MICIP Portfolio Report

Grosse Pointe Public Schools

Goals Included

Active
- Improve NWEA and PSAT/SAT Benchmark Data

Buildings Included

Open-Active
- Brownell Middle School
- Ferry Elementary School
- George Defer Elementary School
- Grosse Pointe North High School
- Grosse Pointe South High School
- John Monteith Elementary School
- Kerby Elementary School
- Lewis Maire Elementary School
- Parcells Middle School
- Pierce Middle School
- Richard Elementary School
- Stevens T. Mason Elementary School

Plan Components Included

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    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary
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MICIP Portfolio Report

Grosse Pointe Public Schools

Improve NWEA and PSAT/SAT Benchmark Data

Status: ACTIVE

Statement: Our goal is to provide MTSS support to studnets in the area of ELA and Math, in order to improve K-8 NWEA scores by 3% by 2025 and improve.
Our goal is to provide MTSS support to student in the area of ELA and Math, in order to improve % of students meeting and approaching ERW and Math PSAT-SAT benchmarks based on 2024 Spring baseline. Improve by 3%.

Created Date: 09/27/2023   *Target Completion Date:* 06/21/2025

Data Set Name: GPPSS Math and Literacy Story

Name	Data Source
K-8 NWEA Summary Report Spring 2023	NWEA
South 12th grade Cohort Data	Illuminate DNA
North 12th grade Cohort Data	Illuminate DNA
North English SAT-PSAT	Illuminate DNA
North Math SAT-PSAT	Illuminate DNA
South English SAT-PSAT	Illuminate DNA
South Math SAT-PSAT	Illuminate DNA
Data - 2023	Other

Data Story Name: Multi Tiered System of Support in Literacy and Math

Initial Data Analysis: The data from the district's NWEA, PSAT, and SAT scores for 2023 reveals trends in student performance across various grade levels. It highlights how students have progressed in key subjects like Math and Reading, comparing these results to past years. The data also sheds light on the effectiveness of educational strategies and interventions implemented over the years. It serves as a tool to identify areas of strength and those needing improvement, guiding future educational planning and policy decisions. This summary provides a holistic view of the district's academic health and its trajectory over the years.
The data story across all buildings represents that black students, economically disadvantaged and Special Education students are consistently underrepresented in many success or proficiency indicators. Evidence from state assessment outcomes indicates that gaps in academic performance exist starting in early grades and continues at the secondary level. For this goal we specifically are looking to Improve ELA M-Step, PSAT

EBRW, and SAT EBRW while closing the achievement gap for black, non econ dis, and special ed students.

Initial Initiative Inventory and Analysis: The district continues to use a triangulation of formative and summative assessments to provide descriptive feedback to students and inform instructional practices. In addition to NWEA and PSAT/SAT, GPPSS uses MSTEP, Grosse Pointe Writing, Really Great Reading, F&P, classroom assessments to target instruction that challenges individual students to reach their personal goals. Building and district staff remain committed to providing interventions for students both during the school day and after school as we meet their educational, emotional and social learning needs.

Current Actions:

Action: Administration will disaggregate data per building and classroom to develop goals and interventions for improvement.

Action: Provide Multi-Tiered Systems of Support (MTSS) in Literacy and Math.

Action: Update and sustain implementation of Michigan Integrated Continuous Improvement Process (MICIP) strategies - Assess Needs - Plan - Implement, Monitor, Evaluate and Adjust. Action: Use of ESSERS and other grant funds to address learning loss and maintain essential services.

District Maintenance Strategies: -Restorative Practices (Elementary and Secondary)-Essential Coaching Practices for Elementary Literacy - Literacy Coaches/Reading Intervention

District Implementation Strategies -Lexia Reading (Elementary: Core 5, Secondary: Power-up) -Essential Coaching Practices for Elementary Literacy (K-3 ELA COSA)--Coaching K-3 classroom teachers in early literacy best practices--Really Great Reading/Wordsmith Implementation -Instructional Coaching/Consulting for Math (K-5 Math COSA)--Coaching K-5 classroom teachers in mathematics best practices, EDM4, Freckle -Illustrative Mathematics Curricula (middle school)-23g Intensive, Individualized Support for High School Studentswaiting for approval

Gap Analysis: The current reality is that our data story across all buildings represents that Black students, economically disadvantaged and SPED students are consistently underrepresented in many success or proficiency indicators. The desired state is to decrease the learning gap between underrepresented sub-groups while maintaining or enhancing student achievement for all students in the area of literacy.

