

**Table One - Enriching and Responsive Teaching and Learning
Overview of Data - LSD Strategic Planning Community and Staff Input**

Table One represents a review of responses collected during Community Input Sessions where participants responded to key questions about their impressions of the school district. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which the input could be assigned. The table’s purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **TWO** key questions, and 3) summarize those responses as data the sub-committees will use to facilitate planning. **Information in this table will assist sub-committees in making decisions about Strategic planning goals, objectives and success indicators.**

The two questions posed at community input sessions are, “What are your hopes for the district?” and “What do you think we need to change about the district?” The color of text identifies the community venue where the comment was made. Please see the color key in each table.

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Enriching and Responsive Teaching and Learning – Lansing School District Serves a diverse set of students with corresponding diverse needs. This category concerns the diverse needs of diverse students as well as common instructional elements for all learners.

The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>107 total responses</p>	<p>Special Education Program Improvement (SIPI)</p> <ul style="list-style-type: none"> <i>Special Education department has struggled, but happy to see Supt. Shuldiner is taking issue on quite seriously and improving things. Special Education is very important to our family. (SIPI)</i> <i>Special education - need special education teachers; adequate, certified special education teachers. (SIPI)</i> <p>Programs for Virtual Learning (PVL)</p> <ul style="list-style-type: none"> <i>Impressed that district put together online school options for families this year, hopeful this will continue. (PVL)</i> 	<p>Which approaches promote meaningful learning and capacity building?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

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Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
107 total responses	<p>Programs to Challenge Advanced Learners (PCAL)</p> <ul style="list-style-type: none"> ● <i>Very important for MS/HS students to have more exposure to opportunities available during high school (dual enrollment, MSU camps, etc) and post-secondary. (PCAL)</i> ● <i>More opportunities to learn about advancement opportunities. (PCAL)</i> ● <i>Better selection for gifted and talented programs (PCAL)</i> <p>Technology for Enhancing Learning (TEL)</p> <ul style="list-style-type: none"> ● <i>Learn how to work with the newer generation of children, continuing more hands on and technology based learning. (TEL)</i> <p>Enacting Innovative Teaching Methods (EITM)</p> <ul style="list-style-type: none"> ● <i>More hands-on-learning in elementary school. Children with lots of energy might need more movement and activities to be engaged. (EITM)</i> ● <i>Embed Problem Based Learning to support all learners (EITM)</i> ● <i>Student voice, Student-led instruction (EITM)</i> ● <i>Declarative and Knowledge: Procedural Knowledge and Skills that give students domain specific acumen which is required to be: decision makers, influencers, problem solvers leaders in the future (EITM)</i> ● <i>Enriching materials for students, more than busy work (EITM)</i> <p>Practical and Life Skills Education (LSE)</p> <ul style="list-style-type: none"> ● <i>Practical skills courses (LSE)</i> ● <i>Updating curriculum to reflect work world/life. (LSE)</i> 	<p>Which approaches promote meaningful learning and capacity building?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

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Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff
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Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
107 total responses	<p>Vocational Education (VE)</p> <ul style="list-style-type: none"> ● <i>Vocational education opportunities (VE)</i> ● <i>Provide basic life skills (daily living skills- checkbook,taxes etc.) and allow for learning in specialities (VE)</i> <p>Arts Education (AE)</p> <ul style="list-style-type: none"> ● <i>Fine Arts being reinstated (AE)</i> ● <i>Every day, music, art, pe, once a month or week is not enough frequency (AE)</i> <p>Alternative Education Programs (AEP)</p> <ul style="list-style-type: none"> ● <i>Alternative education for high needs populations (AEP)</i> <p>Teacher Collaborative Teams (TCT)</p> <p><i>More staff collaboration around students, teaching and learning (TCT)</i></p> <p>Improve Student Performance in General (ISPG)</p> <ul style="list-style-type: none"> ● <i>Students are able to feel confident in their learning and experiences obtained to navigate the world successfully (ISPG)</i> ● <i>Indicators of success- holistic- diverse, life experiences, beyond just test scores (ISPG)</i> <p>Improved Test Results (ITR)</p> <ul style="list-style-type: none"> ● <i>Improve higher scores on tests (ITR)</i> ● <i>Increase test scores and increase learning rate (ITR)</i> 	<p>Which approaches promote meaningful learning and capacity building?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

