GPPSS

GROSSE POINTE
PUBLIC SCHOOL SYSTEM

Grosse Pointe Public Schools

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Strategic Plan

Building on a Tradition of Excellence

The Strategic Plan for the Grosse Pointe Public School System

2005-2010

Update

April 2006

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Our Mission

Our Mission statement defines why we are here.

It is a present-oriented statement of what we do.

The Grosse Pointe Public Schools, in partnership with students, staff, parents and community, will be at the forefront of education.

An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life.

We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

Partners in Planning

In October of 2004, a group of teachers, administrators, parents and district residents formed a planning task force to develop a new strategic plan for Grosse Pointe Public Schools. Over fifty volunteers spent time analyzing district, board and school goals. They identified five guiding principles that would shape each of the priority initiatives.

Seven indicators of success developed from this process. These indicator areas include: student learning, student services, staff development, human resources, partnerships, finance, and technology. Under each indicator of success, specific action points were articulated. Each action point has a system of measurement, an assigned person responsible for implementation, and a timeline and cost for action and reporting.

Nine months later, on June 27, 2005, the task force completed their initial draft of the plan and submitted it to the Board of Education for consideration. The board then carefully considered the guiding principles and the selected indicators of success and endorsed them on July 11, 2005. Following that, they analyzed the action points, measures, partners responsible for each step, and the timelines. The strategic planning team met again in March 2006, to recommend final changes before the updated version is presented to the Board of Education.

Acknowledging that strategic planning is always a work in progress, the board will review this accountability framework in April 2006. The board and administration will work with all our constituents to focus our actions and funding on future improvements that will help us build upon our tradition of excellence in education.

Your partners in Learning and Leading for Today and Tomorrow,

Jeffrey Broderick
President, Board of Education

C. Suzanne Klein, Ph.D.
Superintendent of Schools

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Partners in Planning
Our Strategic Planning Contributors

Our Committee

Listed at right are the community and staff members who offered their time in this Strategic Planning Process. In addition to those who attended the meetings, input was gleaned from additional teachers and administrators at building, level (elementary, middle, and high school), and district meetings. Some participants chose to remain anonymous. Our efforts were facilitated by Michael Wilmot of the Michigan Leadership Institute.

Those listed with a + symbol were part of the core planning team.

Anyone interested in learning more about or joining this ongoing process is encouraged to call 313/432-3007.

Dr. Susan Allan
John Arnold
Craig Baetz
Sandy Baumchem
John Bautista
Dan Beck
Dr. Marquita Bedway
Tony Bojanek
Paul Booker
Joseph Brennan
Jeff Broderick
Rosalie Bryk
Pat Burke
Ben Burns
Gary Buslepp +
Shannon Byrne
Daria Cooper
Tom Coughlin
Don DeLaura
Joan Dindoffer +
Debra Duffey
Ellen Durand
Daniel Elskens
Chandra Elskens
Christian Fenton
Lillian Frazier
Philip Gilbert
Judy Griffith
Catherine Hackenberger
Ruth Hoover
Kris Hummel
Ahmed Ismail

Paula Jarvis
Brian Joseph
Chris Kaczanowski
Jerry Kaminski
Angela Kennedy
Suzanne Klein +
Pamela Lemerand

Just as students in the book brigade passed materials from the library inside Parcells Middle School to the new Woods Branch library in Spring 2006, members of our Strategic Planning Team worked together to unite ideas from their own back-grounds and other resources to prepare our schools for the future.

Leslie Liska
Terry Lloyd
Larry Lobert
David Loch

Mary MacDonald-Barrett
Sharon Maier
Sean Maloney
Carolyn Marsh
Kathy Masinick
Tina Mayk
Elaine Middlekauff +
Alexander Morgan
Ann O'Brien
Judy Olkowski
Jayson Pankin
Beth Pressler
Joan Richardson +
Bill Roche
Cindy Rolka
Charles Sabino
Annette Siewak
Wisam Sirdenis
Grace Smith
Rose Smith
Peter Smith
Helen Srebernak
Diane Strickler
Balaji Subramaniam
Andrew Taylor
Lois Valente
Lisa Vreede +
Lee Warras +
Robert Weiland
Lisa Wenger
Christy Winder
Thomas Zaglaniczny

Stakeholder Needs and Expectations

Our Vision

Our vision defines what we want to become.