District Data Story Summary: Takeaways from the data:Students made consistent improvement from Fall 2022 to Spring 2023The data story across the district represents that black students, economically disadvantaged students, and students receiving Special Education services are consistently underrepresented in NWEA proficiency indicators. GPPSS continues to outperform the National average in all grade levels. Action: Administration will disaggregate data per building and classroom to develop goals and interventions for improvement. Action: District Improvement Goal - Educational equity - providing access to Literacy and MathAction: Study and improve upon the Multi-Tiered Systems of Support (MTSS) process in order to better identify and target students for

intervention and support programs.

Analysis:

Root Cause
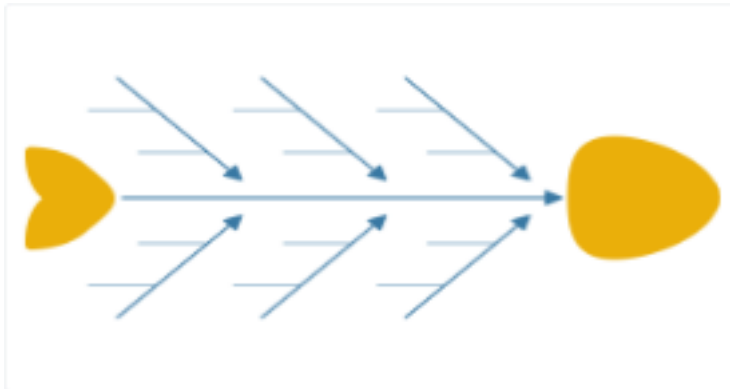
Summary of Fishbone discovery:

The district continues to use a triangulation of formative and summative assessments to provide descriptive feedback to students and inform instructional practices. In addition to NWEA described here, we use PSAT/SAT, MSTEP, Grosse Pointe Writing, Fountas & Pinnell, classroom assessments and more to target instruction that challenges individual students to reach their personal goals. Building and district staff remain committed to providing interventions for students both during the school day and after school as we meet their educational, emotional and social learning needs.

Noticed Data Trends:

The District proficient level consistently outperforms the state proficient level for all students and for most sub-groups.The data story across all buildings represents that Black students, economically disadvantaged and SPED students are consistently underrepresented in many success or proficiency indicators; however, this sub-groups outperforms the same sub-groups at the state level. In general, white students have a higher representation than other subgroups within success indicators.

Areas of discovery that needs additional committee work includes:

Literacy and Math support is needed at all levels:The 34 million word gap. How do you rapidly fill that?How do we leverage NWEA assessment to support interventions?How are we using data to drive decisions?MTSS process: Do we have evidence that the tiered interventions is the best support that we can provide? How do we evaluate the success of our programs?Do we have a common definition of literacy? What does HS literacy look like? How are we using the novel to teach the skills rather than the content?Are we teaching literacy across the curriculum

Are we utilizing math interventions avaialble. Access:Do all students have access to the materials?The achievement gap happens when supplemental parent support isn't available.Student attendance may play a roleAre systems in place:MTSS Sustained Professional DevelopmentCoaching Do our teachers have training in a real systematic approach that is evidence basedDo we have a shared belief as to what the curriculum should be?

Supporting Documents

No Documents Included

Challenge Statement: The district will allocate resources to support MTSS, literacy, and math initiative at all levels as indicated in District Implementation Strategies.

Strategies:

(1/5): Lexia Reading

Owner: Keith Howell

Start Date: 10/21/2023   *Due Date:* 06/21/2025

Summary: Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

Buildings: All Active Buildings

Total Budget: $150,000.00
- General Fund (Other)
- Other State Funds (State Funds)

Communication:

Method
- Other
- District Website Update
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Lexia Core5 and PowerUP	Keith Howell	10/21/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/5): Essential Coaching Practices for Elementary Literacy

Owner: Keith Howell

Start Date: 10/21/2023   *Due Date:* 06/21/2025

Summary: Increase Michigan's capacity to improve children' s literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development across the state...through improving teacher expertise and the quality of core instruction, student achievement increases. Seven essentials are important to literacy coaching that results in increased student literacy 1)Coaches have specialized literacy knowledge and skills beyond initial teacher preparation 2)Effective literacy coaches apply adult learning principles. 3) effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships 4) Literacy coaching is most effective when it is done within a multi-year school-wide initiative focused on student learing and is supported by administrators. 5) Spend most of their time working with teachers to enhance teacher practice and improve student learning by using multi-faceted approaches to learning. 6) When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels 7) Effective literacy coaches are integral members of literacy district and building leadership teams.

