



Continuous Improvement Plan for the Grosse Pointe Public School System

Mission Statement: The GPPSS mission- in partnership with students, staff, parents, and community members - is to challenge all students to realize their full potential by providing them with the highest quality educational programs and services.

Core Values/Beliefs	Teaching and Learning Focus Area - Assessment, Curriculum, and Instruction Develop and implement a scope, sequence, and range of engaging, challenging, and rigorous curriculum that promotes academic achievement and personal growth for all students.
Long-Term Targets	<ol style="list-style-type: none"> 1. Implement and strengthen differentiated instruction for all students across the district 2. Effectively integrate and use instructional technology in academic and support programs where appropriate 3. Research, develop, and implement a 21st Century Teaching and Learning environment in the Grosse Pointe Public School System
Key Long-Term Priorities	<p>Effective Instruction and Direct Instructional Practice Focused on Needs of Individual Students</p> <p>Integration of Best Practices for 21st Century Learning</p> <p>Enhancement of Key Instructional Tools Focused on Student Learning and Growth</p>
Short Term Goals/Targets	<ol style="list-style-type: none"> 1. NWEA data for each grade level in grades K-8 will demonstrate at least one year of growth annually. 2. The aggregate GPPSS scores on the ACT and MME will improve for the 2012-2013 school year by 1%. 3. The number of students taking AP assessments or dual enrolling will increase by 2% for the 2012-2013 year. 4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%. 5. By the conclusion of the 2012-2013 school year, the district will present to the community a plan for infusing 21st Century Teaching and Learning at each level (elementary, middle, and high) across GPPSS. 6. By the end of 2012-2013, all teachers will be evaluated per individually established achievement, instructional, and classroom environment/affective goals along with their observed instructional practices in the classroom setting based on a rubric of key performance areas.
Key Short-Term Areas of Focus	<p>Quality Assessment Analysis and Interpretation</p> <p>Sound Instructional Practices that Integrate Student Learning and Engagement</p> <p>Development of a 21st Century Learning Environment for Rigorous and Globally Relevant Learning Experiences</p>
Key Indicators of Success	<ol style="list-style-type: none"> 1. Improved performance on local, state, and national assessment measures of GPPSS students 2. Identified students enrolled in Advanced Placement and Dual Enrollment courses and the number of students passing the AP exams by subject area 3. Five percent decrease in the achievement gap on state MEAP and MME assessments by subgroup populations 4. The number of students using integrated instructional technology and assistive technology in the district as part of a Universal Design for Learning process

Teaching and Learning Focus Area - Literacy	
Core Values/Beliefs	Ensuring literacy is demonstrated in all subject areas that involve the student's ability to identify, understand, interpret, create, communicate, and compute using written materials associated with varying context.
Long-Term Targets	<ol style="list-style-type: none"> 1. Integrate a continuum of learning through writing and reading across all subject areas in all grade levels. 2. Student assessments on local (common assessments), state (MEAP), and national (NWEA) tests will demonstrate that all students are reading on grade level by 3rd grade. 3. All students will achieve one year's growth in subject targets as measured by local, state, and national measures.
Key Long-Term Priorities	<p>Implementation of a Content Rich Literacy Curriculum in the Areas Associated with Communications - Reading, Writing, Speaking, and Listening</p> <p>Implementation of a Content Rich Literacy Curriculum in the Areas Associated with STEM - Science, Technology, Engineering and Mathematics</p> <p>Implementation of a Content Rich Literacy Curriculum in the Areas Associated with Social Sciences, Creative and Performing Arts and Cultural Languages</p>
Short Term Goals/Targets	<ol style="list-style-type: none"> 1. Use NWEA data for each grade level in grades K-8 that will demonstrate at least one year of growth annually. 2. The GPPSS scores on the Grosse Pointe Writing Assessment, MEAP, ACT, MME in Reading, Writing, and English Language Arts will improve for the 2012-2013 school year by 1%. 3. All teachers will demonstrate through their lesson planning and administrative observation, an integration of writing and reading in their daily instruction across all grade levels and subjects for the 2012-2013 school year. 4. The district will decrease the achievement gaps in reading and writing based on ethnicity, free and reduced price lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.
Key Short-Term Areas of Focus	<p>Daily Implementation of Teaching Vocabulary through Making Meaning K-5</p> <p>Utilization of the Success Maker Program to Support Different Learners</p> <p>Consistent Integration of Readers' Workshop and FAST Reading strategies across the District</p> <p>Integration of Enhanced Reading and Writing Skills in All Subject Areas</p>
Key Indicators of Success	<ol style="list-style-type: none"> 1. Improved performance on local, state, and national assessment measures of GPPSS students 2. Implementation of key instructional support strategies that enhance reading and writing skill development 3. A 5% decrease in the achievement gap on the state MEAP and MME assessments for subgroup populations in the areas of reading and writing

