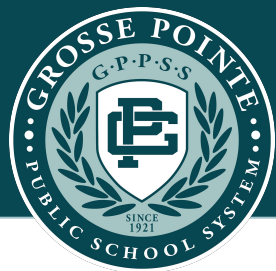




GPPSS Strategic Plan

May 18, 2026

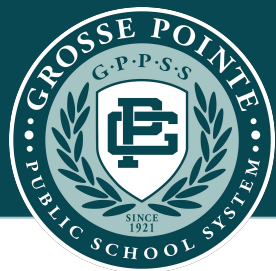


GPPSS Strategic Plan

Strategically building better outcomes together

Preparation + Opportunity = Success

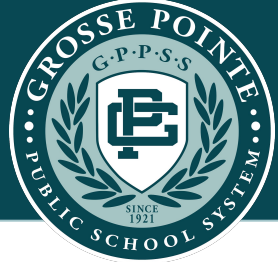
for our students, our staff, and our community.



GPPSS Strategic Plan

Key Terms & Acronyms

- **MTSS (Multi-Tiered System of Supports)**
A framework that provides academic, behavioral, and social-emotional support at multiple levels based on student needs
- **PBIS (Positive Behavioral Interventions and Supports)**
A component of MTSS focused on creating consistent expectations and improving school culture
- **CTE (Career and Technical Education)**
Programs that provide students with real-world, career-aligned learning experiences
- **AP (Advanced Placement)**
College-level coursework offered in high school
- **LRE (Least Restrictive Environment)**
Ensuring students receive services in the most inclusive setting possible
- **Portrait of a Graduate**
A defined set of skills, experiences, and competencies all students will demonstrate upon graduation
- **SMART goal**
A clear and structured goal-setting framework used to guide planning, implementation, and accountability. SMART goals help ensure goals are specific, measurable, achievable, relevant, and time-bound



