# Table One – Facilities and School Structures

## 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

**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 |
|---|---|---|
| **36 total responses** | **Building Configuration (BC)**<br>● *Smaller grade level buildings (BC)*<br>● *Separate middle school (BC)*<br>● *See middle school separated from elementary and high school (BC)*<br>● *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)*<br>● *Structure of grades at school (preK-8, 4-6, K-3, 7-12) (BC)*<br>● *Traditional grade level groupings-k-5, 6-8, 9-12 (BC)*<br>● Where do we belong, hope we can stay in our school (bond raises issues with some schools and what will happen to them) (BC) | *How can the financial resources of the district be used to improve its facilities that support staff and student learning?* |

## 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:*

| Total number of Responses | Sample Responses | Guiding Questions for Goal and Objective Development |
|---|---|---|
| **36 total responses** | **Improved Conditions of Facilities (ICF)**<br>• *Continue update facilities (ICF)*<br>• *Experience a beautiful well-functioning facilities to instill a vision of how things can be (ICF)*<br>• **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)*<br>• *Equitable facilities, adequate facilities (ICF)*<br><br>**Improved Facility Use (IFU)**<br>• *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)*<br>• *Better use of facilities, ie. music practice rooms (IFU)*<br>• *Ability to cover windows (IFU)*<br>• *Screens for windows (IFU)*<br><br>**Playgrounds and Equipment (PE)**<br>• *Playgrounds (PE)*<br>• *Equipment (PE)* | *How can the financial resources of the district be used to improve its facilities that support staff and student learning?* |

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|---|---|---|
| | • *Teacher input on furniture (PE)*<br>• *Playground enrichment (accessibility) (PE)* | |

## TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

**Facilities and School Structures (Continued) -** *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 |
|---|---|---|
| **36 total responses** | **Transportation**<br>• *More buses*<br>• *Solutions for Transportation*<br>• *Eastern capacity*<br>• *Access to bathroom, hygiene supplies*<br><br>**Scheduling**<br>• *Follow brain research for bell times*<br>• *Later start times*<br>• *Moving up lunches*<br><br>**Other**<br>• *Funding should be allocated equally (FE)*<br>• **A more balanced/equitable approach to bond spending (FE)* | *How can the financial resources of the district be used to improve its facilities that support staff and student learning?* |

| | | |
|---|---|---|
| | • *Streamlining the Pathway process, helping the transition from elementary, middle, high school, etc.*<br>• *Enrollment going up*<br>• *School visibility: Equity of programs, some buildings put on pedestals - visits from our administrators in all buildings, elevating what is happening at all schools and not just a few*<br>• *Have a plan b when there is a problem*<br>• *Fix the systems* | |

## TABLE ONE - CHANGES AND HOPES FOR THE FUTURE

**Facilities and School Structures (Continued) -** *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:*

| Total number of Responses | Sample Responses | Guiding Questions for Goal and Objective Development |
|---|---|---|
| **36 total responses** | • *Old school procedures*<br>• *Functioning Secretaries*<br>• *Student grade/grade level accountability*<br>• **Teams helped academically, it also helped students who may have been having a rough day- the team could work together to support the student* | *How can the financial resources of the district be used to improve its facilities that support staff and student learning?* |

# 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)**<br>• *More diverse staffing (ISD)*<br>• *Increase minority staff in district (ISD)*<br>• *Diversity of staff (ISD)*<br>• *More representation in staffing (ISD)*<br>• *Provide classrooms for DIAF staff within school buildings! (ISD)*<br><br>Cultural and racial representation in staff/ education ranks | What would our organization look like if it were more diverse and inclusive?<br><br>What is one thing we can do to positively impact diversity and inclusion?<br><br>**Adapted from:** |

| | | |
|---|---|---|
| | | "Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022 |

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

| | | |
|---|---|---|
| | • *Equity becoming more of a reality*<br>• *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:*

| Total number of Responses | Sample Responses | Guiding Questions for Goal and Objective Development |
|---|---|---|
| **44 total responses** | **Other**<br>• *Even more inclusive (LGBTQ+)*<br>• *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?<br><br>What is one thing we can do to positively impact diversity and inclusion?<br><br>**Adapted from:**<br>"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: Facilities and School Structures
# 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

**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 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 |
|---|---|---|
| **186 total responses**<br><br>**Student: 137**<br><br>**Family: 11**<br><br>**Comm.: 0**<br><br>**Staff: 38** | **Building Configuration (BC)**<br><br>*At the high school level, this is already started but 7 and 8 graders should not be integrated within.*<br><br>*Our district needs to decide whether it wants magnet schools or neighborhood schools, and it needs to prevent the teacher's union from stalling progress and calling the shots on important questions like bell schedules and instructional strategies.*<br><br>**Improved Conditions of Facilities (ICF)**<br><br>*I think that the rooms need to be cleaner in this school.*<br><br>*They [need to] do a better job investing in both the quality of teachers and facilities. You can't wait years to fix things and expect it to be cheap.*<br><br>*Our building is filthy. It brings everyone down.* | How can the financial resources of the district be used to improve its facilities that support staff and student learning? |

