



STRATEGIC PLAN

2023-2027



Lansing School District

Board of Education

Gabrielle Lawrence	President
Rachel Willis	Vice President
Saturnino Rodríguez, Ph.D.	Secretary
Robin Moore	Treasurer
Farhan Bhatti, M.D.	Trustee
Caitlin Cavanagh, Ph.D.	Trustee
Amy Hodgins	Trustee
Missy Lilje	Trustee
Guillermo Z. López	Trustee

Benjamin Shuldiner
Superintendent

Adopted by: Lansing School District Board of Education
December 1, 2022



TABLE OF CONTENTS

Letter from the Board of Education	3
Letter from the Executive Team	4
Equity Statement	5
Executive Summary	7
Vision, Mission, and Beliefs	8
Strategic Plan and Process	9
Portrait of a Graduate	14
Focus Areas, Goals, Objectives	15
Acknowledgement	21
References	24
Glossary	25
Appendix	32
Data Link	
Sub-committee Goals, Objectives, Success Indicators, & Monitoring Timelines	
Board Resolution	
West Ed Equity Review	

Letter from the Board of Education

Greetings Community Members,

We are excited to present and share our 2023-2027 Strategic Plan. The Plan is the result of months of work by the Committee, along with members of our community, parents, students, and staff. On behalf of all Lansing School Board members, we want to express our sincere gratitude for the countless hours of time, energy, thoughtful deliberation and creativity shared by so many in the development of this plan and, most importantly, on behalf of our students.

This Strategic Plan is a five-year guide and blueprint for our community that will help ensure that our students excel and are prepared for college and career when they graduate from the Lansing School District. In this Strategic Plan, we highlight key priorities that will help us accomplish our goals to move us to the next level. With a continuous focus on instruction and through harnessing our resources to support the classroom, we will be well on our way to eliminating opportunity gaps and providing an equitable, high-quality education to every student. It is important that the community as a whole be involved in the efforts to provide high quality education. We hope that all stakeholders, and community members, will join us to lead our students to success.

Sincerely,

Robin Moore
Treasurer
Lansing School Board
Co-Chair, Strategic Planning Steering Committee

Saturnino Rodríguez, Ph.D.
Secretary
Lansing School Board
Co-Chair, Strategic Planning Steering Committee

Letter from the Superintendent and Executive Team

Lansing School District community,

It has been the Executive Team's honor to work hand in hand with the board of education, staff, students, families, and community members through a series of in-person and online community forums and sub-committees, creating the Strategic Plan for the Lansing School District.

We believe the framework of a strong school district starts with trust and always focuses on student achievement. Through community voice, strategic planning can ensure continuous equitable improvement efforts in every part of the district, especially in schools.

In this strategic plan, we strived to reflect stakeholders' voices, set long and short-term goals, provide measures to track the results and ensure we were able to receive feedback throughout the five years of this plan.

We want to thank everyone who participated in this process, as your input was and is critical to the success of the Lansing School District. Finally, during this process, we would like to recognize all the hard work and dedication of the Michigan State University's Office of K-12 Outreach in the College of Education.

Sincerely,



Benjamin Shuldiner, Superintendent
Jessica Benavides, Deputy Superintendent of Schools
Sergio Keck, Deputy Superintendent of Special Populations
Cordelia Black, Executive Director of School Culture
Adam Hartley, Ed.D., Executive Director of Alternative Education
Jon Laing, Chief Financial Officer
John McGraw, Director of Communications
Kristina Tokar, Chief Operating Officer

Lansing School District Equity Statement

Lansing School District (LSD) is committed to equity as the priority in realizing the goals of this strategic plan. The district serves the city of Lansing, MI and is made up of a racially, culturally, and linguistically diverse population. Students of color make up over 80 percent of the population. Our student body is unique in that each student represents multiple layers of identities including, but not limited to racial, ethnic, cultural, gender, kinship, academic/intellectual, personal/individual, and community. As such, a range of different social and ethnic backgrounds and of different genders, sexual orientations and perspectives are represented.

