

Update and Revision of our Continuous Improvement Plan

Teaching and Learning Focus Area

Assessment, Curriculum, and Instruction

Teaching and Learning Focus Area

Literacy

Teaching and Learning Focus Area

Professional Learning Communities

Leadership Focus Area

Establishing a Culture of Shared Leadership

Leadership Focus Area

Operational Integrity and Marketing



Teaching and Learning Focus Area

Assessment, Curriculum, and Instruction

Short Term Goals/Targets

1. NWEA data for in grades K-8 will demonstrate at least one year of growth annually.
2. The aggregate GPPSS scores on ACT and MME will improve for the 2012-13 school year by 1%.
3. The number of students taking AP assessments or dual enrolling will increase by 2% for the 2012-2013 year.
4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.
5. By the conclusion of the 2012-2013 school year, the district will present to the community a plan for infusing 21st Century Teaching and Learning at each level (elementary, middle, and high) across GPPSS.
6. By the end of 2012-2013, all teachers will be evaluated per individually established achievement, instructional, and classroom environment/affective goals along with their observed instructional practices in the classroom setting based on a rubric of key performance areas.

Teaching and Learning Focus Area

Literacy

Short Term Goals/Targets

1. Use NWEA data for each grade level in grades K-8 that will demonstrate at least one year of growth annually.
2. The GPPSS scores on the Grosse Pointe Writing Assessment, MEAP, ACT, MME in Reading, Writing, and English Language Arts will improve for the 2012-2013 school year by 1%.
3. All teachers will demonstrate through their lesson planning and administrative observation, an integration of writing and reading in their daily instruction across all grade levels and subjects for the 2012-2013 school year.
4. The district will decrease the achievement gaps in reading and writing based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.

Teaching and Learning Focus Area

Professional Learning Communities

Short Term Goals/Targets

1. Each building will closely monitor specific PLCs to ensure that they are focused on the core PLC outcome of analysis of instructional practices, student learning and growth, and alignment of common core curriculum standards with an annual summary report at the end of the 2012-2013 school year.
2. Increase graduation rates by **3%** for all GPPSS students through the implementation of student-to-student mentoring, support classes that meet graduation requirements, personal curriculum, and response to intervention strategies.
3. All teachers will demonstrate through their lesson planning and administrative observation, an integration of writing and reading in their daily instruction across all grade levels and subjects for the 2012-2013 school year.
4. The district will decrease the achievement gaps in reading and writing based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.

Teaching and Learning Focus Area

Action Steps

1. Building principals and teaching staff are analyzing NWEA data from Spring, 2011 compared to Spring, 2012 in regard to student growth/target growth in Math, Science, Language Usage, and Reading. Additional analysis is occurring at the kindergarten level in regard to key Math and Reading Areas. Student performance on the GP Writing assessment and the Fountas and Pinnell is being compared year over year for each student in each class and in each grade level. Mr. Greg Johnson, Ms. Maureen Bur, and Mr. Aaron Johnson are coordinating data analysis and review efforts with the building principals to provide more concrete and specific areas for further exploration and discussion with staff.
2. Effective utilization of PLC time, Staff Meetings, Professional Development, and Grade Level Leader Meetings to analyze student data performance on NWEA and identify students that have achieved growth in core areas on the NWEA and students who require additional academic support in specific core areas.
3. ACT/MME scores have been obtained for the 2012 school year and prior years (1991-92 through 2011-2012). Current analysis of performance indicates a consistent performance pattern with 92% of students taking the test with a district mean composite score for 2012 of 23.5 (2011 – 23.6 and 2010 – 23.3). Individual student performance data will be analyzed in regard to student achievement learner profile. Per College Board report, specific AP test areas are being analyzed for performance by students at both North HS and South HS by student demographics.

Teaching and Learning Focus Area

Action Steps

4. Central administration, building principals, and teaching staff are reviewing student demographics, student performance on state assessments/common assessments/local assessments to determine areas that may modify instructional teaching practices, PLC data-driven discussions/analysis, curriculum mapping/alignment, scheduling, and support classes/programs. Student performance data will continued to be shared with the Board of Education and Community to demonstrate growth and improvement in the achievement gap.
5. A team of administration and teaching staff will be coordinating the plan for infusing 21st Century Teaching and Learning at each level (elementary, middle, and high) across GPPSS. The plan will set goals for the effective use of technology in instructional practice and establish a instructional technology plan by utilizing the “Transforming American Education Learning – National Education Technology Plan 2010” for short- and long-term goal setting. A plan will be developed by the end of January, 2013 with specific directives and initiatives identified for GPPSS.
6. The new teacher evaluation process was in place during the 2011-2012 school year. Further improvement and revision will occur with building administration input to enhance the feedback model for the 2012-2013 school year. The human resources department is exploring available tools to support the training, observation, and tools used for teacher evaluation in order to enhance the feedback and the timeliness/organization of this information.