It is a future-oriented statement that district initiatives address.

Excellence in Education: Learning and Leading for Today and Tomorrow

As the planning task force began the strategic planning process, they brainstormed stakeholder needs and expectations. In this community, we expect the best for our students and from our staff.

Our constituents are well-educated and active in our community. While only 20% of our neighbors have children currently attending Grosse Pointe Public Schools, the vast majority are supportive of our challenging educational program, investing time and funds to support our children. They realize their investment both in the success of the individual students and in the strength of our community. The schools are nity at large. The piece of our an essential vibrant community and continue to attract new people who share our expectations of high academic performance in a safe and nurturing environment that is personalized for each student.

"Set the pace for the race, and we all will follow suit," said Congresswoman Carolyn Cheeks Kilpatrick as she spoke to a packed auditorium congratulating Parcells Middle School's Math-Counts team.

All of our constituents — parents, students, staff and community members — expect the board and schools to be wise stewards in allocating the assets before them. These partners in learning recognize the need for excellence in a robust and interrelated core curriculum, technology usage, and utilization of best practices. They expect Grosse Pointe Public Schools and students to not just compete, but lead.

The bar is set high for our graduates. Our job is to prepare students for continuing education and success in employment, while ensuring they are global thinkers and ethical, contributing members of society. While the needs and expectations are great, so is the commitment to the task at hand. In this document, we lay before you the strategic plan to meet those needs and expectations.

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Five Guiding Principles

The school district believes in, and is committed to, accountability, building partnerships at every level, developing and capitalizing on leadership skills, pursuing educational excellence for every student, and providing an environment that fosters respect. Our goal is to create an environment and culture that reflects these guiding principles:
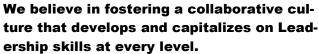
We believe in being Accountable.

We are committed to:

- promoting the achievement of every student at the highest level of their individual abilities
- cultivating in each student a sense of responsibility for his/her own learning
- creating a dynamic and safe learning environment
- continuous improvement and optimizing the resources of the district including: people, processes, facilities and finances
- providing value to all community stakeholders by offering programs and services that meet the needs of the district, are cost effective and enhance the reputation of the district and the community.

We believe in Building Partnerships at every level.

We are committed to:

- developing and maintaining relationships among students, parents, staff and community members that promote involvement at every level
- fostering mutual trust through open and honest communication among all community stakeholders
- sharing pride in our accomplishments
- capitalizing on resources to enhance opportunities for students, the district and the community.

We believe in fostering a collaborative culture that develops and capitalizes on Leadership skills at every level.

We are committed to:

- fostering problem solving and empowerment
- embracing change and encouraging innovation
- promoting team-work to achieve results and to recognize and celebrate the contributions of all.

Five Guiding Principles, continued

We believe in the pursuit of Educational Excellence for every student, each and every day.

We are committed to:
- promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning
- providing an evolving and dynamic curriculum that: challenges each student based on their individual talents and abilities; maximizes the potential for each student to realize success in future endeavors; and, encourages each student to become a life-long learner
- developing an exceptional educational environment that stimulates teaching and learning by providing premiere tools, materials, and facilities for learning.

We believe in creating a safe and caring environment that fosters Respect and instills responsibility in each individual.

We are committed to:
- encouraging understanding and tolerance of all individuals
- celebrating diversity and individual differences and recognizing individual needs
- contributing to the development, the character, and integrity of our students.

Seven Indicators of Success

Student Learning

Curriculum, instruction, and assessment will be carefully aligned. The curriculum must be broad-based and challenging, accommodating the needs of all students. Instruction will be developmentally appropriate and personalized. Tests will be used to determine student achievement and guide further instruction.

Student Services/Learning Environment

Support services will help students maximize their learning potential. This includes a safe and caring environment, positive and engaging learning experiences, attention to individual needs, and character development.

Staff Development

All employees will have access to and participate in staff development opportunities. These offerings will focus on curriculum, instruction, testing, technology, and support of student learning.

Human Resources

The district will recruit, develop, and retain staff committed to excellence, open to change, capable of strong leadership, and willing to work as a team.

