teachers adhere to the adopted standards ([Social Studies Content Expectations](#)), and our Science team works with the Next Generation Science Standards (NGSS-<https://www.nextgenscience.org/lead-state-michigan>).

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

The chart below illustrates recent student growth data for the Northwest Evaluation Association (NWEA) for 2021-2022 and 2023-2024.

NWEA Math Mean Scores

Grade	Fall 2023	Fall 2024
6th	196.1	197.8
7th	198.3	200.8

NWEA Reading Mean Scores

Grade	Spring 2022	Spring 2023
6th	196.8	200.4
7th	198.6	201.3

MSTEP ELA Percentage of Proficient and Advanced

Grade	Spring 2022	Spring 2023
6th	7.9%	6.3%
7th	6.3%	6.9%

MSTEP Math Percentage of Proficient and Advanced

Grade	Spring 2022	Spring 2023
6th	<=5%	<=5%
7th	<=5%	<=5%

Eastpointe Middle School strives each day to provide a rigorous learning environment for all students, where they are exposed to grade-level content while working with interventionists to close achievement gaps. Our students not only receive support from their classroom teachers, but they are regularly engaged in social-emotional learning activities, incentives that celebrate

academic and behavioral achievements, and continue to build relationships with staff members that ultimately help them develop into future global citizens.

Sincerely,  
Dr. Robyne Thompson Interim Principal