

Findings of the Eastpointe Community Schools Data Retreat

Activity One: Our Perceptions

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Welcoming • Opportunity for voice • Collaborative routines • Student growth • Teacher commitment • Leader commitment • Enjoy students • Variety of programs, extra-curricular activities • Caring staff • New leadership • Beginning to update and improve facilities 	<ul style="list-style-type: none"> • 1:1 technology • Great people, great students • Strong Early Learning Center • Teamwork and collaboration • Resilience and flexibility • Care, concern of adults • Friendliness of staff, welcoming • Investing dollars in facility improvements and upgrades • Put students first • Well-being of students 	<ul style="list-style-type: none"> • Access to technology • Quality resources to support curriculum • Resilience of students and staff • Adapting to change • Teamwork and collaboration • Students are priority #1 • Hard working teachers and staff as well as administration • Growth mindset in all areas of the organization • Striving to get supports in place to meet the needs of all students
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Early Learning Center • Positivity among staff • Value collaboration and respect • Stable financial position • Investment to grow our staff • Embrace continuous improvement • Embrace student and staff well-being • Dedicated staff • Voice and opportunity for input and engagement 	<ul style="list-style-type: none"> • Value continuous improvement • Dedicated and passionate staff • Technology 1:1 • Everything is relatively local • Safe place to live and learning • Teacher preparedness • Amazing students and families • Works with the resources provided • New leadership; promotes from within 	<ul style="list-style-type: none"> • Student excitement • Early Learning Center • Positive environment for growth in elementary schools • Embedded coaching for teacher • Teamwork and collaboration • Labor- admin relationship • Puts students first • Adaptability of staff • New leadership • Rise above challenges

What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Student achievement • Facility cleanliness and continued upgrades • Staffing shortages, recruiting, attracting, keeping • Behavioral support that work • Academic supports that work • Diversity, equity, inclusion • Lack of parent involvement • Parent satisfaction • Declining enrollment • Improved two-way communication 	<ul style="list-style-type: none"> • Compensation and benefits for staff to be competitive and attract and keep the best • Highly qualified and certified staff • Transportation • Student and staff ownership and accountability for learning • Parental accountability and engagement • Declining enrollment, attracting and keeping students and families • Future financial planning and forecasts • Being a system not individual operating schools 	<ul style="list-style-type: none"> • Transportation • Shared understanding of mission, vision, values and goals • Community and family engagement • Food service • Staff retention, attraction, salary, benefits, working condition, satisfaction • Consistent innovation future-focused curriculum • Computer literacy • Student attendance • Student mobility • Community support • Scheduling, use of time and space

	<ul style="list-style-type: none"> • Moving forward, innovation, engagement, voice for a better tomorrow • Low student performance on tests 	
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Teacher shortage • Old facilities needing updates and cleaning • Addressing physical, social and emotion needs of students and staff • Access to digital resources K-5 • Salaries and benefits • Student achievement • Teacher and leader turnover • Interventions that work • 21st century curriculum, real life, focused, preparing for careers, college, and life • SEL programs to build confidence and ownership in learning 	<ul style="list-style-type: none"> • Student Achievement scores low • Student behavior • Appears disorganized and chaotic at times • Achievement gaps • Not always consistent; lack of follow through with initiatives • Parent buy-in and engagement • Teacher and leader retention • Student attendance and chronic truancy • Communication that is two-way and effective 	<ul style="list-style-type: none"> • Community perception • Parent satisfaction • Student behavior • Student attendance • Declining enrollment • Too much, not focused, and clear about direction • Curriculum alignment and expectations clearly defined • Preparing for future- college, career, workplace • Student achievement low • Achievement gaps • Effective use of available resources • Know impact; stop doing things that are not working • Attract and retain staff • Attract and retain new students and families

Activity Two: Perception of Others Analysis of District 5E Data

Strengths: Things Going Well

Elementary Students

Teachers work together to help me learn
 High expectations
 Multiple assessments to check for understanding
 Rigor and challenging curriculum
 Variety of resources available to help me succeed
 Family connections

Secondary Students

Learning new skills and knowledge
 Clear expectations
 Checking for understanding
 Treat students with respect
 Providing activities for participation

Staff

Collaboration
 Collecting data
 Teacher-student relationships
 Staff coaching and support
 Opportunities for student growth