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The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
107 total responses	<p>Improved Graduation Rates (IGR)</p> <ul style="list-style-type: none"> ● <i>Increased graduation rate (IGR)</i> ● <i>Specialized programs/certifications for graduation (IGR)</i> ● <i>Enrollment/Attendance/Graduation - Continue to rise (IGR)</i> ● <i>Graduation rate, attention paid to BIPOC students (IGR)</i> <p>Reduced Focus on Standardized Testing (RFST)</p> <ul style="list-style-type: none"> ● <i>Limit testing for students (RFST)</i> ● <i>Maybe not be so score or testing heavy - teacher stress related to these (RFST)</i> <p>Professional Learning Opportunities and Collaboration (PLOC)</p> <ul style="list-style-type: none"> ● <i>More training for staff at large on effective inclusion strategies and the needs of special education students (cafeteria, custodians, teacher aides, office staff - everyone. It takes a village). Include in regular professional development, general education.</i> ● <i>Time for teacher led staff collaboration</i> ● <i>Find better ways to support teachers - salary, preptime and other resources</i> ● <i>Recruitment, selection, training, support, retention of Teachers, Administrator, support staff</i> ● <i>Competitive training for teachers</i> ● <i>Teachers could have more planning time</i> ● <i>Time available for meeting with mentor teachers</i> 	<p>Which approaches promote meaningful learning and capacity building?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

- *Grade level meetings*

Diversity, Equity and Inclusion

Equity as the Priority and Diversity an Asset

Overview of Data - LSD Strategic Planning Community and Staff Input

This section’s reference to Diversity Equity and Inclusion is not envisioned as the instrument of any one Sub-committee. Rather, it is intended as a tool to assist each of the five sub-committees in ensuring that goals, objectives and success indicators created during the strategic planning process meet the standards set by the Lansing School District’s Systemic Equity Review. It is, as well, a reminder that Diversity, Equity and Inclusion are core values and requirements of every facet of district planning and execution. As such, it is incumbent upon each of the sub-committees to, “. . .explore [and adhere to] the central elements of culturally responsive and sustaining education.” (Systemic Equity Review of Lansing Public Schools, p. 8)

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Equity as the Priority and Diversity an Asset- *“Equity is the removal of systemic barriers and the creation of policies, practices, and cultures that achieve fairness, justice, and liberation for marginalized students, families, community members and educators in our educational system.”*

The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	<p>Increase Staff Diversity (ISD)</p> <ul style="list-style-type: none"> ● <i>More diverse staffing (ISD)</i> ● <i>Increase minority staff in district (ISD)</i> ● <i>Diversity of staff (ISD)</i> ● <i>More representation in staffing (ISD)</i> ● <i>Provide classrooms for DIAF staff within school buildings! (ISD)</i> <p>Cultural and racial representation in staff/ education ranks</p>	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from:</p>

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The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	<p>Increase Diversity of Instructional Materials (IDIM)</p> <ul style="list-style-type: none"> ● <i>Improve representation in our school programs</i> ● <i>Equitable text that represents students culturally (speaks to the "cultural other") (IDIM)</i> ● <i>Library that represents diverse cultures and people (IDIM)</i> <p>Teach Values of Diversity and Inclusion (TVDI)</p> <ul style="list-style-type: none"> ● <i>More cultural awareness</i> ● <i>Diversity, Equity, Inclusion and Justice infused in all aspects of the district (TVDI)</i> ● <i>All students learning to respect and love other cultures (TVDI)</i> ● <i>Students learn about underrepresented histories of women, minorities and other countries (TVDI)</i> ● <i>Families to feel welcome to come here (Choose Lansing)</i> <p>Funding Equity (FE)</p> <p>Implement Equity Audit (IEA)</p> <ul style="list-style-type: none"> ● <i>Equity audit needs to be taken very seriously and steps implemented as soon as possible (IEA)</i> ● <i>Equity audit actually being implemented (IEA)</i> 	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: "Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022</p>

- *Equity becoming more of a reality*
- *Build on the Equity Audit and report (IEA)*

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The diagram below is a key that indicates the location where a comment was made:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>44 total responses</p>	<p>Other</p> <ul style="list-style-type: none"> • <i>Even more inclusive (LGBTQ+)</i> • <i>Diversity can be overwhelming, but can be tough in such a large district</i> 	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: “Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization,” Kratz and Young, 2022</p>

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Enriching and Responsive Teaching and Learning
Hopes and Desired Changes

The table starting on the next page represents a review of the open-ended responses collected from the student, family, community member, and staff surveys. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which open-ended responses could be assigned. The table's purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **TWO** key questions, and 3) summarize those responses as data the sub-committees will use to facilitate planning.

