Promote Innovation ➤ Maximize Potential ➤ Embrace Community

Grosse Pointe Public School System

Strategic Plan

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One GP—where *everyone* learns, *every* day

Dear Educational Community,

It is my honor to share with you the work of dozens of diverse stakeholders throughout our community. Enclosed in this document is a comprehensive roadmap that will align the arrows of our district as we support all of our students. Together the task force has spent three months formulating a Strategic Plan to ensure our premier district remains a leader in education. We started by analyzing data, comparing ourselves to peer districts in not only test scores but budget, staffing and enrollment. We carefully examined areas of strength and identified core areas where we will focus our energies in the next three years. Then we trusted our professional staff to develop the roadmap to attain the *standards of excellence* our community expects of this school district.

Through this process we developed new vision and mission statements that are a call to action and easy to remember.

Our Vision

One GP – where *everyone* learns, *every* day

Our Mission

Promote innovation
Maximize potential
Embrace community

Together, we will promote innovation in teaching and learning, maximize the potential of our students and staff, and embrace a global community growing in diversity, in order to ensure <u>every</u> student has the academic, problem solving, and social emotional skills to be successful today and in their future.

Excellence is not only a tradition here, it is a daily expectation.

Your Superintendent,

Dr. Gary C. Niehaus

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Strategic Planning Task Force Membership

Board of Education
Brian Summerfield
Margaret Weertz*

Community Members
Tara Burdick
Karl Kratz*
Jack Liang
Shane Reeside
Jack Ryan
Christie Scoggin

Parents
Luke Ciaramitaro
Rebecca Fannon*
Robert Haran
Jake Howlett
Michelle Lindsay
Jennifer Munson
Adrienne Nash
Mary Beth Nicholson
Quinn Smith
Jason Tinsley
Monique Turco
Chace Wakefield*

Students
Jennifer Maiorana
Katherine McKay
Anushri Subramaniam
Nicoletta Valenzano

Faculty
Ryan Francis
Chris Geerer
Patty Gough
Dona Johnson-Beach
Amy Krieger
Julie Mayo
Laura Mikesell
Jodie Randazzo
Chris Takis
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Administration
Jon Dean*
Sara Delgado
Christian Fenton
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Gloria Hinz
Kate Murray
Gary C. Niehaus*
Steve Wolf

Facilitator
Michael Wilmot,
Michigan Leadership Institute

*Denotes members of Strategic Planning Steering Committee

Innovation

- 21st Century learning (best practices)
- Being progressive – leading not reacting
- Looking for creative solutions to problems at every level
- Willingness to attempt something new/different

Integrity

- Focusing on the main thing – kids!
- Being honest and transparent
- Respecting self and others
- Doing the right thing even when no one is looking
- Taking responsibility of actions and results
- Following through on the things you say you will do

Global Awareness

- Thinking globally while acting locally
- Being environmentally conscious
- Being technologically savvy
- Being culturally connected – reaching out to others who are different
- Being cognizant of world events
- Being aware of the world's people

Perseverance

- Never giving up
- Continually striving to improve/achieve at a higher level
- Overcoming challenges
- Never being afraid to try for fear of failure
- Maintaining a "growth" mindset

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Indicators of Success

Students realize their dreams and positively contribute to society when:

- Students and staff partner with, and are supported by, the community.
- All students are engaged in relevant and differentiated lessons every day.
- The district promotes and supports "cutting-edge" and creative practices.
- Collaboration is embedded in daily practices and is evident at all levels of the district.
- The district cultivates a culture of caring.

Focus Areas

Curriculum, Instruction and Assessment
Embedded Professional Development
Infrastructure and Technology
Community Connections and Communication

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Grosse Pointe Public School System

Focus Area: Curriculum, Instruction and Assessment

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning.

An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and, that is designed to challenge every student to realize their true potential is essential. Differentiated instructional approaches that are based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day.

Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Provide tiered supports and challenge for all students	K-12 MTSS process aligned with MDE Essential Components	District wide committee established to address district wide MTSS	Our district has an aligned and consistent approach to a tiered support system for MTSS/PBIS	Process June 2016 Menu June 2017
	District wide menu of interventions, resources, and strategies for differentiated instruction	PBIS in various stages of implementation across the 14 buildings	Create culture and character building for students: Leader in Me, WEB, Link Crew, etc.	June 2018
			Create alternative pathways for all learners (clustering, magnet, co-taught classes, AP, CTE, alternative high school, dual enrollment, etc.)	June 2018

A list of acronyms is included at the end of this section.