The intent of the district is to ensure that all students receive an inclusive, equitable, and high-quality education that uses curriculum and instructional practices to honor the multiple aspects of who our students are in connection to historical, institutional, political, and sociocultural factors. In July 2020, the LSD Board of Education unanimously approved a resolution affirming its commitment to achieving racial equity through the district's efforts to address racism in all its forms. The resolution led to the completion of the Systemic Equity Audit by the WestEd Research Team and supported by the District Equity Team. The District Equity Team engaged in 33 hours of work sessions. In the earliest of these, the WestEd research team facilitated Equity Team members' professional learning related to equity, cultural responsiveness, and data analysis; in subsequent sessions, WestEd supported the Equity Team in analyzing data, identifying root causes, and developing recommendations to address identified inequities. (See Appendix for the full text of the Systemic Equity Audit.) This review charted the path forward for the district to incorporate this critical work in the future goals of the district.

The following equity definition was developed by the District Equity Team and drives the work of the Lansing School District:

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 LSD Strategic Plan is guided by this equity definition. Ongoing review and alignment with the recommendations outlined in the LSD Systemic Equity Review are key to achieving these aims. Ultimately, the realization of the goals of the Strategic Plan lies in the affirmative actions taken by each member of the community, led by the district, to consistently dismantle the power structures at play and to bring continual self-awareness and reflection to each interaction and decision.



EXECUTIVE SUMMARY

Lansing School District - Strategic Plan

The updated Strategic Plan for the Lansing School District is a valuable and important tool to articulate a shared vision for the future, to provide focus, and to unify efforts on behalf of our students. The Lansing School District worked diligently to create an updated Strategic Plan that reflects the input from relevant stakeholders and serves the needs of all students for the next five years and beyond.

Foundation of Community Input

Strategic planning plays a vital role in ensuring that continuous improvement efforts take place in every part of the district, especially in schools. It puts procedures in place to establish and document the steps our organization will take to realize its aims by identifying where district programs are now and envisioning where we want them to be.

The Strategic Plan was shaped by board members, staff, students, families, and community members through a series of in-person and online community forums and surveys. The participation and input of the members of our community was critical so that all stakeholder perspectives on what is important are reflected in the Strategic Plan.



MISSION

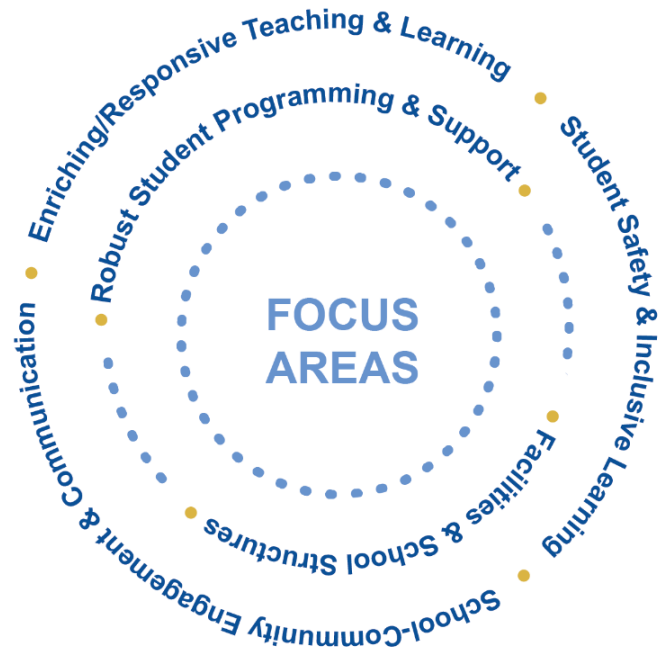
Provide a high-quality education in a culturally safe and nurturing environment that supports all students to live purposeful and fulfilling lives.

VISION

A high-performing, inclusive, learning environment where people work together within our culturally diverse community and focus on preparing students for engaged, purposeful citizenship.