Teaching and Learning Focus Area - Professional Learning Communities	
Core Values/Beliefs	Enhance and support the full and effective implementation of the Professional Learning Communities (PLC) model across all levels and departments in the Grosse Pointe Public School System
Long-Term Targets	<ol style="list-style-type: none"> 1. Ensure that all instructional staff utilize and systematically analyze student data in a PLC forum. 2. Support staff as they alter their instruction to meet the needs of individual learners in their classrooms through PLC discussions and staff demonstrations, professional development on data/research-based best instructional practices, and common planning and common assessments across grade levels and subject areas. 3. Empower staff and students to share their expertise across the school district and reinforce engagement in thoughtful and focused discussions on student achievement and growth throughout the learning community.
Key Long-Term Priorities	<p>Professional Staff Engagement, Understanding, and Analysis of Student Achievement and Skill Performance to Effectively Develop Instructional Strategies and Modifications to Enhance Student Learning and Growth</p> <p>Establishing a Professional Climate and Culture of the Process and Intent of PLCs promoting Results-Oriented Thinking that is focused on Continuous Improvement and Student Learning</p> <p>Teacher Sharing of Effective Instructional Practices that have demonstrated success in student learning</p>
Short Term Goals/Targets	<ol style="list-style-type: none"> 1. Each building principal will closely monitor specific PLCs to ensure that they are focused on the core PLC outcome of analysis of instructional practices, student learning and growth, and alignment of common core curriculum standards with an annual summary report at the end of the 2012-2013 school year. 2. Increase graduation rates by 3% for all GPPSS students through implementation of student-to-student mentoring, support classes that meet graduation requirements, personal curriculum, and response to intervention strategies. 3. Decrease the number of IEPs required for students lower than grade 3 by 5% through the implementation of positive behavior support and a response to intervention model through collaboration of both general and special education teaching staff and administrators. 4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students as measured by MEAP and MME performance in grades 3 through 11 by 5%. 5. Across all grade levels and/or departments, teaching staff will use a common assessment that provides meaningful student-centered feedback on the achievement performance in relation to curriculum grade level standards and subject area objectives for the purpose of determining any content areas that require modification of instruction.
Key Short-Term Areas of Focus	<p>Professional and Meaningful Conversations Focused on Data Analysis and Data Driven Instructional Practices</p> <p>Key Discussions on Interpreting Student Performance and Implementation of Differentiated Instruction</p> <p>Improvement of Efficiency of Instruction and Learning in the Classroom for All Students</p> <p>Integration of Instructional Technology and Assistive Technology to Enhance Student Learning and Growth</p>
Key Indicators of Success	<ol style="list-style-type: none"> 1. Improved performance on local, state, and national assessment measures of GPPSS students 2. Documented implementation of key instructional support strategies that enhance skill development and with a demonstrated increase in graduation rates 3. Documented decrease in the number of referrals and IEPs for students in grades 3 or below.

