



# CORNERSTONE

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## SCHOOLS

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### Washington-Parks Academy 2025-2026 School Annual Education Report (AER) Cover Letter

February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Washington-Parks Academy. 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 Principal Devon Graham and Principal Christina Gaines for assistance.

The AER data file is available for you to review electronically by visiting the following website: <https://bit.ly/4axz1pS> The AER is also available for you to review on the school's website: [LINK TO SCHOOL'S ANNUAL EDUCATION REPORT](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement School (CSI).

The Annual Education Report indicates that the school continues to face significant challenges in accelerating student achievement, particularly in early literacy and mathematics, where proficiency rates remain below state averages and achievement gaps persist among student subgroups such as students with disabilities, and economically disadvantaged students. Attendance data also reveals



# CORNERSTONE SCHOOLS

chronic absenteeism as a barrier to consistent academic progress. In response, the school is implementing several targeted initiatives designed to close these gaps, including structured, research-based literacy instruction and curriculum called Success For All (SFA), daily SFA tutoring, expanded small-group intervention blocks, and data-driven instructional planning through regular walk-throughs and progress monitoring cycles. The school is also strengthening its multi-tiered system of supports (MTSS), increasing access to high-quality instructional materials, and providing ongoing professional development focused on differentiated instruction, culturally responsive teaching, and positive behavior supports. Additionally, partnerships with families and community organizations aim to improve attendance, enhance learning continuity, and ensure that all students receive the academic and social-emotional supports necessary to accelerate growth and achieve grade-level proficiency.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Our school is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

## 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Established in 2009, the Washington-Parks academy is located in Redford township, Michigan just south of the Detroit border. Washington-Parks Academy name honors our Founders and the unfolding of the American promise. Our coupled school name recognizes both the first president of the United States of America in George Washington and Civil Rights Activist Icon Rosa Parks.

## 4. 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

Our school's rigorous instructional program is aligned with Michigan's Common Core State Standards and is established all grades in English Language Arts and Literacy in History, Social Studies, and Mathematics. The Common Core Standards can be accessed via the internet at [Cornerstone Curriculum Resource Documents](#).

## 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS



# CORNERSTONE SCHOOLS

## Percent of Students at Grade Level on the i-Ready Benchmark Assessment

	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Reading	9%	30%	12%	25%
Math	2%	16%	2%	12%

## 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

### PARENTS AT PARENT-TEACHER CONFERENCES

	Fall %	Fall #	Winter %	Winter #
2023-24	36%	191/532	38%	202/532
2024-25	39%	209/538	43%	231/538

Thank you for taking the time to review our Annual Education Report and for your continued partnership in supporting the success of every student we serve. As a school community, we remain committed to providing a safe, inclusive, and academically rigorous learning environment where all students can thrive. While our data highlights both areas of growth and opportunities for continued improvement, we are confident that our focused initiatives, dedicated staff, and strong family engagement will help us accelerate achievement and close persistent gaps. We value your trust and collaboration, and we encourage you to stay involved, ask questions, and work alongside us as we pursue excellence for every learner. Together, we can ensure that all students are prepared for future academic success and lifelong learning.

Sincerely,

Principal Devon Graham  
Washington-Park Academy