BELIEFS

- All students and their families deserve a quality education aimed at career and college readiness.
- Diversity is our strength and an asset for our schools and our community.
- Learning occurs best when students are in a safe and inclusive environment.
- Positive relationships are based on mutual trust, teamwork, and respect for self and others.
 - These relationships are also dependent upon educators' ability to reflect and become self-aware in their relationships with their students.
- All individuals have the capacity to learn and grow.



STRATEGIC PLAN AND PROCESS

In partnership with Michigan State University’s Office of K-12 Outreach in the College of Education, we reviewed our previous work and identified our district’s priorities and strengths. We also addressed critical issues and challenges so the district is prepared to meet these needs.

The work was led by the Strategic Planning Steering Committee, composed of the Lansing School District central office and Board of Education leadership as well as the MSU Office of K-12 specialists. In addition, subcommittees that represent every part of the community engaged in identifying the priorities, areas of strength, and potential areas for growth.

Figure 1: Framework for Facilitating Strategic Planning



The work of both groups was informed by the input from key stakeholder groups through parent, community, staff and student input sessions and from feedback provided on the Strategic Planning Feedback Surveys. The data collected from these feedback processes determined the focus of Strategic Plan subcommittees.

Subcommittees worked together to establish critical goals and objectives for each focus area that will serve as the overarching work of the district for the subsequent 5 years.

To develop an effective Strategic Plan, Lansing School District and the MSU Office of K-12 Outreach ensured that the final product:

- Reflects stakeholders' voices and needs in the development of system goals.
- Sets long and short-term targets for continuous improvement.
- Provides indicators and measures to track and report progress on goal attainment.
- Provides clear direction to align board, district, site, administrative and staff evaluation goals.
- Provides timely feedback to stakeholders regarding growth and progress.

As a district, and with the support of our MSU partners, we worked together to establish strategic planning goals that will guide the board and administration for the next three to five years. This plan will serve as the roadmap that Lansing Schools will follow for the next 5 years, and the district will provide annual progress monitoring reports to all stakeholder groups on both the progress of action plans and the performance of the organization.

The Roadmap

March – June 2022

These months are consumed by the initial planning involved in forming a steering committee, standardizing meeting times, determining a data collection strategy, organizing stakeholder input meetings and pinpointing tools to facilitate the process.

July 2022

The strategic planning steering committee completes an audit of the previous strategic plan, consolidates and isolates themes by considering data from input sessions, surveys and the school board retreat.

August 2022

Planning the compilation and work of subcommittees and selecting up to 10 members to serve on each subcommittee are the steering committee's focus during this period. The MSU team continues its concentration on document design as well as data collection, coding and presentation.

September 2022

The steering committee confirms subcommittee membership and intensifies procedures for the work of these critical team members. MSU launches subcommittee work on September 12 during a meeting at Sexton High School where goal, objective and success indicator creation are reviewed.

October 2022

Subcommittees continue to meet and finalize goals, objectives and success indicators adding their work products to templates. Team-to-team sharing of their work on October 25 at Sexton High School includes opportunities to assess how well subcommittees honored the SMART goal standard.

November 2022

Steering committee provides feedback on the draft strategic plan during collaboration with the MSU team. The MSU team makes corrections and adjustments and solicits feedback from board members. MSU reviews feedback and makes the final revisions.

December 2022

Final document is delivered to the Lansing School District Superintendent for presentation to the Board of education.