GPPSS Strategic Plan

How This Plan Works

Year 1

Year 2

Year 3

Baseline

- Understanding Systems and aligning
- Collecting Data
- Identifying Gaps

Implementation

- Putting Programs and Supports in Place

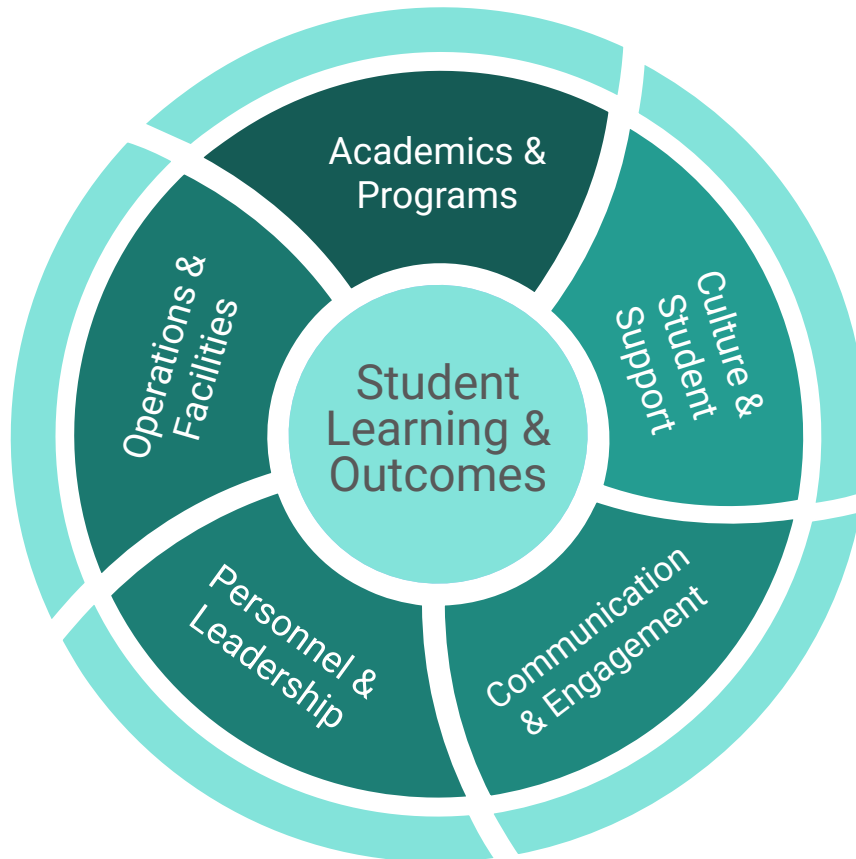
Outcomes

- Expect to See Measurable Outcomes

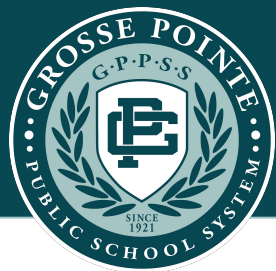
We don't rise to the level of our goals, we fall to the level of our systems.



GPPSS Strategic Plan



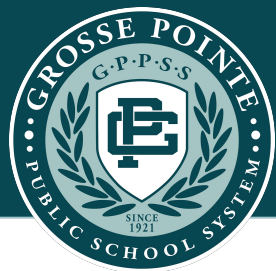
Bottom Line: Strong systems create stronger opportunities, experiences, and outcomes for students and the community.



GPPSS Strategic Plan

Why THIS Plan

- **400+ Stakeholder Responses**
Surveys, focus groups, day-long retreat, implementation planning
- **Clear Themes Emerged**
See those in the objectives for each year
- **Need for Alignment**
Grounded in stakeholder input and data
Directly reflects what our community told us matters



GPPSS Strategic Plan

Board Member Feedback Protocol:

Tonight's presentation is intended to provide an overview of the strategic plan structure, implementation approach, and long-term direction of the district.

Feedback, questions, and discussion are welcome at the end of the presentation as we continue refining implementation and preparing for long-term success.



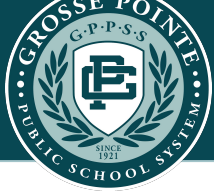
GPPSS Strategic Plan

What the Board Approved 4/27/26

- Mission
- Vision
- Beliefs
- Goal Statements

BOE Direction

How We Bring That Direction to Life



GPPSS Strategic Plan

Mission

Our mission is to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement.

Vision

The premier educational community where we innovate, learn, grow and thrive together.

Beliefs

We Believe:

- Each student deserves an exceptional, innovative education that unlocks their full potential.
- In a culture of unity grounded in respect, belonging, and shared responsibility.
- In providing a wide range of opportunities for students to explore their interests and build self-confidence.
- In empowering every student to contribute positively to an ever-changing world.

Academics & Programs

GPPSS will continually assess, adapt, and improve educational opportunities.

Culture

GPPSS will foster safe, inclusive, and supportive learning environments.

Personnel

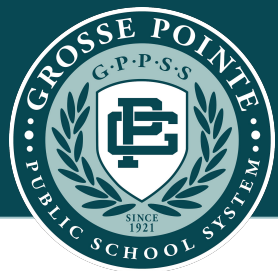
GPPSS will attract and retain the best personnel.

Communications & Community Engagement

GPPSS will foster opportunities for building relationships with community stakeholders to advance student success.

Operations

GPPSS will use data to responsibly utilize district facilities to maximize staff effectiveness, resources, student safety, and enrollment.



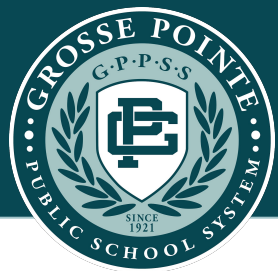
GPPSS Strategic Plan

What these details add to the plan...

- Clear Objectives
- Measurable Outcomes
- Implementation Timeline
- Accountability

BOE Direction

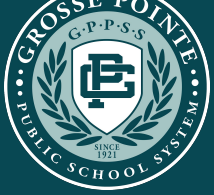
How We Bring That Direction to Life



GPPSS Strategic Plan

For Each of the 5 Goal Areas We Mapped

- What We Heard
- What We Are Doing
- What Success Looks Like for our Students/Community
- Who Is Responsible
- SMART Goal



Goal 1: Academics & Programs

Goal Statement: GPPSS will continually assess, adapt, and improve educational opportunities.