Partnerships

We will capitalize on the input, talent, and resources of the community and surrounding areas. Frequent, open dialogue between the schools and the public is essential. Different methods of communication will be used. Accomplishments of students and staff will be shared with the community.

Finance

The budgeting process will reflect openness, fiscal responsibility, prudent planning, and skillful management.

Technology

Technology will be integrated into the instructional program to enhance learning and instruction and be utilized in business operations and management to improve efficiency.

Description of Document Sections

A method to reach every type of reader

Just as we strive to tailor instruction to meet the individual needs of each student, we recognize that not all readers will approach this strategic plan in the same way. Some will be "30-second" readers, and scan headlines and captions for key points. Others will be "three minute" readers who will read short sections of text along with those headlines. Others will be "30-minute" readers who digest every line on every page. To meet the informational needs of all our constituents, we have incorporated a variety of reporting methods.

The front pages of this report share the process used to establish the plan and the ideological background.

Pages 10-19 will serve those who want to learn the key concepts and what data will be used to track progress.

Pages 21-42 will provide further detail, delineating the staff responsible and any costs associated with each objective.

For any additional information, please see the district web site www.gpschools.org or call 313/432-3003.

Student Learning — Curriculum

To meet changing needs and expectations, the curriculum is broad-based, rich, and challenging. It supports the district's vision and mission, and meets the needs and abilities of students at every level. The curriculum is aligned so as to meet or exceed state and federal standards and benchmarks.

The curriculum maximizes the potential for students to become lifelong learners through its diversity and scope and provides for the development of life-skills (embracing change, teamwork and innovation) and problem solving strategies. Additionally, the curriculum is fully supported with staff training and with quality materials and resources.

The adopted curriculum is enhanced by opportunities for students to participate in academic, co-curricular and extra-curricular activities. These activities complement the instructional program in developing the skills and talents of students.

Milestones	Data Points
Ensure written curriculum is delivered in all classrooms	Grade level district-wide assessment data State assessment data (MEAP) National assessment data (ACT, SAT, AP) Teacher sample units
Continued vertical alignment of curriculum	Update K-12 curriculum plans in all subject areas.
Use of technology and other tools to create accountability for the instruction of curriculum benchmarks	Merging of data on student learning and curriculum benchmarks Teacher use of Just 5 Clicks Other assessment data

In addition to the core curriculum, students have a wide variety of extra- and co-curricular activities from which to choose in order to enhance their educational experience.
-Photo by Larry Peplin

Student Learning — Instruction

Student Learning
Instruction
Board Priorities

High expectations for achievement are the standard for both staff and students in every class, every day.

Instructional practice refers to school equipment, use of time and space, programs and teaching techniques in support of the district's vision and mission. Specific instructional practices are based on established, researched based, "best practices."

Developmentally appropriate and engaging learning experiences are both creative and innovative.

Differentiated content and instructional techniques are designed to create a personalized learning environment for each student.

Instructional practices are fully supported with training and effective tools for teaching and learning designed to maximize student achievement.

Milestones	Data Points
Implementation of research based best practices to improve student learning	Assessment results from MEAP, Grosse Pointe writing tests, and other National assessments
Study best use of time, format and school schedules	Completion of plan for proposed schedules
Differentiate instruction for students	Assessments of student achievement Student and parent survey results
Encourage use of student learning data to refine instructional practice	Development and use of common assessments Improved student learning results on assessments

As part of this year's Board Member Recognition Month activities, Board of Education members were treated to a tour of the facilities that had recently been enhanced through bond and sinking fund initiatives. Pictured here are Principal Jim Steebe, Board President Jeffrey Broderick, Superintendent Suzanne Klein, Trustee Brendan Walsh, and Trustee Alice Kosinski.

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Student Learning—Assessment

Student Learning

Assessment

Board Priorities

A system of assessments (standardized and norm-referenced tests and an array of classroom teacher developed assessments) is routinely administered and used to determine levels of student achievement. Data about the effectiveness of curriculum and instructional practices is used to guide further instruction and to ensure continuous improvement.

