

# MICIP Portfolio Report

## Grosse Pointe Public Schools

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### Goals Included

#### Active

- Improve ELA M-Step, PSAT EBRW, and SAT EBRW while ...
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### 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
  - Parcels Middle School
  - Pierce Middle School
  - Richard Elementary School
  - Stevens T. Mason Elementary School
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### Plan Components Included

Goal Summary

Data

    Data Set

    Data Story

Analysis

    Root Cause

    Challenge Statement

Strategy

    Summary

    Implementation Plan

        Buildings

        Funding

        Communication

        Activities

            Activity Text

            Activity Buildings

# MICIP Portfolio Report

## Grosse Pointe Public Schools

### Improve ELA M-Step, PSAT EBRW, and SAT EBRW while ...

*Status:* ACTIVE

*Statement:* Our goal is to provide opportunities for students to have access to curriculum with a focus on literacy in order to improve ELA and NWEA scores.  
Close Achievement Gap for subgroups based on data story

*Created Date:* 05/21/2022

*Target Completion Date:* 06/28/2024

*Data Set Name:* Educational equity providing access

Name	Data Source
Annual Education Report: Combined Report	MI School Data
Learning Loss Presentation to BOE	NWEA

*Data Story Name:* Educational equity - providing access in Literacy

*Initial Data Analysis:* 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 at literacy across the curriculum in the area of M-STEP ELA, PSAT, and SAT EBRW. For the 2021-22 school year the current data results reviewed are as follows:

3rd-7th Grade ELA M-STEP

66% of White Students met the criteria for proficiency on ELA M-STEP  
32% of Black Students met the criteria for proficiency on ELA M-STEP

66% of applicable Not Econ Dis. Students met the criteria for ELA M-STEP  
38% of applicable Econ. Dis. Students met the criteria for proficiency on ELA M-STEP

63% of applicable Not SPED Students met the criteria for proficiency on ELA M-STEP  
28% of applicable SPED Students met the criteria for proficiency on ELA M-STEP

8th Grade PSAT EBRW

85% of White Student met the criteria for proficient on PSAT EBRW  
45% of Black Students met the criteria for proficiency on PSAT EBRW  
59% of Econ. Dis Students met the criteria for proficiency on PSAT EBRW  
23% of SPED Students met the criteria for proficiency on PSAT EBRW

11th Grade SAT EBRW

86% of White Student met the criteria for proficient on SAT EBRW  
50% of Black Students met the criteria for proficiency on SAT EBRW  
52% of Econ. Dis Students met the criteria for proficiency on SAT EBRW  
23% of SPED Students met the criteria for proficiency on SAT

## EBRW

These data points above represent all students, schools, and grade levels in GPPSS. Downloaded annual education report represents information for 2020-21.

Noticed Data trends in ELA M-STEP data:

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.

As we continue to look at data we simultaneously developed a Board approved Strategic plan that recognizes our areas of improvement are heavily focused on curriculum and instruction to meet the needs of our students. Our work will focus on the following goals within our strategic plan:

Goal 1: GPPSS will cultivate a robust and equitable educational community where all learners are empowered to reach their unique potential

Objective: Provide all students a rigorous and relevant curriculum that is aligned from pre-K through graduation

Implementation: Revise the current EPLC process to reflect the district vision and mission  
Develop a robust, equitable and rigorous Program of Studies that meets the needs of all students  
Revise the curriculum to reflect the diversity of our community  
Empower the Race, Equity and Inclusion (REI) Council to serve as an advisory board to support staff through meaningful professional learning that cultivates a sense of belonging within the learning community  
Provide ongoing opportunities for student choice and voice across all disciplines  
Ensure that students of all abilities are offered consistent and systemic support needed to reach their potential

Objective: Deliver effective instruction for all students

Implementation: Formative assessment  
Utilize formative and summative assessment to provide descriptive feedback and inform instruction  
Meaningful feedback  
Provide multiple modes of feedback for deeper student understanding  
Foster greater dialogue amongst students and stakeholders  
Grading for equity  
Implement grading practices to ensure grades only reflect what students know and are able to do  
Ensure multiple pathways for students to demonstrate mastery of content  
Identify multiple opportunities for students to move forward on the learning continuum  
Demonstrate mastery through meaningful and relevant guided practice  
Trauma informed, culturally responsive and researched based practices  
Cultivate resilience to ensure students are engaged in learning and life  
Utilize restorative practices and trauma informed behavioral approaches to maximize sense of belonging  
Implement strategies to support students as they overcome adverse childhood experiences  
Allocate resources as the district continues to navigate healing and recovery due to the COVID-19 pandemic and reconfiguration

Objective: Nurture staff and students' intellectual, physical, mental and social-emotional growth in a healthy, safe and supportive environment