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ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Support inclusive learning opportunities for all students	Periodic review of student IEP and schedules Periodic review of student data	Secondary Co-teaching Cohort Freshman Assist Alternative learning center in some buildings Peer to Peer in most buildings	Least Restrictive Environment meets the needs of **all** students at all levels Create culture and character building for students: Leader in Me, WEB, Link Crew, etc. District values and supports learning for all students	Annually June 2018 Ongoing
Ensure rigorous, innovative and comprehensive curriculum Collaborate with technology department to create a menu of digital tools that allows all students to access the curriculum	EPLC Matrix Phases of curriculum review completion: Year 1: review/assess 2: construct 3: implementation 4 and 5: maintenance	EPLC guidelines/timelines drive current and future review phases Scheduled matrix of review scheduled through the 2023-24 school year Digital content currently lacks consistency across the district	Rigorous and comprehensive curriculum presented/approved by EPLC and Board of Education according to Matrix schedule Budgetary plan support implementation/maintenance phases Learning opportunities beyond the traditional school day (summer learning, PreK, Camp O' Fun, etc.) Collaborate with technology department to create a vibrant technology plan infused with innovation to provide infrastructure and support digital content	Annually Annually (May) Annually June 2017

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Grosse Pointe Public School System

Focus Area: Embedded Professional Development

On-going, embedded professional development is essential to the fulfillment of the district's vision (One GP - where everyone learns, every day).

The district will provide relevant professional development that responds to the identified needs of staff. Efforts will be made to use the internal experts employed by the district wherever and whenever appropriate. Consistent with the district's guiding principle of innovation, we will make use of a variety of methods to deliver development experiences for individual staff members as well as groups of staff.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Professional growth through district-wide professional development offerings	KALPA Surveys	District-wide Professional Development committee New teacher orientation and mentoring programs Instructional Rounds Conference style PD Sustained PD in the 3 Instructional Focus Areas, PBIS/MTSS, Co-teaching and innovative instruction	Sustaining current status over time to provide job-embedded PD opportunities for all staff that align with district goals.	Annually
Teacher growth through professional development offered outside the district	PLC feedback sheets	MACUL, Tri county ISDs, Galileo, National/State Organizations, NSTA, BER, etc. Remote access for staff enabled	Staff shares best practices/ instructional strategies Staff facilitates sessions to provide job-embedded PD Staff is provided tools to access content and files offsite	Annually Annually Dependent upon funding

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ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Continued retention and recruitment of high quality staff members	Employee satisfaction survey results Monitoring of employee demographic data	Clearly articulated hiring process for both professional and non-professional staff Collaborative and transparent teacher selection process Significant focus on recruiting a diverse workforce across the district	A highly competent, diverse staff that is able to meet the needs of all students	Annually

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Focus Area: Infrastructure and Technology

Grosse Pointe Public School System recognizes the rapidly changing environment in which we educate students. In order to address the learning needs of students and staff in the most effective and efficient manner, access to current technology is critical.

The district will pursue and maintain the infrastructure and technology necessary to support learning and achievement across the district. Closely tied to the need for access to current technology will be the need for professional development that enables the most effective use of technology as a learning tool.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Develop master list of all needed repairs, renovations and improvements for infrastructure, facilities, energy use, entrances, security and grounds	Data comparison to other districts including operations costs, debt and millages	List is 99% complete Emergency/security review by Compliance One	Fully functional and updated infrastructure and facilities	Nov/Dec 2015
Prioritize master list with superintendent, Board of Education and other key stakeholders	Data comparison to other districts including operations costs, debt and millages Functionality of infrastructure to meet instructional needs	In development	Master list aligned with instructional and other needs in budget calendar within Board Budget Parameters	Jan/April annually
Develop options for financing	Data comparison to other districts including operations costs, debt and millages BMU Annually audit	1.0 mill Sinking Fund in place No separate technology/infrastructure funding	Flexible and sufficient funding stream for capital improvements	Date to be determined for any tax related financing options