We Heard

- Expand preschool and early learning opportunities;
- Increase support for struggling learners;
- Expand Career & Technical Education (CTE) offerings;
- Strengthen special education services

Year 1

First Year Objective: Identify student needs, values, and priorities through active engagement processes. Use this data to analyze program participation and access across all schools and identify gaps. Develop and adopt a GPPSS Portrait of a Graduate to guide future programming decisions and support the design of targeted program improvements and pilot opportunities.

Year 2

Year Two Objective: With clear insight into student and community needs and interests, GPPSS begins redesigning, aligning and revamping programming. The district refines AP/Honors pathways, strengthens CTE offerings aligned to workforce demands, and expands access to arts, athletics, and experiential learning opportunities. Programs are piloted based on community and student voice and participation trends, with a focus on access by need.

Year 3

Year Three Objective: GPPSS sees measurable increases in student engagement, participation, and post-secondary readiness. Programs are aligned to the Portrait of a Graduate, and students graduate with clear pathways (college, career, or service). The district is recognized for a comprehensive, future-focused educational experience.

Timeline

Year 1 Timeline Fall

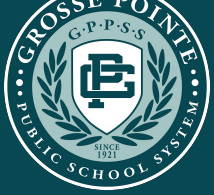
- Launch engagement process and focus groups
- Begin program participation and access analysis
- Establish preschool options

Winter

- Identify program gaps and opportunities
- Draft Portrait of a Graduate with stakeholder input

Spring

- Finalize and adopt Portrait of a Graduate
- Identify and plan pilot program opportunities



Goal 1: Academics & Programs

Priority Objective: Identify and analyze student, family, and staff voice and program participation data through engagement processes, and stakeholder feedback opportunities. Use this information to identify program and access gaps across all schools. Develop and adopt a GPPSS Portrait of a Graduate to guide future programming decisions and support targeted pilot program opportunities in areas such as CTE, AP, arts, athletics, and intervention supports.

SMART Goal

By June 2027, GPPSS will collect and analyze student, family, and staff voice and program participation data from at least 85% of targeted school-based stakeholder groups and engage community stakeholders through forums and feedback opportunities to identify program and access gaps across all schools. This work will support the development and adoption of a Portrait of a Graduate and result in a clear plan for at least 1-2 pilot program opportunities (CTE, AP, arts, athletics, or intervention) to be implemented in the 2027-2028 school year.

How We Will Measure Success

Metrics Year 1:

- 85% of targeted students, families, staff actively engaged
- Program participation/access analysis complete
- Identify gaps across schools
- Board adopts Portrait of a Graduate
- Pilot program opportunities identified and planned

Metrics Years 2-3:

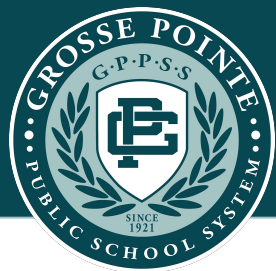
- AP/Honors/CTE participation increases above baseline
- Post-secondary readiness rate increases above baseline
- Arts/Activities/Athletics participation remains steady and strong

Responsible

- Engagement Opportunities - Communications
- Program Analysis - Curriculum
- Portrait of a Graduate - GPPSS (Curriculum) & BOE
- Pilot Opportunities - EPLC; BOE informed

Outcome

Expanded, relevant, and future-focused programming aligned to our collective student and community needs



GPPSS Strategic Plan

Goal 1 questions based on my 1:1 board meetings with each board member

What is meant by “active engagement processes”?

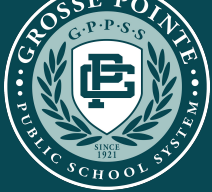
Active engagement processes include surveys, focus groups, listening sessions, stakeholder forums, and structured feedback opportunities designed to gather meaningful input from students, families, staff, and community stakeholders.

Who will create the Portrait of a Graduate?

The Portrait of a Graduate will be developed collaboratively through stakeholder engagement involving students, staff, families, administrators, community partners, and the Board of Education.

What is “post-secondary readiness”?

Post-secondary readiness includes indicators such as AP/Honors participation, career pathway completion, workforce readiness, college and career planning, student engagement, and preparation for college, career, military, or service opportunities after graduation.



Goal 2: Culture

Goal Statement: GPPSS will foster safe, inclusive, and supportive learning environments.