Parents

Behavior expectations
 One adult who cares about each student as a student and a person
 Safe place for learning
 Shares responsibility for learning with families and community

Opportunities: Things Needed Attention

Elementary Students

Building cleanliness
 Lack of respect teacher to student, student to teacher
 Pandemic- remote learning
 Lack of student motivation, engagement
 Lack of personalized learning and support

Secondary Students

Having a voice to better meet my interests
 Feeling safe and supported
 Student to student trust and respect
 More adult advocates and support
 More engagement and innovation

Staff

Consistency and communication of policies, procedures, and practices
 Professional development and follow up support for all staff
 Updated curriculum, clarify of expectations
 Curriculum alignment and monitoring across the district
 Increase support staff to support the whole child

Parents

Meeting each student's learning needs
 Reporting progress and success to families
 Counseling and other career awareness services
 Making effective use of resources
 Satisfaction- rating school experiences to meet needs of student

Best Repeated Ideas for Improvement

Elementary Students

Building cleanliness and HVAC
 More student communication and feedback
 Climate and culture
 Later start time for students
 More equity in virtual programming and instruction

Secondary Students

Focus on physical needs
 Experiential learning
 Character development, workplace skills
 Career Awareness
 Mentoring- adult connection
 Better quality food

Staff

Clear, consistent communication with all stakeholders
 Relevant and consistent curriculum with intentional professional development to ensure implementation
 Invest in continuous and consistent culture and climate training for all stakeholders
 Increase support staff to support the whole child

Parents

Communication
 Wrap around services and supports
 Staff retention and stability
 Student achievement
 Safety
 Transportation

Activity Three: Summary of Student Growth and Achievement Report

What is going well? Strengths	What needs attention? Opportunities for Improvement
<p>Have both proficiency and growth student achievement data.</p> <p>Have annual Michigan state assessment data.</p> <ul style="list-style-type: none"> • M-Step by grade level • PSAT 8 • PSAT 9/10 • MME (SAT, M-Step ACT WorkKeys) <p>Local assessments</p> <ul style="list-style-type: none"> • NWEA Map 3 times a year • Additional ECS Data <p>In general, students are growing but not meeting or exceeding expectations on assessments. Growth rate higher in early grades as expected.</p> <p>ACT WorkKeys. 555 QUALIFIED FOR A NATIONAL CAREER READINESS CERTIFICATE</p> <p>MI-ACCESS – ALTERNATIVE ASSESSMENT DESIGNED FOR STUDENTS WITH AN IEP</p>	<p>Students come to school in high percentages not ready. It is very difficult and challenging to get them up to speed when they start so behind.</p> <p>It is questioned as to whether students and parents know what the academic expectations are for each grade level in each subject area.</p> <p>It is questioned whether the current curriculum is aligned to what is being assessed?</p> <p>It is questioned whether current assessments are biased by race and gender.</p> <p>There are achievement gaps among student populations. English Learner, Students with IEPs, some ethnic populations, and students from low-income families.</p> <p>MI-ACCESS – Alternative assessment designed for students with an IEP - most students are emerging nor attained or surpassed.</p> <p>MI WIDA – Alternative assessment designed for students identified as English Learners</p> <p>Math achievement is lower than English Language Arts achievement.</p> <p>Student achievement is low compared to other districts in the county and with state averages.</p> <p>Assessment results vary by school and by grade level.</p> <p>M-Step very large numbers of student partially proficient or not proficient in ELA and Math.</p> <p>Large numbers of students need supports or eligible for retention on read by Grade 3 Law requirement</p> <p>PSAT large numbers of students partially proficient or not proficient in evidenced based reading and writing , math and science. Large numbers of students demonstrate needs attention regarding college readiness.</p> <p>NWEA-MAP Most students in K-11 are growing but not meeting expected growth targets</p> <p>Early Learning Center data show students are growing from fall to spring in recognition of upper and lower case</p>

	<p>alphabet, counting to 20 and above, number recognition, and recognition of shapes</p> <p>Low numbers of students are taking AP or dual credit course offerings. 157 students enrolled in a CTE recognized full year course.</p> <p>Large percentages of 10th, 11th and 12th grade students have a grade point average below 2.0</p>
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**Activity Three:
Summary of Culture and Climate Report**