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ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Create a blueprint for future ready classrooms	Current suite of educational applications in use evaluated by both curriculum and instruction as well as technology departments Criteria developed for selection of new applications and digital content sources Improvements to technology infrastructure identified to support the use of digital content both on campus and off campus	Working with content review and selection teams to validate technology required to support new and replacement applications Curriculum teams being formed to review digital content	Develop standards for digital content areas across the curriculum Provide support for digital content Improve Wi-Fi coverage to support a full classroom of wireless devices Implement technology infrastructure that meets or exceeds parameters defined by the Department of Education Future Ready Program Identified Future Ready classroom layout that is compatible with both student needs and current facilities	Curriculum teams formed 2015-16 Implementation to begin 2016-17. Ongoing Analysis of Wi-Fi coverage and density 2015-16 Develop funding proposal for infrastructure investments by 2016-17 Investigate options during 2016-17 school year
Work collaboratively to enhance student safety and security	Evaluation of effective camera coverage throughout schools Public address system tested to be fully functional Review of building entrances and office locations	Cameras in place at high schools with intermittent functionality and coverage Limited implementation of cameras at other levels Study in progress Study in progress to select	High definition camera recording with search and playback capability and capacity for 30 days of video storage at appropriate schools Building entrance and offices add to security	Camera selection process to be completed in 2015-16 with implementation to begin 2016-17 Study 2016-17

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	Regular review and testing of firewall and content filters	security vendor(s) and identify number of cameras required and locations. Specifications for public address system completed and vendors identified Firewall and content filters currently in place	Effective public address system with zone control integrates with building security system Internet content filtering meets Federal CIPA requirements with appropriate access to cloud based resources	PA selection process to be completed in 2016-17 with implementation to begin 2017-18 Filter and firewall selection process to be completed in 2015-16 with implementation to begin 2016-17

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Grosse Pointe Public School System

Focus Area: Community Connections and Communication

Strong connections with the community are imperative for the success of the district. Community connections must be based on consistent, two-way communication between the district, its staff and students and all segments of the community; collaboration with the numerous groups and organizations within the community that provide support and services for students and their families; and, cooperation between the district, families, local businesses and the municipalities. Efforts must be made to make all segments of the community aware of the district's strengths, student activities and achievements as well as district concerns for future student and staff success.

ACTION POINTS	MEASUREMENT INSTRUMENT	CURRENT STATUS	STANDARDS OF EXCELLENCE	TIMELINE
Increase Enrollment	Review of participation and enrollment of families who toured	Annual district open house held	Participation by families at transition ages (5th, 8th)	Open House 11/15/15 and annually
	Establish visitor books/sign-in sheets to catalog numbers and dates	Individual school tours conducted but not recorded in a district-wide manner	Prospective families enroll who attended open house or went on school tours	As requested, report shared annually with BOE
	Enhanced prospective family materials with tour exit interviews	Web section exists and standards for school tour folders developed	Family input indicates they felt welcomed and informed	Review materials at annually
	Increase in GPPSS preschool enrollment Increase in kindergarten enrollment as these children age out of preschool and transition into GPPSS K-12	Have 2 preschool sites with all day options (Barnes and Trombly) with waiting list for all age groups	Add high quality preschool options in elementary schools based on parent survey data and facilities review while maintaining a program that is self-sustainable	Add 2 half day sites fall 2016 for 3-year-olds and 4-year-olds Add 2 more full day school year sites fall 2016
	Analyze enrollment projection instrument/process	Have time-intensive current process	Actual enrollment is within 3% of projection	Budget process begins in January