The range of specific assessment tools and approaches utilized are periodically evaluated to determine the validity and effectiveness of each assessment administered. The system of assessments is supported with training and other necessary resources.

Milestones	Data Points
Develop a revised and targeted assessment plan	Assessment plan implemented Survey of staff and parents regarding usefulness of assessment information
Apply assessment data to improve teaching and learning	Assessment results School improvement plans
Communicate student assessment data to parents and public	Use of Parent Connect Survey results of parent satisfaction Use of website Number of interim reports and phone calls
Develop common assessments for each grade level and content area with data used to improve instruction	Creation and implementation of departmental and grade level common assessments aligned with district curriculum Completion of instructional improvement plans Improved student learning results

Student Services

Milestones	Data Points
Assess administrative and departmental resources for cost effectiveness	Compare our data to comparable districts Financial data and job duties analyzed
Improve communication between general and special education educators	Research best practices Provide Staff Development Evaluate needs at the secondary level
Improve integration of technology into individualized instruction through staff development	Teacher survey results Software inventory
Further develop staff understanding and use of evidence based instructional practices in accordance with Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	Benchmark data of best practices Teacher survey data Improved student learning results
Align special education curriculum with state curriculum framework and GPPSS curriculum and GLCE's	Completion of revised curriculum documents
Expand post secondary transition options	Benchmark of best practices post secondary options expanded
Analyze MEAP scores of students with disabilities to improve instruction	Data disaggregated and analyzed in core content areas Student learning results
Convert to new state and federal legal standards and processes for special education monitoring (CIMS)	CIMS standards Monitoring by Wayne County Regional Educational Service Agency (WCRESA)
Continue early identification and support for students	Benchmark of best practices Improved student learning results Early Childhood Options Report completed
Increase performance of underachieving general and special education students with Instructional Support Program Services	Student assessment results

Staff Development

Staff Development Board Priorities

Employees at every level participate in sustained staff development to enhance contributions to student learning, achieve the goals of the organization and enhance their professionalism.

These activities reflect best practices, prepare staff to meet changing needs and expectations, and allow for the successful development and implementation of new ideas.

We value collaboration to develop and provide leadership, share expertise and prepare staff for success in their roles and responsibilities.

Components of the staff development plan include a focus on curriculum, instruction, assessment, technology and support of student learning.

Milestones	Data Points
Continue to provide support so that all teachers deliver the written curriculum	MEAP results Teacher and principal participation in curriculum-oriented staff development activities
Continue to develop teacher leaders	Teacher leadership of committees and workgroups Budgetary support for leadership activities Participation in Galileo consortium
Provide instruction and support for newly hired staff	Scheduled professional development activities
Increase teacher understanding of and strategies for differentiation including needs of struggling learners	Rate of success of students with special learning needs Attitudinal measures of teachers Student engagement survey Budgetary support for these activities
Provide teachers with skills to team for writing across the curriculum	Use of 6+1 strategies/common assessment results in writing including Grosse Pointe writing assessment
Staff training in conflict resolution	Evaluation of professional development activities
Teachers communicate with parents about student learning	Website use Use of Parent Connect
Provide staff with knowledge and skills to understand assessment data and use it to improve student learning	Compare student learning results with specific benchmarks Use of Just 5 Clicks software
Foster teacher collaboration for instructional improvement	Data on teacher collaboration in Professional Learning Communities (PLC), grade level teams, building leadership teams, Educational Programs Leadership Council (EPLC), curriculum committees, and other teams
Increase meaningful collaboration between special education and general education teachers in professional development activities regarding district curriculum	Survey and evaluation data Attendance data for training sessions

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Human Resources

Human Resources Board Priorities

The development of human potential is both the purpose of the district and the means by which that purpose is realized.

Highly qualified employees throughout the district are essential to create a positive learning environment for our students.

The district recruits, develops and retains staff committed to the highest standards of excellence that embrace change, demonstrate strong leadership potential and are effective team members.

A quality work environment allows staff to be effective in their role and for the district.

The district celebrates contributions and accomplishments.