We Heard

- Increase mental health support
- Concerns about class size and enrollment*

*enrollment added by administration

Year 1

First Year Objective: Implement Tier One MTSS (Multi-Tiered Systems of Support) supports across all schools to establish consistent expectations and practices. Provide training and support to staff to ensure fidelity of implementation. Collect and analyze baseline data on behavior, attendance, and student belonging to inform targeted supports, including mental health services and interventions.

Year 2

Year Two Objective: MTSS practices are implemented consistently across schools, leading to improved behavior, attendance, and student experience. Staff use data to guide interventions.

Year 3

Year Three Objective: A strong, unified culture is evident across all schools, with high levels of student belonging and reduced behavioral concerns.

Timeline

Year 1 Timeline

Fall

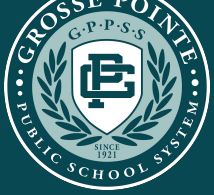
- Train staff on MTSS expectations and systems
- Revamp behavior and attendance data tracking

Winter

- Monitor MTSS implementation and adjust supports
- Review behavior and attendance trends

Spring

- Evaluate MTSS implementation
- Identify targeted improvements for Year 2



Goal 2: Culture

Priority Objective: Implement Tier One MTSS (Multi-Tiered System of Supports) across all schools to establish consistent expectations, behavioral supports, and intervention systems. Provide training and ongoing support to staff in de-escalation and trauma-informed practices to ensure fidelity of implementation. Collect and analyze baseline data related to behavior, attendance, chronic absenteeism, and student belonging to guide future supports and improvement efforts.

SMART Goal

By June 2027, GPPSS will implement MTSS Tier 1 with fidelity in 100% of schools, train at least 90% of staff in de-escalation and trauma-informed practices, and establish consistent districtwide systems for monitoring behavior, attendance, and student belonging. This work will establish baseline metrics and position the district to reduce discipline referrals and chronic absenteeism and improve student belonging during Years 2 and 3 of implementation.

How We Will Measure Success

Metrics Year 1:

- 100% of schools implementing MTSS Tier 1 with fidelity
- Completion of Year 1 staff MTSS training
- Establishment of behavior and attendance baselines
- Implementation of behavior tracking systems

Metrics Years 2-3:

- Discipline referrals: Baseline -> 5% reduction
- Attendance rate: Baseline -> 2% increase
- Chronic absenteeism: Baseline -> 5% reduction for targeted students
- Student belonging engagement feedback: 5% increase

Responsible

- Training - Curriculum
- Oversight - Principals and Curriculum
- Tracking Systems Development - Curriculum & Ad Council
- Implementation - All Staff

Outcome

Consistent, safe, and supportive learning environments



GPPSS Strategic Plan

Goal 2 questions based on my 1:1 board meetings with each board member

What is MTSS and how is it different from PBIS?

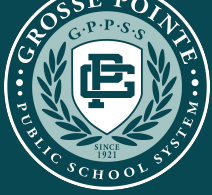
MTSS (Multi-Tiered System of Supports) is a districtwide framework that supports academic, behavioral, and social-emotional student needs. PBIS is one component of MTSS focused specifically on school culture, expectations, and behavioral supports.

Why are Year 1 metrics focused on baselines instead of outcomes?

Year 1 is focused on understanding and strengthening district systems. Establishing consistent implementation and baseline data allows the district to measure meaningful growth and outcomes during Years 2 and 3.

How will this impact students directly?

Students will experience more consistent expectations, stronger behavioral and mental health supports, improved school culture, and increased opportunities for belonging and engagement across all schools.



Goal 3: Personnel

Goal Statement: GPPSS will attract and retain the best personnel.

We Heard

- Improve compensation structure
- Address staffing capacity
- Clarify roles and responsibilities of leadership and Board

Year 1

First Year Objective:

Conduct a comprehensive review of compensation and benefits through benchmarking with peer districts. Analyze staffing needs and workforce trends to identify gaps and areas of need. Develop targeted recruitment, retention, and support strategies, including strengthening mentorship, leadership development, and organizational role clarity.

Year 2

Year Two Objective:

Recruitment and retention strategies are implemented.

Year 3

Year Three Objective:

Improved retention and strong internal leadership pipeline.