Information in this table will assist sub-committees in making decisions about strategic planning goals, objectives and success indicators.

The two questions posed in the four surveys (student, family, community member, staff) include: "What are your hopes for the district?" and "What do you think we need to change about the district?" The color of text identifies the source of the comment. Please see the color key in each table.

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Enriching and Responsive Teaching and Learning – Lansing School District Serves a diverse set of students with corresponding diverse needs. This category concerns the diverse needs of diverse students as well as common instructional elements for all learners.

The diagram below is a key that indicates the source (e.g., student, family, community member, staff survey) of the comment:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>369 total responses</p> <p>Student: 196</p> <p>Family: 40</p> <p>Comm.: 4</p> <p>Staff: 129</p>	<p>Special Education Program Improvement (SIPI) <i>Focus upon improving the experience of students who require IEPs and 504 plans.</i> <i>Teachers and (some) administrators don't know much about special ed law, and some think they know much more than they do. Based on their false belief they do the wrong things and violate the laws and rights of students with IEPs. We need to do a better job of letting the special education staff be the experts on special education issues.</i></p> <p>Programs for Virtual Learning (PVL) <i>More teacher support to guide virtual students through the courses so they understand better and more interaction with other students and more classes to get students engaged in learning like art and STEM</i> <i>Things be more improved than before. Before the online classes started the system or thought process it should have been set in stone and organized more better.</i></p> <p>Enacting Innovative Teaching Methods (EITM) <i>I think that they need to have more AP classes and program opportunities</i> <i>[We need] Actual bell to bell instruction must start happening. There is way too much down time. Students need to read more during class. Teachers tend to "deliver" instruction via media and lecture.</i></p>	<p>Which approaches promote meaningful learning and capacity development?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

369 total responses

Practical and Life Skills Education (LSE)

Less focus on academics for special needs and more focus on quality of life skills.

Student: 196

Vocational Education (VE)

I think that the main thing that needs to change at least for me would be offering more classes that retain to the real world or while in our normal classes learning more things that we can actually apply to the outside world.

Family: 40

Build more CTE classes like Culinary Arts, Agri-Science, Cosmetology and child care

Comm.: 4

Arts Education (AE)

expand cultural academic activities for kids (regular music/art classes!)

Students must be provided with art, music, and gym classes weekly!! This is vital!!

Staff: 129

Common sense!! Make a greater effort! Students will thrive in a K-5 community school.

Alternative Education Programs (AEP)

I hope that we become a district where students are given the opportunity to be critical thinkers and understand what it takes to be successful after high school, whether it is going into the work force, going to college or a trade/technical school.

Improve Student Performance in General (ISPG)

Reading levels improvement

There is an overall lack of accountability in the school district. Too many students and issues fall through the cracks and are passed from person to person with no apologies, accountability or progress toward or solution.

when discussing standards-based grading, the dominant viewpoint in our department was that our kids were too lazy and too stupid to succeed in a standards-based grading system. This broke my heart. I need, and my students need, an environment where people believe they are capable of changing the world.

Which approaches promote meaningful learning and capacity development?

What learning opportunities enrich and respond to student needs (Instruction)?

CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

369 total responses

**Student:
196**

**Family:
40**

**Comm.:
4**

**Staff:
129**

Improved Test Results (ITR)

Stronger performance on standardized tests and a more positive culture that values academic performance.

Improved student achievement.

Improved Graduation Rates (IGR)

For everyone to get a degree when they all graduate

Higher graduation rates and lower drop out rates because students are entering high school when they are academically ready.

Reduced Focus on Standardized Testing (RFST)

That the district will truly put children first and work toward stopping the standardized testing of children who are taught differentially.

Professional Learning Opportunities and Collaboration (PLOC)

I hope that our central administration will begin to see how hard its staff is working to make quality learning environments for students. I hope that we have additional staff for reading interventions next year, as well as planning time.

I hope that we actually get planning back so teachers can focus on lessons better. I hope we actually get materials so we can teach. I hope downtown starts to support the individual schools as they have not over the past year.

Which approaches promote meaningful learning and capacity development?

What learning opportunities enrich and respond to student needs (Instruction)?

