



## STRATEGIC PLAN Q&A

### 1. Who wrote the content of the [Strategic Plan](#)?

The mission, vision and belief statements were developed by the Strategic Planning Committee (SPC). This same committee identified the three focus areas. Once these areas were developed, the administrators on the SPC (except the superintendent) met to develop the details contained in the plan. The plan was then brought back to the broader SPC for a final review.

### 2. Who wrote the mission, vision and belief statements?

The SPC spent the majority of the first four meetings completing this work.

### 3. How was the Strategic Planning Committee selected?

Ensuring a broad group of stakeholders in the committee was a key focus area, as outlined by facilitator John Silveri of the Michigan Leadership Institute in his initial presentation to the BOE. These stakeholders represented all buildings, levels and special interest groups. Parents, students, employees, representatives of key support groups such as the Grosse Pointe Foundation for Public Education (GPFPE) and Grosse Pointe Alumni & Friends Association (GPAFA) were also part of the committee, with crossover among many of these groups. (For example, a teacher or a GPFPE volunteer may also be a parent; a community member without children currently in school may also be a board member, etc.) In addition to three board members selected by President Herd, each trustee had the opportunity to submit a list of names. From these recommended members, one to two people were selected from each trustee's list.

### 4. Why was the committee make-up not more representative of the community at large, with 80 percent not having or no longer having children in the school district?

Community members without current or direct ties to the school district were represented on the committee and given a voice within best practices determined by the facilitator. While it's difficult to strike just the right balance of representation from every facet of the community and school district, every committee member had the opportunity to participate and be heard.

### 5. Who are the stakeholders mentioned in the plan?

Anyone who supports a student, including the student, parents, teachers and administrators.

### 6. Why is there no mention of the curriculum in the mission statement?

The SPC used a collaborative process to identify the mission statement. Since this was written by over 50 people, answering why something was or wasn't included can't be specifically addressed. The mission statement does, however, speak to "educational excellence."

## STRATEGIC PLAN Q&A (cont.)

*Mission: Cultivate educational excellence by: • Empowering students • Valuing diversity • Inspiring curiosity • Pushing possibilities*

### **7. Why is there no mention of academic excellence in the vision statement?**

The SPC used a collaborative process to identify the vision statement. Since this was written by over 50 people, answering why something was or wasn't included can't be specifically addressed. However, the focus of the mission statement is to "cultivate educational excellence" and the mission and vision statements work together.

*Vision: One inclusive community learning together*

### **8. Why is there no mention of offering a challenging curriculum and being fiscally responsible in the belief statements?**

The SPC used a collaborative process to identify the belief statements. Since this was written by over 50 people, answering why something was or wasn't included can't be specifically addressed. However the "pushing possibilities" portion of the mission statement speaks to challenging curriculum. "An equity of access and opportunity" in the belief statements speaks to those financial decisions.

*GPPSS Belief Statements: We believe in: - learning - an equity of access and opportunity - a culture of unity - fostering and inspiring intellectual curiosity - developing leaders, and a community of well-being for ALL stakeholders.*

### **9. The proposed mission and vision statements do not emphasize offering cutting edge curriculum. How will that change the direction of the EPLC?**

The Educational Programs Leadership Council (EPLC) is a collaborative decision-making group of teachers, administrators, parents, community members, and students of the Grosse Pointe Public School System. As described on page 6 of the [Strategic Plan](#) under Curriculum, Instruction & Student Learning, GPPSS will cultivate a robust and equitable educational community where all learners are empowered to reach their unique potential. The EPLC will play a major role in implementing this goal and its accompanying objectives. Any changes to EPLC bylaws would need to be approved by the EPLC group.

### **10. Who is going to be responsible to "revise the current EPLC process to reflect the district vision and mission"?**

EPLC governs their own bylaws so they will complete this work.

### **11. What is the role of the Race, Equity & Inclusion (REI) Council and why is the focus of this council on race rather than diversity?**

The REI council is focused on ensuring equity and access for all students. Based on our student achievement data, our students of color underperform and under succeed in our school district more significantly than other subgroups. It is important to note, though, that the REI work is not simply about race. For example, during the opening presentation to all staff, the group did not simply identify race as the only point for equitable access. Gender, religion, sexual orientation and race were all a focus of this presentation. The REI council is expanding membership. This expanded membership will occur within the next three months.

## STRATEGIC PLAN Q&A (cont.)

### **12. What does the plan mean when it refers to an “equitable” program of studies?**

Please see [page 17 of the Glossary of Terms](#) for a definition of “equitable” and “equity of access.”

### **13. Who decided that the REI committee would serve as an advisory board for the curriculum development process and also be one of the measures of accountability?**

The subcommittee of administrators developed the objectives, implementation, accountability and timeline. The REI Council is one of multiple groups that will be accountable for implementation of this objective. Progress monitoring is a part of the document that will continue to develop and be refined as we live into the Strategic Plan.