Timeline

Year 1 Timeline

Fall

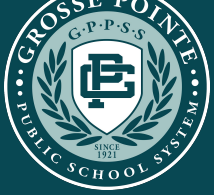
- Conduct compensation/retention study
- Gather staffing and retention data

Winter

- Analyze gaps and needs
- Begin planning recruitment strategies
- Board MASB training

Spring

- Present findings
- Develop implementation strategies



Goal 3: Personnel

Priority Objective: Conduct a comprehensive review of compensation, benefits, staffing needs, and workforce trends through benchmarking with peer districts and analysis of district staffing data. Use this information to identify gaps, challenges, and areas of need across all departments. Develop targeted recruitment, retention, mentorship, leadership development, and organizational support strategies to strengthen staff capacity, improve role clarity, and guide long-term workforce planning.

SMART Goal

By June 2027, GPPSS will complete a comprehensive compensation and retention benchmarking study, identify staffing gaps and workforce trends across all departments, and develop a districtwide recruitment, retention, and leadership support strategy. This work will establish baseline staffing metrics and position the district to improve staff retention and reduce vacancy rates in critical areas during Years 2 and 3 of implementation.

How We Will Measure Success

Metrics Year 1:

- Completion of compensation study
- Identification of staffing gaps
- Development of recruitment strategy
- Development of an internal staffing dashboard

Metrics Years 2-3:

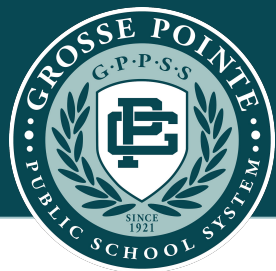
- Staff retention goal: increase 5%
- Vacancy rate: decrease 5% in critical areas
- Offer acceptance rate: increase 5%

Responsible

- Compensation Study - HR
- Gap Analysis - HR
- Recruitment Strategy - Cabinet & HR
- Dashboard - HR

Outcome

A stable, competitive, and supported workforce.



GPPSS Strategic Plan

Goal 3 questions based on my 1:1 board meetings with each board member

Why focus on staffing and retention now?

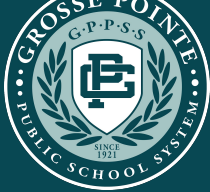
High-quality staff are essential to student success. This work allows the district to better understand workforce challenges, strengthen recruitment and retention efforts, and build long-term organizational stability.

Will the compensation study automatically result in salary increases?

The compensation study is intended to provide data and benchmarking information to guide future decision-making and strategic planning related to recruitment, retention, and staffing sustainability.

What is meant by “leadership pipeline”?

A leadership pipeline refers to intentionally developing future leaders within the district through mentorship, professional learning, leadership development opportunities, and organizational support systems.



Goal 4: Communications & Community Engagement

Goal Statement: GPPSS will foster opportunities for building relationships with community stakeholders to advance student success.

We Heard

- Increase parent participation (especially secondary)
- Provide more town halls and communication opportunities
- Expand partnerships with businesses and trades

Year 1

First Year Objective:

Design and implement a coordinated districtwide communication system that ensures families receive timely, relevant, and manageable information. Establish consistent expectations and practices for communication across all schools. Explore methods for meaningful two-way engagement through town halls and partnerships with community organizations and businesses.

Year 2

Year Two Objective:

Families and community members actively engage with the district, and participation increases.

Year 3

Year Three Objective:

Strong partnerships support student learning and opportunities.

Timeline

Year 1 Timeline

Fall

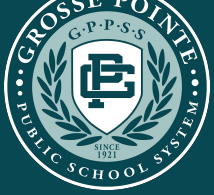
- Assess current communication practices to identify gaps
- Launch improvements

Winter

- Implement engagement opportunities (town halls, listening sessions, video series and Title I face to face meeting)
- Monitor effectiveness

Spring

- Evaluate engagement data
- Refine communication strategies



Goal 4: Communication & Community Engagement

Priority Objective: Design and implement a coordinated districtwide communication and engagement system that ensures students, families, staff, and community stakeholders receive timely, relevant, and manageable information. Establish consistent communication practices across all schools and explore methods for meaningful two-way engagement through town halls, listening sessions, and partnerships with community organizations and businesses. Use this work to strengthen relationships, increase participation, and improve communication with current and prospective families.

