

Eastpointe Community Schools

District Improvement Plan

2021-2022

DRAFT

Eastpointe Community Schools

Culture
and
Climate

Whole
Child

Literacy

Problem
Solving

Culture and Climate

Positive Behavior Intervention Supports

Building staff will identify, teach, and consistently demonstrate positive student social and academic behaviors.

All staff will maintain high fidelity to PBIS, CKH, Leader in Me, Positivity Project and/or CHAMPS strategies.

Utilize the 6 E's as strategies for building relationships.

Principals, Coaches and BTNs will develop and implement initiative(s) for building staff support and recognition.

Building staff will cultivate reciprocal connections with students, parents, families and community.

Staff and students will engage in opportunities that will improve knowledge and understanding of each other (race, culture, poverty, gender, orientation).

Building staff will provide student leadership opportunities both in classrooms and school-wide.

Principals and central office will provide all staff leadership opportunities in building, district, and county/state.

Instructional Leaders will engage in instructional leadership routines to improve practice.

District and building staff will utilize job-embedded professional development and coaching.

Building staff will identify, implement, and monitor high leverage engagement strategies.

Relationships

Leadership Pathways

Instruction

Whole Child- Whole Family

Develop a safe, nurturing environment for all to maximize learning and growth.

Safe, Healthy, and
Well-Rounded

Multi-Tiered System of Support

Reciprocal
Community
Involvement

All staff will build social emotional learning opportunities for students and families.

Building staff will enhance and expand college and career pathways.

Building staff will implement a tiered system of engagement (attendance/participation) supports.

Building staff will develop school-wide systems to address academic and non-academic student needs.

All teachers will plan and deliver differentiated instruction for all students.

District and buildings will develop and implement parent and family engagement strategies.

District and buildings will develop connections with community for partnership, volunteer and service projects.

Literacy

Improve students' ability to decode and comprehend grade level text

Improve students' ability to write effectively

Restructure and implement tiered reading intervention

All staff will deliver district approved grade level curriculum and resources.

All teachers will implement Guided Reading with high fidelity (K-5) with culturally responsive texts.

All teachers will provide direct instruction on Close and Critical Reading strategies using content specific grade level and culturally responsive texts (3-12).

All teachers will provide frequent, rigorous, and meaningful opportunities to practice writing in subject-specific content.

All teachers will use a consistent approach to the writing process across subject areas and explicit instruction on the writing process.

Building staff will develop schoolwide intervention that is targeted, systematic, research-based and progress monitored.

Interventions will be timely, directive, and administered by trained professionals.

Building staff will deliver flexible interventions regardless of location.

Problem Solving

Expose students to a range of complex, well posed problems that require the use of applied mathematics and problem solving strategies.

Engage students in problem solving practices

Improve and implement tiered math intervention (MTSS)

All staff will deliver district approved grade level curriculum and resources.

Teachers and students will consistently use content area protocols for problem solving.

Teachers will guide students in solving problems through the sense making, strategic use of appropriate tools, and perseverance through difficulty.

Engage in activities that develop student, teacher, and parent growth mindset for mathematical competencies.

All teachers will encourage and engage all students in productive struggle.

Building staff will develop schoolwide intervention that is targeted, systematic, research-based and progress monitored.

All teachers will plan and deliver differentiated instruction for all students.

Building staff will increase student and parent knowledge of, and access to, supports for students.