Teaching and Learning Focus Area

Action Steps

7. Central administration and building administration engaged in professional development and discussion about the effective use and parameters of a professional learning community within their building during the first administrative council meeting. Continued emphasis on the importance of student data analysis and instructional outcome measures will be a primary focus and discussion at future administrative meetings.
8. All buildings are enhancing their Positive Behavior Support programs and providing additional training for staff to improve behavior for all students. Training on the implementation of a Response to Intervention Model is ongoing and is scheduled for all teaching staff at the October 16th staff meeting.
9. Implementation of a new mentor system at the high school level and additional support programs for freshman students, struggling learners, and transfer students.
10. Establish a 21st Century High School Review Team in the fall for potential impact for the 2013-2014 school year with emphasis on improving instructional program for high school students.
11. Curriculum maps will be established and published for all subject areas. Further analysis on the vertical and horizontal alignment of curriculum maps with common core standards will also be occurring during the 2012-2013 school year.

Leadership Focus Area

Establishing a Culture of Shared Leadership

Short Term Goals/Targets

1. Central office administration will provide leadership and coordination of a Peer District group of high achieving and similar districts by the end of the 2012-2013 school year for the purpose of identifying best educational practices.
2. Implementation of a PBS (Positive Behavior Support) program in all buildings will be established by the end of the 2012-2013 school year.
3. A student discipline report will be provided to the Board of Education at the **end of each month** with disaggregated data to reflect trends with a demonstrated reduction in disciplinary measures between various subgroup populations through implementation of a positive behavior support program at all buildings, student mentoring programs, transition programs for new students, proactive counseling and bully-free environment training activities for students and staff, and identification and functional analysis of key trends or concerns.
4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.

Leadership Focus Area – Establishing a Culture of Shared Leadership

Action Steps

1. GPPSS central administration actively participated in the Peer District meetings and discussions during the 2011-2012 school year and they will continue to be a leader in the group in establishing and sharing best educational practices. Further analysis of peer district data will occur to identify areas of growth in comparison to peer districts.
2. All buildings are enhancing their Positive Behavior Support programs and providing additional training for staff to improve behavior for all students. Training on the implementation of a Response to Intervention Model is ongoing and is scheduled for all teaching staff at the October 16th staff meeting.
3. With the implementation of PBS, student mentoring, and Response to Intervention strategies across the GPPSS, the effect of these procedures on the need to implement disciplinary action will be closely reviewed with a report provided to the Board of Education (per Board Policy) with student demographic data.
4. Further exploration and implementation of bully-free prevention training for students and staff will occur during the 2012-2013 school year. Both student and staff support systems are in place to prevent bullying activity and provide support to the students.

Leadership Focus Area

Operational Integrity and Marketing

Short Term Goals/Targets

1. A marketing brochure will be developed by the end of 2012-2013 that captures the Pointes of Pride and the many opportunities in the GPPSS with the brochure being distributed to business chamber, real estate agents, and governmental entities throughout the area.
2. Implementation of a PBS (Positive Behavior Support) program in all buildings will be established by the end of the 2012-2013 school year.
3. A student discipline report will be provided to the Board of Education at the **end of each month** with disaggregated data to reflect trends with a demonstrated reduction in disciplinary measures between various subgroup populations through implementation of a positive behavior support program at all buildings, student mentoring programs, transition programs for new students, proactive counseling and bully-free environment training activities for students and staff, and identification and functional analysis of key trends or concerns.
4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.

Leadership Focus Area – Operational Integrity and Marketing

Action Steps

1. The administration will coordinate an Open House of all building in the month of November to highlight our programs, services, and activities available to all students.
2. Continuous social media communications will occur to provide press releases and good news about student performances, staff awards, and achievement growth and success.
3. Per Board policy, community, staff, parent, and student surveys will be distributed to obtain feedback on GPPSS programs and services.
4. All staff will be focused on a “customer-service” model that enhances the communication and interactions with our community, parents, and students.
5. A trend analysis of student demographic data, census data, and public/charter/private school data for our Grosse Pointe resident students will be conducted to provide up-to-date information regarding our shift in student population and families.

Leadership Focus Area – Operational Integrity and Marketing

Action Steps

6. Based on the 2011-2012 audit, additional analysis on budgetary areas per the BMU will occur with emphasis on improving student learning opportunities while maintaining fiscal integrity. Central administration will work with different bargaining groups to review cost containment and budget modifications to address contractual language associated with fund equity requirements.
7. The technology plan per Board resolution will be updated to address the areas of concern and questions associated with improvement of technology efficiency and usage.
8. Per Board policy, community, staff, parent, and student surveys will be distributed to obtain feedback on GPPSS programs and services.
9. Establish a marketing committee of staff members and obtain input from building administrators on communication with current and prospective students and families regarding the educational and program benefits and opportunities within GPPSS.