Buildings
- Ferry Elementary School
- George Defer Elementary School
- John Monteith Elementary School
- Kerby Elementary School
- Lewis Maire Elementary School
- Richard Elementary School
- Stevens T. Mason Elementary School

Total Budget: $120,000.00
- Other State Funds (State Funds)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
ELA COSA	Keith Howell	10/21/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/5): Instructional Coaching/Consulting for Mathematics

Owner: Keith Howell

Start Date: 10/21/2023   *Due Date:* 06/21/2025

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings
- Brownell Middle School
- Ferry Elementary School
- George Defer Elementary School
- John Monteith Elementary School
- Kerby Elementary School
- Lewis Maire Elementary School
- Parcells Middle School
- Pierce Middle School
- Richard Elementary School
- Stevens T. Mason Elementary School

Total Budget: $112,000.00
- Other State Funds (State Funds)

Communication:

Method
- Email Campaign
- Presentations
- District Website Update
- Parent Newsletter

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-5 Math COSA	Keith Howell	10/21/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(4/5): Illustrative Mathematics Curricula

Owner: Keith Howell

Start Date: 10/21/2023   *Due Date:* 06/21/2025

Summary: IM Math is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures. This shift occurs when each mathematics teacher, Special Education teacher, paraprofessional and building administrator engages in intensive, ongoing professional learning and coaching to sustain implementation of the resource with fidelity.

Buildings
- Brownell Middle School
- Parcells Middle School
- Pierce Middle School

Total Budget: $76,000.00
- General Fund (Other)

Communication:

Method
- School Board Meeting

Audience
- Educators
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Illustrative Math	Keith Howell	10/21/2023	06/21/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/5): 23g Intensive, Individualized Support

Owner: Keith Howell

Start Date: 10/21/2023   *Due Date:* 06/21/2025

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings
- Grosse Pointe North High School
- Grosse Pointe South High School

Total Budget: $566,825.00
- Other State Funds (State Funds)

Communication:

Method	Audience
• Other	• Educators
• School Board Meeting	• School Board
• Email Campaign	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Director of Teaching and Learning, along with High School building administrators, will oversee staff implementing Intensive Individualized Support for Student Success. Intensive Individualized Support for Student Success - Introduction: A combination of FTE of staff will provide extended learning time: small group, intensive support, clustering of students, intervention class, double block support, and/ or push in during class. Through this grant	Keith Howell	10/21/2023	06/21/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
application, we aim to secure funding for hiring trained staff who will provide intense interventions during the day at South High School and North High School. The number of staff members to be hired will depend on the grant allocations. Their primary role will be to offer Intensive Individualized Support to students who have fallen behind academically, personally, and emotionally. These trained adult advocates will act as the students' primary resource and support person, helping them graduate and supporting their long-term success. Project Description: The objective of this project is to provide intensive support to students grappling with academic challenges and personal issues. We plan to hire trained adult advocates, ensuring at least one advocate is assigned to each South High School and North High School. These advocates will offer individualized support to assist students in regaining their academic standing and staying on course for graduation. Key Components of the Project: Intensive Individualized Support: The staff we hire will specialize in offering				

Activity	Owner	Start Date	Due Date	Status
individualized support to students who need it most. They will collaborate closely with these students to identify their unique needs and develop personalized plans to tackle academic, personal, and emotional challenges. Academic Focus: The program's primary goal is to help students get back on track for graduation. Advocates will focus on utilizing educational tools and resources, such as Lexia PowerUp and other Essential Literacy and Math expectations, to improve students' academic abilities and overall performance. Expected Outcomes: By implementing this program, we expect the following results: Higher graduation rates for at-risk students, improved academic performance and engagement among targeted students, enhanced personal and emotional well-being of students through tailored support, and improvements in PSAT/SAT scores as indicated in the MICIP goal.A combination of FTE of staff will provide extended learning time: small group, intensive support, clustering of students, intervention class, double block support, and/				

Activity	Owner	Start Date	Due Date	Status
or push in during class.				
Activity Buildings: All Buildings in Implementation Plan				