The Foundation of Stakeholder Input

PROCESS

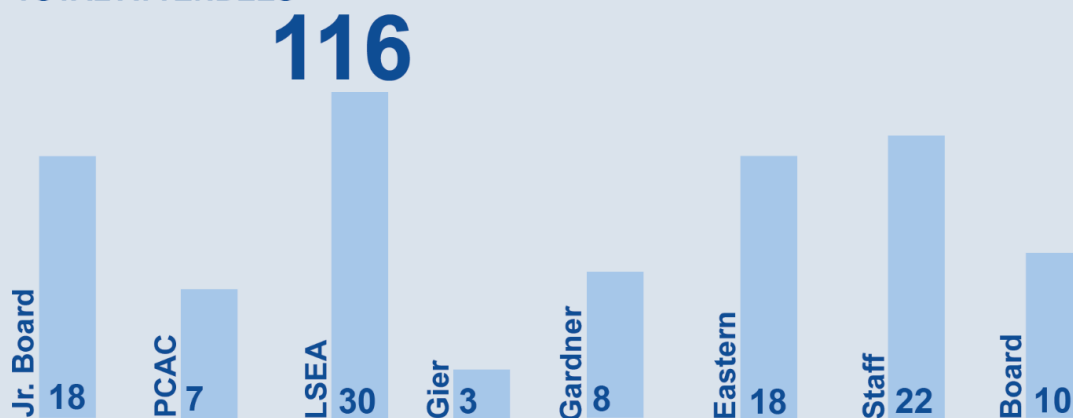
The strategic planning process involved thousands of stakeholders, including students, families, community members, staff, Lansing School District leaders, and Board members.

The data gathered in Community Input Sessions and through a number of Surveys were analyzed and shared with the Steering Committee and various subcommittees. After feedback was provided, the data informed the number of focus areas for each subcommittee. The data from various stakeholders provided the foundation to develop the goals and objectives for this strategic plan.

COMMUNITY INPUT SESSIONS ATTENDANCE

Included: Staff, teachers, students, parents, members of the community, and Board members

TOTAL ATTENDEES



STRATEGIC PLANNING SURVEYS

TOTAL RESPONSES

2,846

COMPLETED RESPONSES:

1,867

Parent	242
Student	1251
Staff	359
Community	15

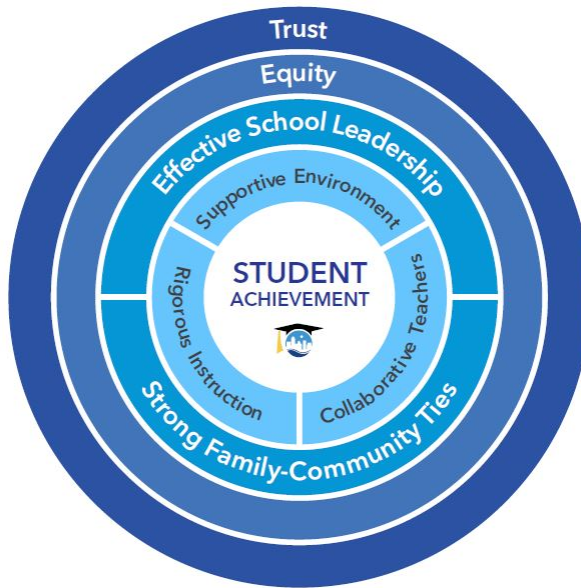
PARTIAL RESPONSES:

979






Parent	234
Student	478
Staff	261
Community	6

Building Capacity and Improving Results for All

The Framework for Great Schools



The Framework for Great Schools will:

-  Allow the district to develop a holistic, research-based approach to school support and accountability that recognizes and celebrates what schools do every day. Our approach will honor the fact that students are more than just a test score.
-  Provide tailored support to schools and foster professional learning communities. Hold schools and the school system accountable for the shared goal of building capacity to drive student achievement.
-  Replace the spirit of competition with one of collaboration and establish a common language for improvement.
-  Bring together the strengths of schools and their communities to support students throughout the school day and beyond.
-  Advance educational attainment by preparing every Lansing public school graduate to compete in the 21st-century workplace.

Trust

Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Equity

Everyone works toward addressing inequities in our schools and outcomes. Students and families from marginalized communities feel included, respected, and able to achieve our shared goals for students.

Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers

Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Adapted from the New York City Department of Education Framework for Great Schools, derived from research by the University of Chicago Consortium on School Research.

PORTRAIT OF A GRADUATE

The Lansing School District community envisions the following characteristics of its graduates. This includes the community's intentions for who students will be and what they will know and be able to do to thrive in their personal and professional lives.