SMART Goal

By June 2027, GPPSS will design and implement a coordinated districtwide communication and engagement system that increases communication reach (open/read rates) by 10%, establishes baseline engagement and satisfaction data, and conducts at least 3-5 districtwide engagement opportunities. This work will strengthen consistent two-way communication practices and position the district to increase family participation and community engagement during Years 2 and 3 of implementation.

How We Will Measure Success

Metrics Year 1:

- Communication system implemented
- Increase in communication reach fall to fall, and spring to spring (open/read rates)
- Completion of engagement baseline data
- 5 engagement opportunities offered

Metrics Years 2-3:

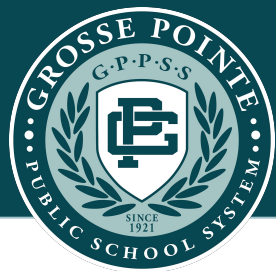
- Family engagement participation: increase 10% on all platforms, and maintained in conference participation
- Family engagement response rate: at least 10% increase over the baseline
- Family satisfaction: 10% increase as reported in engagement and focus groups

Responsible

- Plan development - Communications
- Baseline of Metrics - Communications
- Engagement Opportunities - Cabinet, Administration & BOE
- Engagement - Communications

Outcome

Clear, consistent, two-way communication and strong relationships



GPPSS Strategic Plan

Goal 4 questions based on my 1:1 board meetings with each board member

How will the district measure family engagement?

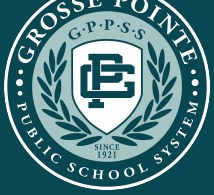
The district will measure engagement through communication open/read rates, participation in engagement opportunities, survey response rates, conference participation, and feedback collected through forums and listening sessions.

What does “two-way communication” mean?

Two-way communication means the district is not only sharing information but also actively listening and responding to feedback from families, students, staff, and community stakeholders. Examples include conferences, curriculum forums, information nights and listening sessions where dialogue is encouraged.

How does this connect to enrollment and community trust?

Clear, consistent, and responsive communication strengthens relationships with current and prospective families, increases confidence in the district, and supports long-term enrollment stability and community trust.



Goal 5: Operations

Goal Statement: GPPSS will use data to responsibly utilize district facilities to maximize staff effectiveness, resources, student safety, and enrollment.

We Heard

- Plan for Trombly
- Review boundaries and enrollment balance
- Address underutilized buildings
- Create a clear enrollment strategy

Year 1

First Year Objective:

Conduct a comprehensive facilities utilization audit that includes analysis of building capacity, enrollment trends, and program placement. Use this data to identify opportunities for improved alignment and efficiency. Develop potential facility, boundary, and enrollment scenarios to guide future planning and community engagement.

Year 2

Year Two Objective:

Facility scenarios are developed, refined, and shared with the community. Stakeholder engagement helps inform future decisions.

Year 3

Year Three Objective:

Implementation of facility decisions begins, aligned to enrollment trends, financial sustainability, and community/student experience.

Timeline

Year 1 Timeline

Fall

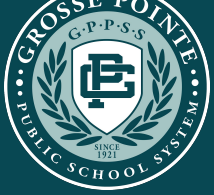
- Conduct facilities study
- Gather enrollment, capacity and traffic data

Winter

- Analyze utilization trends and enrollment
- Identify potential facility and boundary scenarios
- Establish community engagement process

Spring

- Share feedback/findings with leadership and Board
- Prepare for community engagement



Goal 5: Operations

Priority Objective: Complete a comprehensive facilities utilization assessment to analyze building capacity, utilization, enrollment trends, traffic patterns, and program placement across the district. Use this data to identify opportunities for improved alignment, efficiency, and long-term sustainability. Develop facility, boundary, and enrollment scenarios informed by stakeholder engagement and data analysis to guide future planning and operational decision-making.

SMART Goal

By June 2027, GPPSS will complete a comprehensive facilities utilization assessment, establish baseline data for building capacity, utilization, and enrollment trends, and develop at least 2–3 facility and boundary scenarios informed by stakeholder engagement and data analysis. The district will also establish utilization targets and resident student retention benchmarks to guide future implementation and long-term decision-making.