Milestones	Data Points
Develop or purchase a pre-employment talent inventory to enhance recruitment	Analysis and comparison of leading commercial talent inventories
Expand use of internet tools to broaden and enhance the applicant pool	Review of recruitment results Benchmark data of other like districts
Conduct an employee satisfaction survey and develop a plan to respond	Survey results Action plan developed and implementation data recorded

Our school system is fortunate to have so many staff and community volunteers who give above and beyond the call of duty to support our schools and students. Pictured here are the Board of Education Members from 2006. Front row: Angela Kennedy, Jeffrey Broderick, Lisa Vreede, and Joan Dindoffer. Back row: Ahmed Ismail, Alice Kosinski, and Brendan Walsh.

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Partnerships

Partnership Board Priorities

By capitalizing on the input, talent and resources of the school district community and surrounding areas, we create synergy ensuring the achievement of the district's vision and mission.

Proactive, frequent and open dialogue between the schools and the public is essential to foster mutual trust and maintain positive partnerships.

Multiple communication paths are clearly defined and well-managed.

The district's accolades, rising from the accomplishments of our students and staff, reflect and validate the collaborative contributions of the entire community and create a sense of pride.

Milestones	Data Points
Assess community opinions, attitudes and values about the school system and opportunities for revenue enhancement	Data from Capacity Building Study by Richner and Richner Strategic planning and budget forum data Zoomerang survey results Summaries of community forums
Improve two-way communications with school system's stakeholders in order to educate them about school district issues and increase their support of the school system	Coffee and Conversation meetings held Web site and Channel 20 used Board and district newsletters produced Information gathered in communication audit Parent Connect usage Partner with organizations including but not limited to the League of Women Voters, Neighborhood Club, Rotary, and the Chamber of Commerce on shared communication strategies to improve the whole community and share knowledge
Expand partnerships with local real estate companies, community leaders, businesses, other non-profits, and government entities in order to promote our community and school system among potential new residents	Number of requests for information on Grosse Pointe Schools Number of families new to the district Reports on our work with Grosse Pointe Chamber of Commerce and Discover Grosse Pointe to promote the area and particularly our schools
Expand partnerships with businesses, universities and volunteers to help the school system achieve its educational goals for district students	Number of grant projects and other partnerships Number of community members/groups sharing their expertise with classes/groups, participating in planning/curriculum committees, acting as mentors Requests for speakers, tours
Promote lifelong learning for the Grosse Pointe community	Participation in Community Education classes and activities Evaluation from Community Education classes Results from Zoomerang survey and Community Education brochure

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Finance

Finance

Board Priorities

District financial resources are allocated to realize the district vision and mission.

A transparent budgeting process reflects fiscal accountability, prudent planning and skillful management. This process optimizes cost benefit.

Needs and concerns are assertively presented at the regional, state and national levels.

New private funding sources are creatively pursued.

Milestones	Data Points
Pursue alternative sources of revenue	Reports from Revenue Enhancement Committee Feasibility study report from Richner and Richner
Use cost benefit analysis for all new program proposals	Completion of format for cost/benefit analysis Submission of cost/benefit analyses as part of 2006-2007 budget process
Improve communications with staff and community about budget and school funding	Presentation of community forums Posting of Frequently Asked Questions on district web site and in district newsletter Conduct class on school funding through Community Education
Develop government relations programs to enhance understanding of school finance issues	Sponsor community forums on school funding Meet with legislation and share feedback Post government contacts on web site
Expand budget forecasting program	Report to Board of Education using forecasting tools
Explore alternatives to share budget information	Results of online survey of residents

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Technology

Technology

Board Priorities

In response to changing needs and expectations, technology is guided by a fully supported district level plan consistent with the instructional and management needs of the district.

Technology is widely integrated into the district's instructional programs as an essential skill whose successful application enhances instruction and learning.

Technology is utilized in district business operations and management, where appropriate, to improve effectiveness and efficiency.

