



EASTPOINTE COMMUNITY SCHOOLS

Stephanie Morang
Principal

Crescentwood Elementary School
14500 Crescentwood
Eastpointe, MI 48021
586.533.3200

Christina A. Gibson
Superintendent

February 1, 2025

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 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 Stephanie Morang, 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 our main office.

For the 2023-24 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 Crescentwood Elementary School, many students come to school with limited school experience, and often already below grade expectations in reading, writing and mathematics. Crescentwood Elementary, along with all Eastpointe Community Schools, is in the 1st year year of partnership with UVA. 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 for intense student support, leadership and 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 and iReady reading and 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 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 Promethean Boards and Chromebooks are used with Reading A-Z, individualized pathways and other web based programs to support

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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 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 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 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 the Eastpointe Community Schools' core curriculum 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. Crescentwood administers the NWEA/MAP Reading and Mathematics assessment three times a year to measure student growth (fall, winter, spring). In the 2023-2024 school year our second-grade students made a 11 point gain in math and a 11 point gain in reading. During



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this same time period our first graders made a 14 point gain in math and a 11 point gain in reading. Our kindergarten students made a 14 point gain in math and a 10 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. Spring conferences are by request only as teachers communicate with parents all year via notes, email, phone, PBIS Rewards and face-to-face conversations at dismissal. 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.

Respectfully,

Stephanie Morang
Principal