Table One - Robust Student Programming and Supports
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

Robust Student Programming & Supports – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Improved Leadership Practices (ILP)** • *Consistent and focused central administration* • *Administrators more present in buildings (stop making decisions without teacher input; admins should serve as subs) (ILP)* • *Decisions should include teacher and staff input (ILP)* **Greater District Support of Teachers (GDST)** • *District that supports educators rather than cater to parents. Stop throwing us under the bus. (GDST)* **Strategic Planning and Implementation (SPI)** • Compare ourselves to our standards and beliefs, not other districts (SPI) • *Time to make the adjustments needed (SPI)* • *Common Voice (SPI)* • *Silos are eliminated (SPI)*	

TABLE ONE   -   CHANGES AND HOPES FOR THE FUTURE

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

1. **Enhanced Communications (Sub-Category) -** *This sub-category of District Operations concerns how information is communicated both within the district and between the district and parents, students, and community members.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Improved Communication in General (IG)** ● *Consistency and accuracy in information provided. (IG)* ● *Better communication from administration including superintendent's office, principal's office and athletic department (IG)* **Improved Communication to Parents (ICP)** ● *Students don't always share what's happening in schools with parents, important for schools to inform parents of what's going on. (ICP)* ● *Communication: include address of events so people can use their phones/GPS for directions, include virtual events, not just face-to-face events - this is more equitable; also make sure not to just communicate via text or website - send paper notices home with students (ICP)* ● *Use of Social Media needs to expand (Instagram, Tic Toc; needs to reach parents who are now digital natives) (ICP)* **Improved Communication to Students (ICS)** ● *Communication to parents/families/students (ICP: ICS)*	

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

2. **Enhanced Communications (Sub-Category) -** *This sub-category of District Operations concerns how information is communicated both within the district and between the district and parents, students, and community members.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Improved Communication to the Community (ICC)** ● *Better communication with parents and community; utilize multiple communication venues (online, notes home, etc; if you aren't tech savvy it's hard to stay abreast of information). (ICP, ICC)* **District Office Communication to Schools (DOCS)** ● *Shorten communication gap between administration and official decision makers and school staff. (DOCS)* **School to School Communication (SSC)** ● *Better streamline of information with and between schools* (SSC) **Teacher and Staff Communication (TCS)** ● *We need better staff communication (TCS)* **Multiple and Varied Communication (MVC)** ● Share fun and happy things (MVC)	

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

3. **Programming, Staffing, and Financial Resources (Sub-category, Continued) -** *This sub-category of District Operations concerns how school dollars are spent. This involves a wide variety of school services including staffing, programming, wrap-around services, transportation, compensation, reducing class sizes and more.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Complete Staffing (CS)** • *Fully staff the schools (CS)* • *Retaining good teachers!!! (CS)* • *Fully staffed buildings and programs (CS)* • *Classroom assistants (pay them better!) (CS)* • *Additional staff for student support (CS)* • *More lunch recess aides; more training for them, better pay for them (CS)* • *Incentives for teacher retention (CS)* • *More teachers! More staff! Increase retention and recruitment (CS)* • *Adequate staffing-AMPE, special Education, psych, counselors, social workers, lunch aids, restorative justice, reading interventionists, translators, (CS)* • *Adequate staffing no matter what, with defined roles and responsibilities. (CS)* **Improved After School Activities (IASA)** • *6th grade sports (IASA)* • *More after-school programs with busing (IASA)* • *Enrichment programs, student athletics (IASA)* • *Before and after school programs (IASA)*	

Increasing Teacher Planning and Collaboration (ITPC)
- *Planning time (equitable) (ITPC)*
- *Consistent quality planning time (ITPC)*

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

4. **Programming, Staffing, and Financial Resources (Sub-Category) -** *This sub-category of District Operations concerns how school dollars are spent. This involves a wide variety of school services including staffing, programming, wrap-around services, transportation, compensation, reducing class sizes and more.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Increased Salaries (IS)** - *Increase pay (IS)* - *Competitive pay (IS)* **Change Contracted Services (CCS)** - *Custodial services (CCS)* - *Improved contracted services (CCS)* - *Quit universal transportation (CCS)* - *No more Dean Transportation and Sydexo (CCS)* **Changes to Teacher Evaluation (CTE)** - *Teacher evaluation change; being rated on 27 things is too much (CTE)* - *How teachers are evaluated (CTE)* **More Diverse Curricular Programing (MDCP)** - *Programs that feature trade school programs (MDCP)* - *Art, music, PE and library offered CONSISTENTLY (or at all!) (MDCP)*	