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

**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 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 |
|---|---|---|
| **186 total responses**<br><br>**Student: 137**<br><br>**Family: 11**<br><br>**Comm.: 0**<br><br>**Staff: 38** | **Playgrounds and Equipment (PE)**<br><br>*better playground all we have is a broken black top*<br><br>*For the swim team, there needs to always be pool access. For practice we have to drive all the way to hill. It Is really inconvenient. For a portion of last year we had to go to Dwight rich for practice because the pool at hill wasn't being properly taken care of. I just think that this needs to change.*<br><br>*Fix, replace or add playground equipment for students to engage in more social outdoor play.*<br><br>**Transportation**<br><br>*I don't like the idea that my child has to catch the city bus when her brother has a bus that goes straight to Sexton keeping all our kids safe this school year and beyond*<br><br>*I feel so uncomfortable about the bus I just don't understand why our kids keep getting done like this Lansing School District needs to step it up for real*<br><br>*We definitely should go back to k-5 schools, 6-8 middle and then 9-12 high school. Make them neighborhood schools again!! That way the children can walk to schools and we won't have to worry about as many buses* | How can the financial resources of the district be used to improve its facilities that support staff and student learning? |

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

**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 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 |
|---|---|---|
| **186 total responses**<br><br>**Student: 137**<br><br>**Family: 11**<br><br>**Comm.: 0**<br><br>**Staff: 38** | **Scheduling**<br>*Class hours. I want school to start at 8:30 for high schools/middle schools.*<br><br>*I think overall the district needs to focus on lowering class sizes and placing students in the appropriate setting (online vs in-person). Allowing students to move into the district without having a place for them in a brick and mortar setting and forcing them to be online is not ok.*<br><br>**Finance**<br>*Every school/building, at every grade level, should be equitable: same resources, same conditions, same technologies.*<br><br>*I think the district needs to stop creating administrative positions. There are so many people in administration that through many of the PD's and meetings, we notice the lack of communication when it comes to curriculum, instruction and what staff needs support with.* | How can the financial resources of the district be used to improve its facilities that support staff and student learning? |

# Open-Ended Responses from the Student, Family, Community, and Staff Survey
## Focus Area: Facilities and School Structures
## Going 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 2 – WHAT IS WORKING WELL – OPEN ENDED RESPONSES

**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 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 |
|---|---|---|
| **Total responses 16**<br>**Student: 2**<br>**Family: 6**<br>**Comm.: 0**<br>**Staff: 8** | **Building Configuration (BC)**<br>*My family and I love that Cumberland added a 4th and 5th grade class. We have always hoped the elementary schools would return to K-5.*<br>*Separation of 7th/8th grade children from high school children*<br>*The regrouping of 7th and 8th graders to slowly transition back to their own building or with k-5 buildings.*<br>**Improved Conditions of Facilities (ICF)**<br>*I think the building being upgraded is nice.*<br>*Children are able to come back to a remolded school building. With safety cameras in place*<br>*We can see the necessary investments into infrastructure.*<br>*Buildings are being up graded*<br>*The building improvements have helped but there is much more to be done to ensure a safe and comfortable learning environment such as improved bathrooms and classrooms.*<br>**Playgrounds and Equipment (PE)**<br>*The playground* | How can the financial resources of the district be used to improve its facilities that support staff and student learning? |

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

**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 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 |
|---|---|---|
| **Total responses 16**<br>**Student: 2**<br>**Family: 6**<br>**Comm.: 0**<br>**Staff: 8** | **Transportation**<br>*I think overall the district is trying really hard to make things easier for the children especially the bus system*<br><br>**Finance**<br>*Bond proposal*<br><br>*It's wonderful that the bond was passed. Please don't take years to install A/C.* | How can the financial resources of the district be used to improve its facilities that support staff and student learning? |

# 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-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

**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**<br><br>**Students: 69**<br><br>**Family: 10**<br><br>**Comm. 0**<br><br>**Staff: 17** | **Increase Staff Diversity (ISD)**<br><br>*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*<br><br>**Increase Diversity of Instructional Materials (IDIM)**<br><br>*inclusivity in the curriculum.*<br><br>*More LGBTQ and women's rights lessons*<br><br>**Teach Values of Diversity and Inclusion (TVDI)**<br><br>*I feel that teachers, students, public safety, and staff need to start respecting others with disabilities, different skin colors, certain religions, and more.*<br><br>*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?<br><br>What is one thing we can do to positively impact diversity and inclusion?<br><br>***Adapted from:***<br>*"Five Questions to get the Diversity and Inclusion Conversation Started with Your Organization," Kratz and Young, 2022* |