Table One - School Community Engagement & Communication
Overview - 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 - WHAT NEEDS TO CHANGE?; AND WHAT ARE YOUR HOPES FOR THE FUTURE?

School Community Engagement & Communication – *This category describes how parents and the community at large connect with schools in ways likely to enhance students' in- and out-of-school experiences, outcomes, and possibilities.*

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

Junior Board	PCAC	LSEA	Gier	Gardner	Eastern	Lansing Staff

Number of responses	Sample responses	Guiding Questions for Goal and Objective Development
31 total responses	**School Community Involvement and Connection with Schools (SCICS)** ● *I like that the district offers PCAC meetings but wish we had more parent participation. (SCICS)* ● *Pandemic has been challenging, hope for more connection with schools and the district. Reengagement from parents, getting used to the "new normal" in schools. (SCICS)* ● *Parents of newer students have not gotten the chance to explore the schools, visit classrooms, etc. (SCICS)* ● *Brainstorm ways to get more parents and families involved in a variety of ways - not just attending meetings. Involve them in any way the families can contribute - get creative. Parent/family involvement benefits students and the overall education experience. (SCICS)*	How can we get more parents involved? What does quality involvement mean? **NOTES/COMMENTS**

School Community Engagement & Communication (Continued) – *This category describes how parents and the community at large connect with schools in ways likely to enhance students' in- and out-of-school experiences, outcomes, and possibilities.*

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	Questions that guided participants' responses
31 total responses	**School Community Involvement and Connection with Schools (PICS)** • *Increase opportunities for engagement (SCICS)* • *Parents involved in decision making (SCICS)* • *More parent involvement: what can we do to help? (SCICS)* • Open district back up to parents (SCICS) • More ownership/pride of identity for parents, staff, students and community (SCICS) • Connect parents and teachers more (SCICS) **Community Involvement and Connection with Schools (CICS)** • *More community engagement (CICS)* **Partnerships (PTSH)** • *Long term community partnerships (PTSH)* • *More community partnerships for job shadowing (PTSH)* *Improve partnerships with nonprofits (PTSH)*	

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: School and Community Engagement & Communication
Hopes and Desired Changes

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 **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 ONE - WHAT NEEDS TO CHANGE? AND WHAT ARE YOUR HOPES FOR THE FUTURE? OPEN ENDED RESPONSES

School Community Engagement & Communication – *This category describes how parents and the community at large connect with schools in ways likely to enhance students' in- and out-of-school experiences, outcomes, and possibilities.*

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

Number of responses	Sample responses	Guiding Questions for Goal and Objective Development
46 total responses **Student: 0** **Family: 15** **Comm.: 1** **Staff: 30**	**Parent Involvement and Connection with Schools (PICS)** *More opportunities for parents to get involved. The pandemic affected this greatly, I assume, but not being IN the school means I don't know who my kid's classmates are, no idea who their parents are if they wanted a playdate, etc.* *More effort should be made to reach English learner households in their own language, regarding learning opportunities and transportation issues.* **Community Involvement and Connection with Schools (CICS)** *A true partnership between parents, the community, and the district.* *I hope that the district can improve enrollment, improve behavioral plans, support teachers, build community relationships, and grow.*	How can we get more parents involved? What does quality involvement mean?

TABLE ONE   -   WHAT NEEDS TO CHANGE? AND WHAT ARE YOUR HOPES FOR THE FUTURE? OPEN ENDED RESPONSES

School Community Engagement & Communication – *This category describes how parents and the community at large connect with schools in ways likely to enhance students' in- and out-of-school experiences, outcomes, and possibilities.*

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

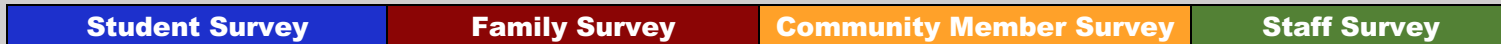|		
46 total responses **Student: 0** **Family: 15** **Comm.: 1** **Staff: 30**	**Partnerships (PTSH)** *Consistent and growing funding and partnerships to educate the community children. Continued and improved responsiveness to DEI within our community.* *I hope that the district works harder to create partnerships with LCC through dual enrollment opportunities for General Education college courses that will also align with high school graduation requirements. It's proven that students that do dual enrollment are not only better prepared for college, they are better prepared for the work force as well.* *Partnership with MSU College of Agriculture and Natural Resources that would prepare students for school-based agriculture, food, and natural resources careers. Field trip grants and other funding options*	How can we get more parents involved? What does quality involvement mean?

Open-Ended Responses from the Student, Family, Community, and Staff Survey
Focus Area: School and Community Engagement & Communication
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, 2) provide participant responses to **what is going well in the district.**

TABLE TWO - WHAT IS GOING WELL – OPEN ENDED RESPONSES

School Community Engagement & Communication – *This category describes how parents and the community at large connect with schools in ways likely to enhance students' in- and out-of-school experiences, outcomes, and possibilities.*

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

Number of responses	Sample responses	Guiding Questions for Goal and Objective Development
total responses: 22 Student: 0 Family: 1 Comm.: 3 Staff: 18	**Parent Involvement and Connection with Schools (PICS)** *Positive relationships with families, students and staff.* **Community Involvement and Connection with Schools (CICS)** *Positive relationships with families, students and staff.* *Community networking and engaging the community in plans for the future.* *Positive relationships with families, students and staff.* **Partnerships (PTSH)** *I feel like some of the partnerships that the district has with the community are going well. The Promise scholarship is the only reason I keep my child in the Lansing School district. This is such a great opportunity for my child.*	How can we get more parents involved? What does quality involvement mean?

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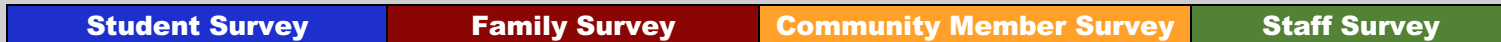ttees will use to facilitate planning. **Information in this table will assist sub-committees in making decisions about strategic planning goals, objectives and success indicators.**

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*