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Enriching and Responsive Teaching and Learning
Working Well

The table on the next page represents a review of the open-ended responses collected from the student, family, community member, and staff surveys. The responses allowed the Michigan State University (MSU) planning team to identify broad categories to which open-ended responses could be assigned. The table's purpose is to, 1) Name the categories and use them as tools to organize the responses, 2) provide participant responses to **what is working well in the district.**

WHAT IS WORKING WELL – OPEN ENDED RESPONSES?

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The diagram below is a key that indicates the source (e.g., student, family, community member, staff survey) of the comment:



Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
<p>248 total responses</p> <p>Student: 165</p> <p>Family: 24</p> <p>Comm.: 0</p> <p>Staff: 59</p>	<p>Special Education Program Improvement (SIPI) <i>[LSD] offers special education services not offered elsewhere.</i> <i>The special education department is making improvements.</i></p> <p>Programs for Virtual Learning (PVL) <i>I'm doing good on my online schools i try my best everyday with my mom that help me with anything.</i> <i>The online and in person option for classes.</i></p> <p>Enacting Innovative Teaching Methods (EITM) <i>I think I'm good at understanding what I did wrong and how I can fix it. Learning is a lot easier because of all the kindness and patience the teachers give us.</i> <i>Differentiation in elementary classrooms is being used to challenge but not overwhelm any student. We have successfully focused on the most vital parts of the curriculum.</i></p> <p>Arts Education (AE) <i>Some teachers are doing really amazing things with the arts and science.</i></p>	<p>Which approaches promote meaningful learning and capacity development?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>

WHAT IS WORKING WELL – OPEN ENDED RESPONSES?

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Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
248 total responses	<p>Alternative Education Programs (AEP) <i>I believe that the thing that makes Lansing school district so desirable is the fact that they have such a diverse offering of unique educational opportunities.</i></p>	<p>Which approaches promote meaningful learning and capacity development?</p> <p>What learning opportunities enrich and respond to student needs (Instruction)?</p>
Student: 165	<p><i>My daughter was new to 3rd grade. she came from Lewton (we loved lewton but i think the Spanish immersion wasn't best for her style of learning). She adjusted very well and loves the school.</i></p>	
Family: 24	<p>Improve Student Performance in General (ISPG) <i>I really like my grades also I am glad that my teacher gives us time to get caught up with work.</i></p>	
Comm.: 0	<p><i>I think that my grades and goals are going well.</i></p>	
Staff: 59	<p>Improved Graduation Rates (IGR) <i>A strong focus on increasing attendance and improving our graduation rates.</i></p> <p>Professional Learning Opportunities and Collaboration (PLOC) <i>We truly have a family unit that has committed to doing additional professional development opportunities to improve their understanding of reading by attending Orton Gillingham training and afterschool reading support with an outside specialist.</i></p>	

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Equity as a Priority and Diversity as an Asset
Hopes and Desired Changes

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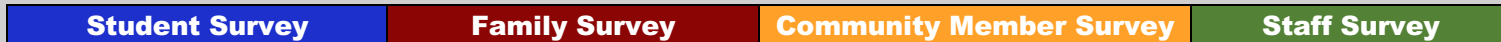
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<p>96 Total Responses</p> <p>Students: 69</p> <p>Family: 10</p> <p>Comm. 0</p> <p>Staff: 17</p>	<p>Increase Staff Diversity (ISD)</p> <p><i>Hiring of full time, qualified, experienced and professional African American men school support advocates to consistently offer support and guidance to all students especially those who are at-risk</i></p> <p>Increase Diversity of Instructional Materials (IDIM)</p> <p><i>inclusivity in the curriculum.</i></p> <p><i>More LGBTQ and women’s rights lessons</i></p> <p>Teach Values of Diversity and Inclusion (TVDI)</p> <p><i>I feel that teachers, students, public safety, and staff need to start respecting others with disabilities, different skin colors, certain religions, and more.</i></p> <p><i>How we view and discuss racial issues among staff. Staff are very disinterested in discussing racial issues. Discussing racial issues always seems like it stresses staff out. We need some Black diversity specialist to address staff, not someone from admin.</i></p>	<p>What would our organization look like if it were more diverse and inclusive?</p> <p>What is one thing we can do to positively impact diversity and inclusion?</p> <p>Adapted from: <i>“Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization,” Kratz and Young, 2022</i></p>