### **14. What does offering “student voice across all disciplines” mean in the context of developing the curriculum?**

This ensures that students are included in the curriculum review process through EPLC membership and feedback when reviewing texts as well as offered opportunities to be heard through listening sessions and surveys.

### **15. What do you mean by “utilize formative and summative assessment to provide description feedback and inform instruction?”**

Outstanding teaching involves teachers using both formative and summative assessment to create a feedback loop where a teacher adjusts instruction based on student performance. This is a central tenet of long-established pedagogy. (Please see [page 17 of the Glossary of Terms](#).)

### **16. What is meant by “foster greater dialogue amongst students and stakeholders”?**

Meaningful feedback for students is critical for their success. Excellent feedback (in the form of comments on papers, response to assessments, etc.) should always promote a dialogue between the teacher, student and potentially parents/guardians.

### **17. What does “grading for equity” mean?**

As described on pages 6-7 of the Strategic Plan, grading for equity means:

- Implement grading practices to ensure grades only reflect what students know and are able to do
- Ensure multiple pathways for students to demonstrate mastery of content
- Identify multiple opportunities for students to move forward on the learning continuum
- Demonstrate mastery through meaningful and relevant guided practice

### **18. What do you mean by “ensure grades only reflect what students know and are able to do”?**

Grades should reflect academic and intellectual understanding, not student behavior. Monitoring and reporting on student behavior is critical, but behavior should not be part of a grade.

### **19. How does “able to do” play into grading and mastery of subject matter?**

Potentially as part of the IEP or 504 process, academic standards can be adjusted to ensure access for students.

## STRATEGIC PLAN Q&A (cont.)

**20. Why is the REI Committee involved in overseeing this? Is it your intent to have different grading scales or methodologies based on race?**

The REI Council plays a key role in our efforts to pursue equitable opportunities for students. However, different grading scales or methodologies will not be developed or used based on race.

**21. What is an example of “multiple pathways to demonstrate mastery of content?” Won’t all students take the same test?**

Excellent assessment following outstanding instruction often does not involve a test. For example, a teacher may allow students to demonstrate mastery using various methodologies of their choice such as writing a story, performing a play, or creating a visual representation of content.

**22. What are trauma-informed practices?**

The following from the National Child Traumatic Stress Network provides a working definition of the term “trauma informed”: *The primary mission of schools is to support students in educational achievement. To reach this goal, children must feel safe, supported, and ready to learn. Children exposed to violence and trauma may not feel safe or ready to learn. Not only are individual children affected by traumatic experiences, but other students, the adults on campus, and the school community can be impacted by interacting or working with a child who has experienced trauma. Thus, as schools maintain their critical focus on education and achievement, they must also acknowledge that mental health and wellness are innately connected to students’ success in the classroom and to a thriving school environment.*

**23. Why is the curriculum going to focus on “physical, social, emotional and mental health”? What does it focus on now?**

We know that to ensure the success of all of our students our curriculum needs to cover the necessary content and the skills to prepare students, but it also must meet their social and emotional needs. While our current curriculum does this in part, this is an area where we can improve.

**24. What do you mean by a “reimagined” curriculum that is “responsive”?**

“Reimagined” means reviewing curriculum through multiple lenses to ensure the learning environment reflects the tools of today and prepares students for the careers of tomorrow. “Responsive” refers to meeting the changing needs of students through the current world context.

**25. The plan calls for “focused recruitment efforts to bolster a diverse applicant pool.” What do you mean by diverse?**

Diversity in hiring practices means ensuring a broad applicant pool that actively recruits underrepresented groups.

**26. What does “tracking demographics annually” mean? What kind of demographics are we going to track and why?**

Annually, GPPSS must submit our Office of Civil Rights Data report that tracks our staff demographics based on state reporting requirements. The demographics tracked in this report include gender and race.

## STRATEGIC PLAN Q&A (cont.)

**27. What do you mean by a “sense of belonging” and how are you going to create this?**

All of our staff should feel a part of our organization. If we are going to be an equitable organization, we need to ask our employees if they feel a part of our team. Our annual staff survey notes that some of our employees do not feel engaged. Allowing all stakeholders a voice in our processes where they can be heard and valued will help foster a sense of belonging.

**28. The plan calls for allocating resources for COVID-19 healing and recovery and reconfiguration. What do you mean by this and how will the district budget for it?**

GPPSS will use ESSER funds to support the learning needs of our students created by the pandemic. For example, last summer GPPSS offered a robust summer program for students to address academic losses caused by the pandemic.

**29. How are you going to monitor performance?**

We will monitor our performance and progress through our annual community surveys, staff surveys, focus groups and listening sessions.

[Click here](#) to review the full Strategic Plan.