Implementation: Create a sense of belonging and intentionally plan for the social/emotional well-being of all stakeholders  
Establish and promote a culture of physical and mental

wellnessImplement an evidence-based curriculum that focuses on physical, social, emotional, and mental health through GPPSS and/or community partnershipsProvide all staff intentional and relevant professional development opportunitiesProvide re-imagined, experiential learning that is relevant and responsiveSustain learning in the areas of, Restorative Practice (RP), Social Emotional Learning (SEL), Diversity, Equity and Inclusion (DEI), Race, Equity and Inclusion (REI), curriculum implementation, and evidence/research based strategiesGather feedback from staff via PD feedback forms and the annual staff survey as well as meetings with union representatives

Additional considerations within our data story per strategic planning process in the area of Demographic Data, Student Achievement Data, Perception Data, additional needs and suggestions. This information was reviewed during the strategic planning process and will continue to be a focus and we tell and promote our data story accordingly.

This Data Story represents the work that GPPSS will focus on to provide access to all students.

Identified Literacy Need - K-5

Promoting phonological awareness development Explicit explanation, demonstration, play with sounds in wordsExplicit instruction in letter sound relationshipsDigraphs, blends, diphthong, common spelling patterns, specific phonograms, and patterns in multisyllabic wordsMorphology (common word roots, inflections, prefixes, and affixes) and syntaxAttending to word relations (semantic maps, concept mapping)

*Initial Initiative Inventory and Analysis:* What is the connection to the district mission? Our mission is to Cultivate Educational Excellence by:Empowering StudentsValuing DiversityInspiring CuriosityPushing Possibilities What personnel are involved in the implementation?

Developing the strategic plans started with over 55 committee members that included voices from students, staff, teachers, parents, special education, building administrators, central office administrators, and community members without children in the school, municipal leaders, and board of education. Now that the strategic plan is developed, central office and building level administrators are developing their teams, reviewing school data and school improvement plans to match GPPSS strategic plan goals, objectives, implementation process, and accountability and timeline expectations. What is the expected outcome for cultivating a robust and equitable educational community where all learners are empowered to reach their unique potential?

Provide all students a rigorous and relevant curriculum that is aligned from pre-K through graduation (Revise the current EPLC process to reflect district vision and mission)Deliver effective instruction for ALL students (focus on assessment, meaningful feedback, grading for equity, and trauma informed, culturally responsive, and researched based practices. Nurture staff and students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments (creating a sense of belonging and for all stakeholders, provide staff intentional and relevant professional development opportunities)What evidence for outcomes are there thus far?

GPPSS is in the process of developing an EPLC review Race, Equity, and Inclusion Council is providing professional learning to administrators in the area of equity and inclusion.Each building administrator has an established goal or work statement related to their REI work. REI council and building administrators focused on providing culturally responsive

learning and activities to teachers. The District Social Emotional Learning team provides monthly support and professional learning opportunities in the area of trauma informed best practices.

What is the financial commitment and source of funding?

The Board of Education is required to adopt a budget prior to the beginning of our fiscal year. Each year the board creates budget parameters that identify specific financial goals and objectives that are aligned with the goals of the strategic plan. What fidelity measures exist?

The strategic plan has accountability and timeline measures for EPLC review which will guide most of our focus with respect to providing access to all students. FULL STRATEGIC PLAN with implementation and fidelity measures is provided.

What professional development exists including coaches and performance feedback?

The district is providing the following professional learning opportunities to support access for all students: Y5-5 Literacy Coach Network - providing coaching cycles and ongoing support for teachers. Literacy coaching includes coaching cycles, collaborative planning of lessons/best practices, model instruction strategies/co-teaching, data analysis, developing a balanced literacy schedule, sustained and targeted learning interventions, and progress monitoring strategies. Restorative Practices training for admins and teachers REI training for administrators and teachers Social Emotional Learning PD catalog Lexia Training (supplemental reading support providing enrichment and intervention to student)

Analyze Root Cause:

Many supplemental resources being used to address these skills

*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.

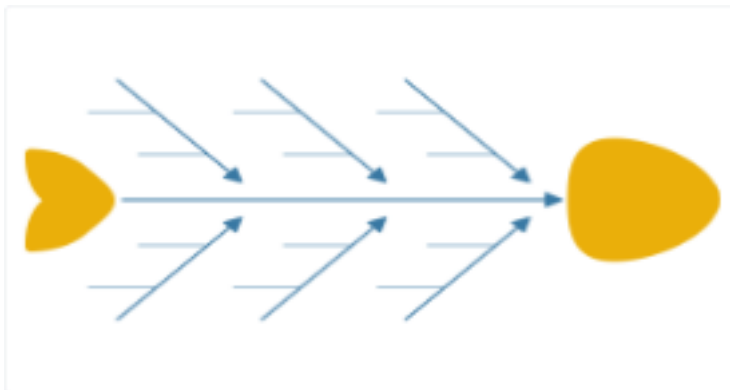
*District Data Story Summary:* The data speaks for itself. We are doing considerably better than the state but at the same time have room for improvement and need to focus on underrepresented subgroups as stated above. In addition to the data reviewed we conducted a perception survey amongst the community that showed our single biggest strength being our teachers (staff/principals) along with our schools having a sense of community/community engagement, curriculum and educational opportunities and reputation. Areas of improvement included additional SEL training, more creative learning/hands-on approach, additional support for gifted students, and management items. In the area of curriculum and instruction the perception survey did not provide much direction; however, district leadership teams continue to recognize that pedagogical approaches to teach literacy across the curriculum and culturally responsive instruction will support recognized ELA learning gaps so that all students have access to curriculum and the see themselves in the instructional approach.