	Maintain rigorous and comprehensive residency requirement for K-12	GPPSS has one of the most stringent residency processes in country, but concerns regarding non-residents persist	Community survey responses demonstrate confidence in residency system, and residency reviews document reregistration and investigations	Daily with each new enrollee and tip Annual BOE vote to not participate in school of choice, plus residency data and investigations
ACTION POINTS	**MEASUREMENT INSTRUMENT**	**CURRENT STATUS**	**STANDARDS OF EXCELLENCE**	**TIMELINE**
Provide GPPSS information through various methods *Electronic*	Calendar of blog, mobile app, e-newsletter topics	Started weekly e-alert in Fall 2015 with basic layout	Enrollment high in e-alert system with improved graphic capabilities	Weekly e-alerts
	Web content updated with items from staff/students	District website updated daily	We design reviewed for end-user satisfaction/ease of use/traffic/click-through	Daily content updates
	Calendar cohesion	Calendar lacking uniformity in posting, tools	Each level maintains agreed upon postings and the district calendar more effectively advertises opportunities	Post a year in advance as possible, update weekly
	Website/social media graphics updated weekly	Graphics updated as photos are shared	Graphic appeal continues to enhance user experience	Weekly image updates
	Social media followers and traffic tracked	Post daily, using weekly updates to monitor	Increasing followers, traffic signifies content resonates with end users	Daily posts, weekly review of stats
Video/Cable	Promo videos for each school tracking views/traffic that illustrates content interest	In process fall 2015	Branded, professional videos for each school on web, social media, cable	Update annually

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	District talk show produced by high school TV production students with content chosen by Superintendent	Averaging 2 shows/year	Increased content on cable and web showcases the variety and depth of offerings provided by our school system	Quarterly refresh, weekly updates
	Increase content from school groups for upcoming events	Need to reinvigorate PTO communications position	Active participation feeds news content	Touch base monthly electronically
	Videos from school events increased in number	Limited use of channel 20 aside from slides, board meetings, forums	Viewership increases due to varied content	Quarterly refresh, weekly updates
Print	Info Brochure, Partners in Learning district newsletter, GPPSS Calendar, Gold Card Calendar, Advertisements	Limited budget restricts print communication and postage	Budget in line with peer districts to showcase our community to potential residents, and share good news	Annual review as part of Communication Update
Create and sustain meaningful community connections that support the learning environment	Active participation in external connections: Chamber of Commerce, Board of Realtors, League of Women Voters, Rotary, Community Health Coalition, WCCCD Eastside Advisory, Galileo, Wayne County Superintendents, like districts, Tri-County Alliance, Connecting the Pointes, religious leaders, universities, municipalities and others Active participation in internal connections: Admin. Council, Board Observers, Instructional Rounds, PLCs, PTO Council	Active participation at monthly or quarterly meetings and frequent events	Participation encourages more young families to live, learn and play in a healthy and vibrant Grosse Pointe and Harper Woods Customer service imbedded within school and district culture	Monthly events, ongoing participation Daily practice

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Grosse Pointe Public School System
Acronyms Used in Strategic Plan

AP – Advanced Placement
BOE - Board of Education
BMU - Budget Model Utility – spreadsheet unique to Grosse Pointe we use for budget planning/analysis
BER – Bureau of Education Resources
CIPA – Children's Internet Protection Act
CTE – Career and Technical Education
EPLC – Educational Planning Leadership Council
IEP - Individualized Education Plan
ISD – Intermediate School District (regional educational service agency – we belong to Wayne RESA)
KALPA – Proper Noun for our Professional Development Management System
MACUL – Michigan Association of Computer Users and Learners
MDE – Michigan Department of Education
MTSS – Multi-Tiered System of Support
NSTA – National Science Teachers Association
PBIS – Positive Behavior Intervention System
PD – Professional Development
PLC – Professional Learning Community
PreK – Preschool
PTO - Parent Teacher Organization
WEB – "Where Everybody Belongs" middle school peer mentoring program
WCCCD – Wayne County Community College District

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Grosse Pointe Public School System
Planning Elements

Element	Timeline for Review (How often this element is reviewed and modified; what time of year)	Process/Responsibility (Who works on, recommends, receives reports, approves; how this integrates with other planning or budgeting processes)
Vision	Late Fall, 2018	Board, Superintendent, etc.
Mission	Late Fall, 2018	Board, Superintendent, etc.
Guiding Principles/Values	Late Fall, 2018	Board, Superintendent, etc.
Indicators of Success	Late Fall, 2018	Superintendent, etc.
Measurement Instruments	Annually	Superintendent, Cabinet
Standards of Excellence	Annually	Superintendent, Cabinet
Strategies	Annually	Superintendent, Cabinet
Action Plans	Annually	Superintendent, Cabinet

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