	Leadership Focus Area - Establishing a Culture of Shared Leadership
Core Values/Beliefs	Provide a climate that recognizes diversity and encourages respect for all persons in the Grosse Pointe Public School System
Long-Term Targets	<ol style="list-style-type: none"> 1. Build connections through the community with various and diverse school partners including municipal, civic, professional, faith-based, and parent organizations. 2. Continuous communication and development of programs that meet the social and emotional needs of the students through diversity awareness, disability awareness, challenge day activities, and support services. 3. Full implementation of a Positive Behavior Support (PBS) program and Response to Intervention (RTI) program in all buildings across the district. 4. Develop and participate in a group of peer districts in an effort to create a cross district community for benchmarking and research purposes.
Key Long-Term Priorities	<p>Student-Centered Focus that will enhance student growth and address increased diversity and unique needs within the student population through evidence-based programming for students and staff</p> <p>Establishing a Professional Climate and Culture of Respect, Discipline, Learning, and Engagement for All Students</p> <p>Maintaining and Enhancing our Student Enrollment in the District and in the Community of GPPSS</p>
Short Term Goals/Targets	<ol style="list-style-type: none"> 1. Central office administration provide leadership and coordination of a Peer District group of high achieving and similar districts by the end of the 2012-2013 school year for the purpose of identifying best educational practices and 2. Implementation of a PBS program in all buildings will be established by the end of the 2012-2013 school year. 3. A student discipline report will be provided to the Board of Education at the end of each month with disaggregated data to reflect trends with a demonstrated reduction in disciplinary measures between various subgroup populations through implementation of a positive behavior support program at all buildings, student mentoring program, transition program for new students, proactive counseling and bully-free environment training activities for students and staff, and identification and functional analysis of key trends or concerns. 4. The district will decrease the achievement gaps based on ethnicity, free and price-reduced lunch, and special education students at all grade levels as measured by MEAP and MME performance in grades 3 through 11 by 5%.
Key Short-Term Areas of Focus	<p>Enhance Courageous Conversations Across the District regarding Student Diversity</p> <p>Improve Student Performance in both Academics and Behavioral/Social Areas</p> <p>Continuous Support of Students that leads to Graduation from GPPSS and Long-Term Success</p> <p>Providing an Environment that Respects the Educational Interests and Success of All Students</p>
Key Indicators of Success	<ol style="list-style-type: none"> 1. Improved performance on local, state, and national assessment measures of GPPSS students 2. Increase in documented graduation rates. 3. Decrease in disciplinary incidents per month at all buildings.

Leadership Focus Area - Operational Integrity and Marketing	
Core Values/Beliefs	Engaging the Community regarding the Value the Grosse Pointe Public School System provides All Students while Securing the Financial Resources Necessary to Achieve District Goals on Behalf of All Students
Long-Term Targets	<ol style="list-style-type: none"> 1. Continue to support and encourage ongoing parental involvement in all our schools in the district. 2. Develop a marketing plan that contains a consistent message regarding the depth of educational opportunities within GPPSS. 3. Collectively communicate and collaborate with other governmental entities that have a vested interest in the daily success of the GPPSS. 4. Develop and implement a budget for 2012-2013 that provides equitable support for students while being fiscally responsible. 5. Continuously collaborate with our employee groups to implement the fund equity formula and cost-saving measures that protect our current programming level. 6. Operate and maintain facilities that accommodate all programs and services within the GPPSS. 7. Promote a safe and orderly environment for all students and staff through a reduction in student-student conflict and through continuous monitoring and implementation of bully-free programs and positive behavior support programs across the district.
Key Long-Term Priorities	<p>Maintain and Increase Enrollment in the School District</p> <p>Provide a GPPSS that is Customer-Oriented and Environmentally Sensitive to the Needs of the Community</p> <p>Communicate and Showcase the Many Opportunities and Accomplishments of the GPPSS</p>
Short Term Goals/Targets	<ol style="list-style-type: none"> 1. A marketing brochure will be developed by the end of 2012-2013 that captures the Pointes of Pride and the many opportunities in the GPPSS with the brochure being distributed to business chamber, real estate agents, and governmental entities throughout the area. 2. Annually survey our students, teachers, parents, and community members regarding the aspects of our current educational system that are effectively meeting the educational needs of our students; as well as, surveying the outcomes of the students who are products of the GPPSS for the purpose of utilizing this information to make any necessary modifications and enhancements to the current school system. 3. A budget will be established that maintains high standard programs and services to all students. With the execution of negotiated contracts that return fund equity to a 10% level at the end of the 2012-13 school year. 4. Identification and cost analysis of improvements in technology and facilities will be documented and addressed in the 2012-2013 school year in response to the Plante Moran technology assessment study.
Key Short-Term Areas of Focus	<p>Enhancement and Recognition of the High Standards and Educational Excellence in the GPPSS</p> <p>Supportive and Collaborative Relationships with the Business and Governmental Agencies regarding the GPPSS</p> <p>Maintain Fiscal Integrity and Long-Term Financial Support for All Students in the GPPSS</p>
Key Indicators of Success	<ol style="list-style-type: none"> 1. GPPSS student enrollment will increase by 1% for the 2012-2013 school year 2. Maintenance of buildings and financial support for programs throughout the district 3. Student growth and learning based on a metric of educational opportunities and programs across the district will be documented and shared as well as documented outcome success of GPPSS graduates.