What is going well? Strengths	What needs attention? Opportunities for Improvement
<ul style="list-style-type: none"> • There are several academic support programs in place • There are several non-academic/behavioral support programs in place • There has been an increase in behavior support personnel • There has been an increase in academic support personnel • Dojo is a good communication tool to get support • There are instructional coaches in place • There are social workers in place • There is an ARSW in every school • There are counselors in place at the high school • There are pathways for Teacher Certification with Northern Michigan University. Tuition is covered • The district provides numerous professional learning opportunities during the year. 	<ul style="list-style-type: none"> • There are bullying perceptions • Non-academic supports vary in each school • No data indicates the impact of success of each support • There are student behavior concerns • There are student attendance concerns • There are student mobility concerns. One third of the students leave during the year. • There is an opportunity to support new staff at the high school • Many highly trained staff leave. Salary and benefits is one of the reasons • There appears to be a growing staff attendance problem at the middle and high school • Students and parents want to be face-to-face • There is a need for more math interventions • There is a need for improved parent involvement • Student, Staff and Parent Satisfaction data needs to be shared, analyzed and acted on.

**Activity Three:
Summary of Finance, Facilities, and Technology Report**

What is going well? Strengths	What needs attention? Opportunities for Improvement
<ul style="list-style-type: none"> • Clean audit with no significant findings • Strong fiscal management in use of resources • Borrowing is not needed until 2023 	<ul style="list-style-type: none"> • Transportation needs attention and improvement • Custodial and maintenance services need attention and improvement • Facilities for not clean

<ul style="list-style-type: none"> • There has been an increase in pupil funding • Enrollment is stable and slightly increasing • There is \$6.0 mil cash savings • There is a healthy fund balance • Building infrastructure improvement are underway • ESSER (Covid federal monies) have been allocated toward necessary improvement • An ESSER survey allowed for voice into the allocation process • There is a lot of new tech devices leading to the 1:1 student to device ratio. • There is planning to update media libraries/centers • Technology Infrastructure has received updating 	<ul style="list-style-type: none"> • Facility upgrades have been ignored without funds • Enrollment must be increased to enhance future funding streams • The foundation is not enough to properly educate students • Parking and traffic flow are problems • Food service is not quality and raised as a concern by students and parents. • Equity needs attention regarding allocations • Future devices for technology may not have funding • Lower elementary students do not take devices home • Instructional use of technology expectations is not defined for students or staff
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SWOT ANALYSIS TABLE TEAM FINDINGS		
District Strengths		
Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Graduation Rate • 1:1 Technology • Safety • Financial stability • Building Improvements • Staff relationships/support • Belief in continuous improvement • Students feel comfortable talking to adults • Non-academic support (behavior) 	<ul style="list-style-type: none"> • Financial stability compared to past • Staff and student relationships • Early Learning Center • 1:1 Technology • Building improvements • Flexibility and responsiveness • Onboarding and training for new teachers • Positive, caring staff wanting the best for students 	<ul style="list-style-type: none"> • Caring staff • Belief in continuous improvement • 1:1 Technology • Instructional coaches • Administrative support • At risk social work • Interventions for support • Early Learning Center • Flexibility and responsiveness
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • 1:1 Technology • Financial stability • Grade level student achievement growth • Caring and supportive staff • Intervention and support systems • High expectations for students • Staff relationships and collegiality with one another • Opportunities for professional training 	<ul style="list-style-type: none"> • Technology 1:1 • Passionate, caring staff • Amazing student and family support • Strong leadership • Partnerships with MSU and MSID with teacher coaches • Wants to continuously improve • Strong fiscal management 	<ul style="list-style-type: none"> • Financial history and stability • Technology 1:1 • Graduation rate • Early Learning Center • Professional development • Flexibility and perseverance • Standardized testing growth • Staff respect and collaboration for and with one another • Support from voters • Perception and demonstration the staff cares about kids

Consensus District Strengths: 1:1 Student to device technology; Improved financial stability over years past; Early Learning Center to reach young students; Desire to get better and improve, Caring dedicated staff; Student achievement growth; Student-Teacher relationships; Beginning facility improvements; Past support from community voters; Student safety and security; Values collaboration and respect.