Milestones	Data Points
Continue the integration of technology into the instructional program	Curriculum documents reflect use of technology Document instructional practices with baseline data Collection of model lessons available on web site Improved achievement results in areas targeted by data analysis
Continue integration of technology with management functions of the district	Needs assessment of district staff Cost benefit analysis of electronic systems and procedures used in budget process Benchmark data from like districts
Prepare students to be proficient in selection and use of technology tools for learning	Elementary keyboarding assessment results Results of middle school assessment of basic office and information accessing skills Results of high school computer competency requirement Disciplinary referrals for computer misuse
Increase and optimize the effectiveness of the investment in technology	Benchmark data on effective practices Survey data from staff and students Reduced costs to operate district network Positive cost benefit analysis for alternatives and options
Establish effective staff development in application and use of technology	Establishment of and data on district standards for technological competency Survey data from staff
Establish effective opportunities to strengthen the school-home connection	Inventory of new and established school-home connection opportunities Survey data
Revise the district technology plan	State approval of district technology plan Standards-based evaluation results of technology benefits
Maintain an electronic inventory of district technology assets	Updated inventory

Timeline of Major Activities

Annual Activities

Quarterly review of grade level district-wide, state and national assessments (SL-C, SL-A, SS)

Development and web posting of teacher sample units, model lessons, and artifacts with outcome measures tied to benchmarks (SL-C, T)

Cyclical K-12 curriculum updates and vertical alignment (SL-C)

Student and parent survey on differentiated instruction (SL-I)

Ongoing review of instruction and support provided so teachers deliver written curriculum (SD)

Foster teacher collaboration to improve skills/understanding for instructional improvement (SD)

Improve two-way communication with constituents, businesses, universities, volunteers to attract new students, promote lifelong learning, and foster community involvement in our schools (P)

Use cost-benefit analysis for all new program proposals (F)

Continue technology integration with instructional program as part of curriculum cycle (T)

Enhance professional development in technology use, survey staff on use, update standards (T)

Strengthen school-home connection using technology resources (T)

2005/06 School Year

Preliminary reports by level on best use of time, format, alternative schedules (SL-I)

Report new district assessment plan to board (SL-A)

Staff training in on-line IEP forms and Medicaid procedures for fall implementation (SS)

Survey staff on technology and software used to individualize instruction (SS)

Improve communication with parents about student learning– presentation, document (SD)

Use talent inventory and software to enhance recruitment of top quality educators (HR)

Assess community regarding school system and revenue enhancement (P)

Begin campaign with partners to attract new/retain current residents, increase revenue (P, F)

Improve communication with staff and community regarding budget issues (F)

Expand budget forecasting program and alternate ways to present budget information (F)

2005/06 Summer

Analyze/realign special education resources to be most cost-effective (SS)

Preliminary reports on improving communications between general and special education; developing ISP program for general and special education students; alignment of special education curricula with MI Frameworks, GPSS curricula and GLCEs (SS)

Summary reports on instruction and support; teacher leader program; providing teachers with skills to use vertical team approach to writing across the curriculum (SD)

Summary report on preparing students for selection and ethical use of technology tools (T)

Develop a long-term technology plan balancing purpose, inventory and cost-effectiveness (T)

GPPS Strategic Plan

Timeline of Major Activities

Timeline

Each bullet point on this timeline is marked to show which indicator(s) of success it relates to:

SL-C = Student Learning Curriculum
SL-I = Student Learning Instruction
SL-A = Student Learning Assessment
SS = Student Support
SD = Staff Development
HR = Human Resources
P = Partnerships
F = Finances
T = Technology

2006/07 School Year

- Provide staff development to assist teachers in assistive technology integration (SS)
- Send Record of Assessment to teachers and parents, and survey parents and staff (SL-A)
- Survey special education staff regarding IDEA and NCLB best practices (SS)
- Staff training on conflict resolution (SD)
- Provide staff training on translating assessment data to improve learning (SD)
- Develop an employee satisfaction survey and a plan to respond to results (HR)
- Continue technology integration with management functions maximizing financial resources (T)

2006/07 Summer

- Review/share survey data from Record of Assessment, instructional improvement plans (SL-A)
- Final report on improving communications between general and special education, developing ISP program for general and special education students, alignment of special education curricula, expanding post-secondary transition options (SS)
- Summary report of technology and software used, training provided, learning results (SS)
- Review IDEA/NCLB best practices survey data and plan professional development (SS)
- Preliminary report on conversion to new state/federal process for CIMS monitoring (SS)
- Summary report on methods to increase teacher strategies for differentiation (SD)

2007-10

As the district moves further into its Strategic Plan implementation, further timelines will be established and published.