- *Building library programs (MDCP)*

Increased Value and Appreciation of Staff (IVAS)
- *Teachers should feel more valued (IVAS)*

Smaller Class Sizes (SCS)
- *Smaller class sizes, even things out at buildings (SCS)*
- *Small class size caps*

TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

Facilities and School Structures - *This category concerns the conditions of facilities, equipment, and how schools are configured (e.g., size, division of grade levels).*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
164 total responses	**Building Configuration (BC)** ● *Smaller grade level buildings (BC)* ● *Separate middle school (BC)* ● *See middle school separated from elementary and high school (BC)* ● *Create space for middle years (12–14-year-olds); they are not elementary or high school, they have unique needs through their turbulent puberty years. (BC)* ● *Structure of grades at school (preK-8, 4-6, K-3, 7-12) (BC)* ● *Traditional grade level groupings-k-5, 6-8, 9-12 (BC)* ● Where do we belong, hope we can stay in our school (bond raises issues with some schools and what will happen to them) (BC) **Improved Conditions of Facilities (ICF)** ● *Continue update facilities (ICF)* ● *Experience a beautiful well-functioning facilities to instill a vision of how things can be (ICF)* ● **Schools are in a place where students can see that education is valued- with buildings in good conditions, quality food, teachers who are valued and well compensated.' (ICF)* ● *Equitable facilities, adequate facilities (ICF)*	

Improved Facility Use (IFU)

- *Better use of HILL facilities- making all that equipment that had been invested in available for students in preparation for college and life, entrepreneurship (IFU)*
- *Better use of facilities, ie. music practice rooms (IFU)*
- *Ability to cover windows (IFU)*
- *Screens for windows (IFU)*

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:

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	**Increase Staff Diversity (ISD)** ● *More diverse staffing (ISD)* ● *Increase minority staff in district (ISD)* ● *Diversity of staff (ISD)* ● *More representation in staffing (ISD)* ● *Provide classrooms for DIAF staff within school buildings! (ISD)* Cultural and racial representation in staff/ education ranks	What would our organization look like if it were more diverse and inclusive? What is one thing we can do to positively impact diversity and inclusion? **Adapted from:**

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:

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	**Increase Diversity of Instructional Materials (IDIM)** ● *Improve representation in our school programs* ● *Equitable text that represents students culturally (speaks to the "cultural other") (IDIM)* ● *Library that represents diverse cultures and people (IDIM)* **Teach Values of Diversity and Inclusion (TVDI)** ● *More cultural awareness* ● *Diversity, Equity, Inclusion and Justice infused in all aspects of the district (TVDI)* ● *All students learning to respect and love other cultures (TVDI)* ● *Students learn about underrepresented histories of women, minorities and other countries (TVDI)* ● *Families to feel welcome to come here (Choose Lansing)* **Funding Equity (FE)** **Implement Equity Audit (IEA)** ● *Equity audit needs to be taken very seriously and steps implemented as soon as possible (IEA)* ● *Equity audit actually being implemented (IEA)*	What would our organization look like if it were more diverse and inclusive? What is one thing we can do to positively impact diversity and inclusion? **Adapted from:** "Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022

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

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:

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
44 total responses	**Other** ● *Even more inclusive (LGBTQ+)* ● *Diversity can be overwhelming, but can be tough in such a large district*	What would our organization look like if it were more diverse and inclusive? What is one thing we can do to positively impact diversity and inclusion? **Adapted from:** "Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Robust Student Programming and Support
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.