SWOT ANALYSIS TABLE TEAM FINDINGS

District Weaknesses

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Student performance on assessments • Achievement Gaps • Transportation • Parent Engagement • Consistency building to building • Morale, culture, climate • Communication internal • Facility cleanliness • Staffing, certification, shortage • Social Emotional needs, bullying, respect for one another • Parent Education and Training • Traffic control 	<ul style="list-style-type: none"> • Student Achievement (Proficiency) • Achievement gaps • Parent and Community Engagement • Years of declining enrollment • Student and family mobility • Consistent, timely, transparent communication • Hybrid schedule, use of time • Consistency building to building • Highly qualified staff, certification, shortage • Parent satisfaction • Use of data to drive decision making • Student and staff attendance 	<ul style="list-style-type: none"> • Student Achievement • Achievement Gaps • Professional Learning Communities: collaboration • Hybrid learning, schedule, use of time • Title Funds, Intervention system that makes a difference • Behavior management and non-academic programs • Data analysis • Social, emotional learning • Clean buildings • Transportation
Table 4	Table 5	
<ul style="list-style-type: none"> • Declining student and family enrollment • Student achievement on assessments • Student achievement gaps, equity • Disruptive student behaviors • Student attendance, chronic truancy • Respect • Staff retention • Parental involvement • Curriculum updates and improvement to better ready students for workplace and life • Clean buildings • Transportation 	<ul style="list-style-type: none"> • Student attendance • Student achievement results, especially in mathematics • Declining enrollment • Pandemic, virtual learning results • Social, emotional support for all • Transportation K-12 • Student behavior • Staff retention and turnover • Student mobility and transition • Facility cleanliness • Parent engagement • Morale, culture, climate 	<ul style="list-style-type: none"> • Student behavior • Student achievement scores • Communication internally • Involved families • Cleanliness of facilities • Curriculum updated, aligned to assessments, real life, engaging, ready for future • New teach mentoring and induction/ support • Student achievement gaps • Student and family retention, enrollment declining • Pandemic academic and non-academic import • Staffing, shortages, certification, retention

Consensus District Weaknesses: Low student achievement on standardized tests; Student achievement gaps; Student well-being, physical, social, and emotional needs; Student and parent satisfaction; Staffing certification, shortage, recruiting, and retention; Student attendance; Student behavior; Staff morale, satisfaction, salaries & benefits, attraction, and retention; Student and family mobility, and parental engagement and partnerships.

SWOT ANALYSIS TABLE TEAM FINDINGS

District Opportunities

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Involved families to be true partners in education • Community partnerships and relationships to enhance career and workplace awareness • Student feelings of belonging- better meet physical, social, emotional needs • Staff pride, innovation, retention, satisfaction • Improve traffic flow, safety, security • Updated curriculum with aligned assessments • Marketing, branding, increasing student and family enrollment • Clarity in grade level academic expectations for readiness to next level 	<ul style="list-style-type: none"> • Change family perceptions about our schools • Space utilization at the middle and high schools • Partnerships: Co-op, CTE, Career, Apprenticeships • Identify expectations for parent communication • Explore new contracts with vendors: food, custodial, maintenance, transportation for improved services • Focus on improving student social, emotional, and physical needs • Update curriculum to better prepare students for their future • Enhance professional development, innovation, necessary skills to improve staff retention 	<ul style="list-style-type: none"> • Updated curriculum with clear grade to grade expectations • Math interventions • Change family perceptions about our schools • Mentoring to ensure consistency and lifelong support and learning • Explore co-teaching and new possibilities for delivering instruction • Partnerships: Co-op, CTE, Career, Apprenticeships • Addressing gaps from the Covid 19 pandemic academically • Addressing gaps from the Covid 19 pandemic non-academically • Build mental health support for students, families, and staff.
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Partnerships with increased career awareness and CTE offerings • Improved culture and climate • Align curriculum vertically with clarity for students and families • Use of space, utilization at middle and high school, closure, reconfiguration • Marketing, branding, increasing student and family enrollment • Protocol for developing community partnerships • Whole child supports- physical, social and emotional needs 	<ul style="list-style-type: none"> • Provide more resources for mental health and PCP services • Enhance diversity, equity and inclusion (DEI) • Improve facility conditions to enhance learning and teaching • Improve satisfaction for employees (cost of living, salary benefits, working conditions) • Update curriculum to better prepare students for their future • Explore new contracts with vendors: food, custodial, maintenance, transportation for improved services • Enhance professional development, innovation, necessary skills to improve staff retention 	<ul style="list-style-type: none"> • Rebranding, marketing, telling our story to attract new students and families as well as retain those we have • Establishing foundations/new grant opportunities to support innovation and engagement • Partnerships with increased career awareness and CTE offerings • AP classes, dual credit classes, enrichment opportunities to increase rigor and innovation • Systematic application of wrap around services that are impactful • Artificial intelligence • Enhance diversity, equity and inclusion (DEI) • Explore co-teaching and new possibilities for delivering instruction

