



# EASTPOINTE COMMUNITY SCHOOLS

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Christina Gibson  
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Dear Parents and Community,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 Deniescha Malone, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site

<https://www.eastpointeschools.org/eastpointe-middle-school/>, or you may review a copy in the main office at your child's school.

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. For the 2021-2022 school year, no label was assigned to Eastpointe Middle School.

Eastpointe Middle School was identified in 2014/2015 as a priority school. At the culmination of the 2019-20 school year Eastpointe Middle School was released from the priority school designation. Eastpointe Middle School is showing growth in some areas, and we are still addressing many of the factors that are contributing to low achievement with a robust system of support and staff retention.

Our data indicates that the adverse effects of the pandemic continue to present a challenge for improving student achievement. To counter these challenges, Eastpointe Middle School continues to engage in school-wide instructional strategies such as Classroom Instruction That Works (CITW), Close and Critical Reading (CCR), Problem-Solving protocols, and tiered math and reading instruction have been implemented. These plans embody a comprehensive, structured, and focused lens to improve the quality of teaching and learning. The School Improvement Plan (SIP) provides a framework for analyzing instruction and identifying underlying causes to address instructional issues. Annually, a School Assessment Planner is created and progress monitoring is conducted in the fall, winter, and spring using the Northwest Evaluation Association (NWEA) assessment. Included in the SIP is the need to provide professional learning for teachers

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and incorporate instructional practices, implementation timelines, achievement targets and funding resources. We also receive technical assistance from the Macomb Intermediate School District (MISD) in developing these plans and monitoring progress.

A Professional Learning Community (PLC) was established at Eastpointe Middle School in 2015 that required teachers to develop subject-area and grade-level teams to promote “equity” in implementing the curriculum with fidelity. Teachers and staff meet weekly to review course standards and develop clear scopes and sequences for subject area content, identify performance tasks for each unit, agree on mastery levels for assignments, analyze student work and create intervention plans as needed. The PLC process has been instrumental in assisting teachers with having a unified and collaborative focus for teaching, assessing and evaluating the instructional program. The Instructional Learning Cycle (ILC) is a component of the PLC that supports teachers in developing a unit of study that includes administering pre and post assessments, and CFAs. Our teachers develop their subject area scope and sequences through intentional planning around a clear instructional framework, utilize engagement strategies, protocols for consistency, and differentiated instruction to meet the needs of our students. Our district team has hired qualified teachers in core and elective areas, in addition to a robust student support team and school-wide protocols. These changes support our ability to incorporate a Multi-Tiered System of Support (MTSS) for students. The MTSS process requires an assessment to identify student achievement levels for program placement, progress monitoring tools, formative assessments and benchmarks to note program success. State law requires that we also report the following:

1. Eastpointe Middle School is a Title I schoolwide school and our students come from Eastpointe or other communities within the Detroit Metropolitan area through participation in schools of choice.
2. The Eastpointe Middle School staff has implemented a School Improvement Plan (SIP) and utilizes MICIP documents to improve student achievement. Test results and perception data were used to form goals for the SIP. Based on these plans, school-wide instructional strategies were implemented.
3. Eastpointe Middle School, as part of a MiExcel Blueprint district, implements a systemic approach to all facets of educational operations.
4. All students have access to the regular education curriculum, support services, extracurricular activities, and after-school programs.
5. Teachers use formative and summative assessments, NWEA, M-STEP, PSAT, and iReady math to monitor progress.
6. All courses taught in Eastpointe Community Schools are aligned with the Michigan Curriculum Standards.

Pacing guides have been developed by subject-area teams that provide links to instructional resources and establish timelines for teaching units. Curriculum is currently housed in Atlas Rubicon.

We encourage parents to work with us as partners in education. They play a pivotal role in monitoring and encouraging their child’s academic success. We host the following events to expose and involve parents in the learning process: • Parent Teacher Conferences, Family Game Nights, field trips • Title I Literacy and Science nights • Curriculum Night, Schedule Pick-Up, 5th grade Transition Night. Parents who attend these events are asked to complete a survey regarding their perceptions of the school, their experience at the activity, and they are asked to give suggestions and feedback to improve future events. We also provide a parent survey online so those who cannot make it out to events may still provide feedback to our school. Improving communication with parents continues to be a staff focus. Parent participation is always encouraged!

The NWEA assessment is used as a progress monitoring tool. Outlined below are charts that show growth in math and reading from Fall 2021 to Fall 2022. This year was unique in that schools continued the hybrid/virtual learning structure for

grades 6-8 that was implemented in March of the 2020-2021 school year. We actively use data to target our instruction and close gaps that may have occurred as a result of this educational shift.

#### 2021-2022 NWEA Math Mean Scores

Grade Level	Fall 2021	Fall 2022	Observed Growth
6	190.8	194.1	+3.0
7	191.1	197.9	+6.9
8	195.3	202.2	+6.9

#### 2019-2020 NWEA Reading Mean Scores

Grade Level	Fall 2021	Fall 2022	Observed Growth
6	191.8	194.4	+3.4
7	194.3	200.5	+6.2
8	194.4	203.8	+9

#### M-STEP ELA- Percentage at Proficient and Advanced

Grade Level	Spring 2020	Spring 2021*	Spring 2022
6	N/A**	10.5%	≤5%
7	N/A**	7.1%	6.3%

#### M-STEP Math- Percentage at Proficient and Advanced

Grade Level	Spring 2020	Spring 2021*	Spring 2022
6	N/A**	≤5%	≤5%
7	N/A**	≤5%	≤5%

**\*\* Due to the Covid-19 pandemic, the M-STEP assessment was not administered**

**\*Assessment not mandatory Spring 2021**

Eastpointe Middle School staff continue to create and monitor the necessary protocols and systems within the school to meet the needs of all learners. We have implemented social, emotional, physical, behavioral, and academic support because the EMS staff understands that supporting the “whole child” is crucial to their educational success. We house a full time at-risk social worker, restorative justice coordinator, dean of students, counselor, paraprofessionals, instructional coaches, and other specially certified itinerant staff to meet these needs. We have restructured our day to ensure virtual and face-to-face students are receiving rigorous live synchronous instruction, resources, meals, and social emotional support. All students also have access to their very own Chromebook laptop making Eastpointe Middle School a One-to-One technology school.

For updates, please refer to our website:

<http://www.eastpointeschools.org/eastpointe-middle-school/>

Sincerely,



Deniescha Malone, Principal