GPPSS continue to view early interventions and focusing on literacy across the curriculum being an area of focus. We plan to leverage the work of the elementary literacy coach model to build capacity in all teachers. The focus on reading curriculum, assessment materials, coaching menu, and PD opportunities will give teachers the opportunity to gain

knowledge resulting in a literacy network across the district. Literacy focus includes an integrated approach to language instruction that recognizes the interdependence of reading, writing, listening, viewing, and speaking. Based on the Early Literacy Essentials (2016) developed by the Michigan Department of Education, and the Common Core State Standards for English Language Arts, materials are selected and developed to support differentiation. The standards are continually addressed in instruction and/or emphasized in a certain unit of study and instructional approach to highlight the spiral effect of curriculum and emphasize the continuity of skill progression. Support included teacher coaching, student interventions from literacy coach, student interventions from literacy coach, Middle School reading Essentials course designed for the struggling readers, and HS support offered through collaboration with the Learning Resource Center. Strengthening of reading and writing skills is offered through such classes as Reading Workshop (.5 credit), Expository Writing (.5 credit), Freshman English, and Freshman Assist. Areas for future consideration include literacy across the curriculum and stronger focus on the secondary literacy essentials and professional development opportunities for elementary and secondary teachers to support literacy for all students.

### Analysis:

#### Root Cause



#### Summary of Fishbone discovery:

Root Cause Analysis:

Fishbone Discovery:

Areas of discovery that needs additional committee work includes:

Literacy 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? 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 the following: MTSS and Sustained Professional Development through Coaching. The district will hire a COSA to work directly in and with K-3 teachers to develop a purpose for collaboration, specific literacy focus, and goals.

Restorative Practice PD: Staff will learn how to facilitate restorative circles in order to build social capital, resolve social problems in an effort to create a positive learning environment for all stakeholders. Will also learn strategies that can be implemented into content.

Focusing on SEL learning so that students can focus on learning.

Lexia and Power UP to focus on comprehensive and confident literacy learning. Center learning around a personalized approach that give students control while improving teachers ability of deliver critical leteracy concepts to transition ownership of learning to the studeent.

Current curriculum needed to be supplemented with a vetted, district approved phonics and word study program

**Strategies:**

(1/3): Restorative Justice Practices

Owner: Keith Howell

Start Date: 05/31/2022

Due Date: 06/17/2023

**Summary:** Restorative justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment and values accountability over exclusion. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make thing right with those they’ve harmed and with their community. (Zehr, 2002; Umbreit, 2011)

**Buildings:** All Active Buildings

**Total Budget:** \$17,500.00

- Title II Part A (Federal Funds)

**Communication:**

Method

- Other
- School Board Meeting
- Email Campaign
- Presentations

Audience

- Educators
- Staff
- School Board

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Restorative Practice PD	Keith Howell	05/31/2022	06/17/2023	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				



## (2/3): Essential Coaching Practices for Elementary Literacy

**Owner:** Keith Howell

**Start Date:** 05/31/2022

**Due Date:** 06/17/2023

**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 learning 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

- Brownell Middle School
- Ferry Elementary School
- George Defer Elementary School
- John Monteith Elementary School
- Kerby Elementary School
- Lewis Maire Elementary School
- Parcels 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

- Other
- School Board Meeting
- Email Campaign
- Social Media

Audience

- Educators
- Staff
- School Board

### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-3 Literacy Coach on Special Assignment	Keith Howell	05/31/2022	06/17/2023	COMPLETE

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(3/3): Lexia Reading**

**Owner:** Keith Howell

**Start Date:** 05/31/2022

**Due Date:** 06/17/2023

**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:** \$102,200.00

- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

- | Method                    | Audience       |
|---------------------------|----------------|
| • School Board Meeting    | • Educators    |
| • Email Campaign          | • Staff        |
| • District Website Update | • School Board |
| • Parent Newsletter       | • Parents      |

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Lexia Reading Core5 and Power Up Literacy	Keith Howell	05/31/2022	06/17/2023	COMPLETE
<b>Activity Buildings:</b> All Buildings in Implementation Plan				