Consensus District Opportunities: Change family and community perceptions about our schools; Explore new contracts with food, custodial, maintenance, and transportation vendors for improved services; Clarify grade level curricular expectation to better prepare students for their futures; Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities; Make better use of time and space within and outside the day and year to enhance teaching and learning; Measure current and new academic and non-

academic interventions to ensure a return on investment for student success; Promote DEI (Diversity, Equity, and Inclusion) in instructional practices and programs; Bring consistency to essential policies, procedures, and practices to achieve system unity.

SWOT ANALYSIS TABLE TEAM FINDINGS

District Threats

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Political differences • Attack on public education • Schools of choice • Substance abuse • Violence • Bias, equity, inclusion, diversity • Change • Social media 	<ul style="list-style-type: none"> • Social media • Lack of “community” and respect for public schools, teachers, leaders • Schools of choice, charters, privatization, • Self-destructive behaviors and actions 	<ul style="list-style-type: none"> • Declining student and family enrollment • Trauma • Lack of respect for public education, teachers, leaders • Poor transportation • Social media • Violence • Self-destructive behaviors and actions
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Civility • Economy • Politics • Social media • ESSER funds ending in 2024 • Well being • Teacher/staff shortages 	<ul style="list-style-type: none"> • Elections • Social media • Competition, schools of choice, alternatives to public schools • Economy • Social media • Replacing and support continued technology • Pandemic results 	<ul style="list-style-type: none"> • Supply chain delays • Social media • Schools of choice, competition, charters, etc. • Lack of addressing DEI. Diversity, Equity, Inclusion • Student trauma, social and emotional needs • Uncertified staff, shortages • Community sending students to school not ready
<ul style="list-style-type: none"> • Consensus District Threats: Close Covid 19 pandemic gaps; Market, brand, enhance perceptions of public schools and the education profession; Assist students make use of social media; Address our competition and build student and family enrollment; Be proactive in addressing some student and parent violence and disruptive behaviors to protect and provide a safe, secure environment; and legislation, politics, and national economy 		

Below is the draft of the SWOT Analysis

Eastpointe Community Schools SWOT DRAFT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> • Student achievement growth • Student-Teacher relationships • Student safety and security • Caring dedicated staff who value collaboration & respect • Desire to get better and improve • Improved financial stability over years past • Early Learning Center to reach young students • Beginning facility improvements • 1:1 Student to device technology • Past support from community voters 	<ul style="list-style-type: none"> • Low student achievement on standardized tests • Student achievement gaps • Student well-being, physical, social, and emotional needs • Student and parent satisfaction • Staffing certification, shortage, recruiting, and retention • Staff morale, satisfaction, salaries & benefits, attraction, and retention • Student and family mobility, and parental engagement and partnerships. • Student attendance and engagement • Student behavior, effort, motivation, and ownership
Opportunities	Threats
<ul style="list-style-type: none"> • Change family and community perceptions about our schools • Explore new contracts with food, custodial, maintenance, and transportation vendors for improved services • Clarify grade level curricular expectations to better prepare students for their futures • Enhance community partnerships and relationships to enhance career and workplace awareness and opportunities • Make better use of time and space within and outside the day and year to enhance teaching and learning • Measure current and new academic and non-academic interventions to ensure a return on investment for student success • Promote DEI (Diversity, Equity, and Inclusion) in instructional practices and programs • Bring consistency to essential policies, procedures, and practices to achieve system unity. 	<ul style="list-style-type: none"> • Close Covid 19 pandemic gaps • Market, brand, enhance perceptions of public schools and the education profession • Assist student make use of social media • Address our competition and build student and family enrollment • Be proactive in addressing some student and parent violence and disruptive behaviors to protect and provide a safe, secure environment • Legislation, politics, and national economy