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE – OPEN ENDED RESPONSES

Robust Student Programming & Supports – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
349 total responses **Student: 106** **Family: 47** **Comm.: 3** **Staff: 193**	**Improved Leadership Practices (ILP)** *We need a principal who exercises good judgement; we need to pay our teachers a much higher wage; we need a reduction in class sizes* **Greater District Support of Teachers (GDST)** *For my school to actually be acknowledged and supported. The teachers and principal here work extremely hard for the well-being of these students, and I'm so tired of our school being thrown under the bus.*	In what ways can leaders' support become more responsive to the needs of staff in both schools and central offices?

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs with regard to student learning.*

1. **Enhanced Communications (Sub-Category) -** *This sub-category of District Operations concerns how information is communicated both within the district and between the district and parents, students, and community members.* <u>*This is a new sub-category and is not connected to the previous strategic plan.*</u>

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
349 total responses **Student: 106** **Family: 47** **Comm.: 3** **Staff: 193**	**Improved Communication in General (IG)** *Better and more consistent and communication, smaller class sizes.* **Improved Communication to Parents (ICP)** *Communication between the district and parents. We need art, music, gym and library reinstated.* *Communication is crap. Options for new people are not expressed.* **Improved Communication to Students (ICS)** *I think that more communication is needed within how to get information on sports, clubs, extra activities, colleges and programs.* *The communication at this school needs to improve.*	What changes can be made to enhance communication across the districts, especially between school and district leaders?

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs with regard to student learning.*

2. **Enhanced Communications (Continued)** - *This sub-category of District Operations concerns how information is communicated both within the district and between the district and parents, students, and community members. <u>This is a new sub-category and is not connected to the previous strategic plan.</u>*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
349 total responses **Student: 106** **Family: 47** **Comm.: 3** **Staff: 193**	**Improved Communication to the Community (ICC)** *Communication leaves a lot to be desired. In my brief experience as a parent in the district, I was often frustrated by when and how things were shared with the community. Things did not seem well planned or thought through, there is a lack of an identity or voice for the district.* **District Office Communication to Schools (DOCS)** *The superintendent will start valuing teachers and be more proactive with communication.* **Teacher and Staff Communication (TCS)** *that our leadership would support us and communicate effectively with us. That we are respected for the professionals that we are. If a staff member needs help, help them with the specific area they need help in {management, planning). Open your door (literally) or be visible in the building other than at times of crisis.*	What changes can be made to enhance communication across the districts, especially between school and district leaders?

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

3. **Programming, Staffing, and Financial Resources (Sub-Category) -** *This sub-category of District Operations concerns how school dollars are spent. This involves a wide variety of school services including staffing, programming, wrap-around services, transportation, compensation, reducing class sizes and more. <u>This, too, is a new sub-category and is not connected to the previous strategic plan.</u>*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
349 total responses **Student: 106** **Family: 47** **Comm.: 3** **Staff: 193**	**Complete Staffing (CS)** *There are a couple of classes with no teachers, only permanent subs. So it'd be nice to have more teacher so we can learn more.* *We need to put priority on retaining good teachers by making sure they get the support, compensation and benefits they need. Seriously, pay them more so they don't quit and don't burn them out by expecting them to do the work of three people.* *I hope things get turned around, otherwise Lansing is going to be facing a huge personal shortage.* *Prioritize retention of staff since outside districts are already actively recruiting experienced Lansing teachers.*	*How can a focus on providing enriching teaching and learning impact decisions about programming, staffing and financial resources?*

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE - OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

4. **Programming, Staffing, and Financial Resources (Continued) -** *This sub-category of District Operations concerns how school dollars are spent. This involves a wide variety of school services including staffing, programming, wrap-around services, transportation, compensation, reducing class sizes and more.* <u>*This, too, is a new sub-category and is not connected to the previous strategic plan.*</u>

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
349 total responses **Student: 106** **Family: 47** **Comm.: 3** **Staff: 193**	**Increased Salaries (IS)** *I hope that teachers who want to stay continue to receive retention bonuses and the like. I hope we can rise above Covid's horrifying aftereffects. I hope that our staff is able to meet on a regular basis to create camaraderie & build a positive rapport with each other and feel like we are united.* **Increased Value and Appreciation of Staff (IVAS)** *I hope that you will listen to the teachers for a change since we are on the front lines. We see, hear, and experience everything yet our input is not sought. We don't feel respected.*	*How can a focus on providing enriching teaching and learning impact decisions about programming, staffing and financial resources?*