How We Will Measure Success

Metrics Year 1:

- Completion of facilities assessment
- Development of utilization and condition baseline
- Identification of facility and enrollment scenarios
- Establishment of enrollment trend data

Metrics Years 2-3:

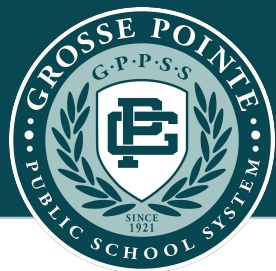
- Increase the percentage of resident students choosing to remain in GPPSS by 5% from the established baseline, reflecting improved alignment between programming, facilities, and community needs.
- Increase the percentage of schools operating within the district's target utilization range (TBD) by 10% from the established baseline to support long-term operational sustainability and enrollment balance.

Responsible

- Facilities Assessment-Cabinet & Potential Partners
- Baseline Goals - Cabinet & BOE
- Scenarios - Cabinet & BOE
- Enrollment trends - Cabinet & Potential Partners

Outcome

Efficient, proactive, and student-centered use of facilities aligned to enrollment and community needs. Reestablishing trust with our community through clear data reporting systems and similar data literacy practices.



GPPSS Strategic Plan

Goal 5 questions based on my 1:1 board meetings with each board member

Does this plan already recommend boundary changes?

No. Year 1 focuses on data collection, facilities assessment, baseline analysis, and stakeholder engagement. Any future recommendations would occur during later phases of implementation and community engagement.

Why is a facilities utilization assessment needed?

The assessment helps the district better understand enrollment trends, building capacity, utilization, operational efficiency, and long-term sustainability in order to make informed future decisions.

What does “resident student retention” mean?

Resident student retention refers to the percentage of resident families who choose to remain enrolled in GPPSS rather than selecting other educational options.



GPPSS Strategic Plan

Why this matters:

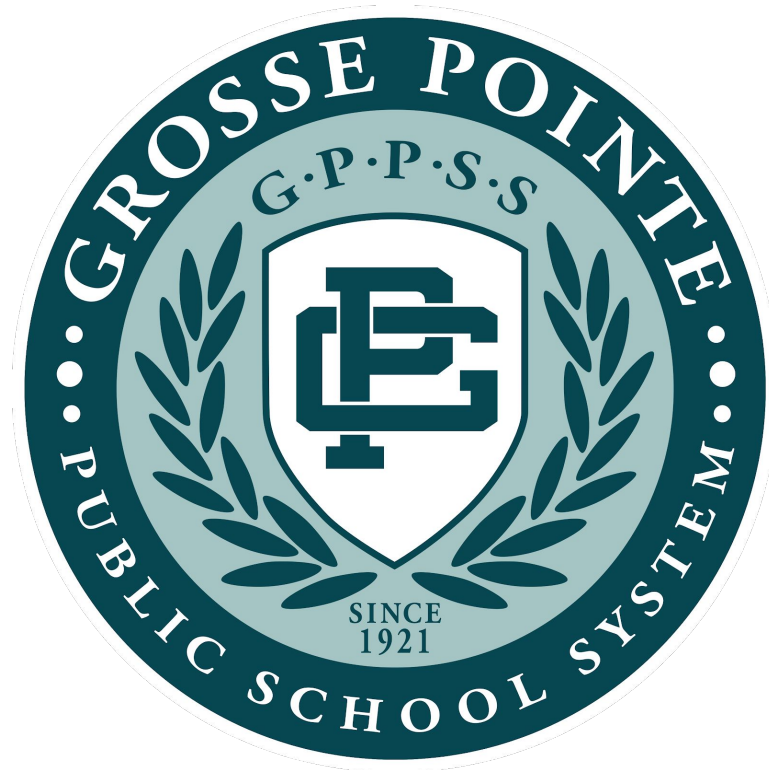
Students will experience:

- stronger support systems
- more relevant learning
- data-driven environments
- stronger pathways

Community will experience:

- clearer communication and engagement opportunities
- increased internal and external accountability
- stronger alignment between resources and student/community needs
- long-term planning grounded in data and stakeholder voice
- stronger trust and partnership with the district

Building our Future Together





GPPSS Strategic Plan

Thank you!

Comments - Questions - Thoughts