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: Robust Student Programming and Support

What is 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, and 2) provide participant responses to **what is going well in the district.**

TABLE 2 – WHAT IS WORKING WELL? – OPEN ENDED RESPONSES

Robust Student Programming & Supports – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
257 total responses **Student: 138** **Family: 30** **Comm.: 0** **Staff: 89**	**Improved Leadership Practices (ILP)** *Dr. Hager is an amazing principal. He has always had the children's best interest at heart. There is so many great teachers there that go above and beyond for each one of their students.* *The principal is a great communicator and the school is kept up very well.* *Administration cares about staff* *Good principal, AP, teachers, special education staff! Good principal, AP, teachers, special education staff!* *I am thankful to teach at Gardner because the leadership and team of adults support one another, and they are committed to providing the best education possible to every student.*	In what ways can leaders' support become more responsive to the needs of staff in both schools and central offices?

2

TABLE 2 – WHAT IS WORKING WELL? – OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs with regard to student learning.*

Enhanced Communications (Sub-Category) - *This sub-category of District Operations concerns how information is communicated both within the district and between the district and parents, students, and community members. This is a new sub-category and is not connected to the previous strategic plan.*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
257 total responses **Student: 138** **Family: 30** **Comm.: 0** **Staff: 89**	**Improved Communication to Parents (ICP)** *Teachers and staff communicating with me has always been great.* *The teacher did an amazing job during his 4th grade year with communication with me on my child's well-being and education. She did an amazing job at making sure he understood his lessons and we both worked together throughout school year to tackle any challenges he may have had.* **Improved Communication to Students (ICS)** *Teacher student communication*	What changes can be made to enhance communication across the districts, especially between school and district leaders?

3

TABLE 2 – WHAT IS WORKING WELL? – OPEN ENDED RESPONSES

Robust Student Programming & Supports (Continued) – *This section is concerned with improving ways in which district leadership engages in strategic planning and implementation as it provides essential services to support its mission, vision and beliefs regarding student learning.*

Programming, Staffing, and Financial Resources (Sub-Category) - *This sub-category of District Operations concerns how school dollars are spent. This involves a wide variety of school services including staffing, programming, wrap-around services, transportation, compensation, reducing class sizes and more. This, too, is a new sub-category and is not connected to the previous strategic plan.*

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

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
257 total responses Student: 138 Family: 30 Comm.: 0 Staff: 89	**Complete Staffing (CS)** *I understand my child's school is fully staffed.* *Seasoned teachers care for their students.*	*How can a focus on providing enriching teaching and learning impact decisions about programming, staffing and financial resources?*

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Equity as a Priority and Diversity as an Asset
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-commi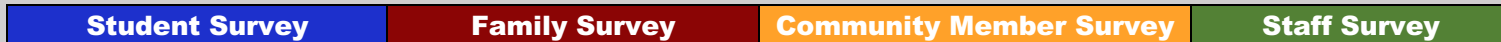ttees will use to facilitate planning. **Information in this table will assist sub-committees in making decisions about strategic planning goals, objectives and success indicators.**

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.

TABLE 1 - CHANGES AND HOPES FOR THE FUTURE – OPEN ENDED RESPONSES

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 source (e.g., student, family, community member, staff survey) of the comment:

Student Survey	Family Survey	Community Member Survey	Staff Survey

Total number of Responses	Sample Responses	Guiding Questions for Goal and Objective Development
96 Total Responses **Students: 69** **Family: 10** **Comm. 0** **Staff: 17**	**Increase Staff Diversity (ISD)** *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* **Increase Diversity of Instructional Materials (IDIM)** *inclusivity in the curriculum.* *More LGBTQ and women's rights lessons* **Teach Values of Diversity and Inclusion (TVDI)** *I feel that teachers, students, public safety, and staff need to start respecting others with disabilities, different skin colors, certain religions, and more.* *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.*	What would our organization look like if it were more diverse and inclusive? What is one thing we can do to positively impact diversity and inclusion? ***Adapted from:*** *"Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022*