GLOBAL COMMUNICATORS



PROTECTORS OF THE ENVIRONMENT



CRITICAL THINKERS



CREATIVE USERS OF TECHNOLOGY



LOVERS OF LEARNING AND THE ARTS



CURIOUS AND MOTIVATED



EMPOWERED IN THEIR RESPECT OF SELF AND OTHERS



CULTURALLY RESPONSIVE

Focus Areas, Goals, Objectives

The Goals and Objectives were developed by five sub-committees to capture the priorities for the district to promote meaningful learning experiences for all students. In the years ahead, the collaborative efforts of all individuals will support the implementation of the Strategic Plan to realize the outcomes for the students in the Lansing School District.

FOCUS AREA: Enriching & Responsive Teaching & Learning

STRATEGIC PLANNING GOAL:

Increase the district's graduation rate to 85% by 2027.

OBJECTIVES:

- Increase student achievement through innovative teaching methods, which will provide opportunities for critical thinking, problem solving and real-world application to increase students' academic achievement as measured by summative assessments.
- To provide high-quality learning experiences to all students, we will strengthen Tier I and II instruction. As a result, by 2027 we will see an increase in grade level promotions, more rigorous learning opportunities and more accurate identification of students who need Tier II support. A reduction in Tier II support was needed.
- Expanding professional learning to all district staff and supports with culturally responsive skills to support the whole child.
- By 2027 we will expand the grade level exposure and increase enrollment in CTE through community partnerships, eliminating barriers and increasing participation.

FOCUS AREA: SCHOOL COMMUNITY ENGAGEMENT & COMMUNICATION**STRATEGIC PLANNING GOAL:**

Increase by 10% the number of respondents indicating a high level of trust in the district, as measured by district level surveys, by 2027.

OBJECTIVES:

- Improve student, family, staff, and community partner collaborative relationships.
- Improve long-term communications through data driven platforms.
- Provide positive, fun, equitable student, family, staff, and community partner events to build and activate the community.

FOCUS AREA: ROBUST STUDENT PROGRAMMING & SUPPORTS

STRATEGIC PLANNING GOAL:

Demonstrate growth of 20% in student participation in at least one extracurricular activity, based on surveys of students, parents, guardians and caregivers, by 2027.

OBJECTIVES:

- Audit current co-curricular and extracurricular activities currently being offered and assess participation rates.
- Survey students, parents, guardians and caregivers to determine needs and interests.
- Create opportunities for students in all grade levels to engage in extracurricular activities, including student interest clubs, volunteerism, civic engagement, and visual and performing arts.
- Create asset-based and culturally responsive co-curricular/extracurricular activities that value and celebrate the diverse backgrounds of our students and provide support for students' social and emotional needs.
- Provide opportunities for staff to lead/engage with co-curricular and extracurricular activities as passion projects and be compensated for their time.
- Provide professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support their students' social and emotional needs.
- Grow and leverage partnerships with community-based organizations, the business community, and institutes of higher education.
- Engage diverse stakeholders through effective communication and opportunities for involvement to increase student engagement.

FOCUS AREA: STUDENT SAFETY & INCLUSIVE LEARNING**STRATEGIC PLANNING GOAL:**

Show an increase of 10% in students' sense of safety and inclusiveness, as measured by appropriate inventory assessment tools by 2027.

OBJECTIVES:

- Create a policy statement about our district's commitment to culturally responsive-sustaining education that includes a definition, shared language, and short and long term goals. Include administrators, staff, and students in its creation and ongoing implementation.
- Identify school code of conduct and discipline policies that disproportionately impact persons of color, students with disabilities, students of different religions, gender identities, sexual identities, nationalities, socioeconomic backgrounds, housing status, migrant/refugee status, and other diverse identities.
- Collaborate with teacher and leader candidates to address inequitable policies, and expand the development tools to do so.
- Provide professional development and job embedded coaching in how to enact classroom management strategies that avoid assigning blame or guilt to students based on perceptions about their cultures, differences, or home lives.

FOCUS AREA: FACILITIES & SCHOOL STRUCTURES

STRATEGIC PLANNING GOAL:

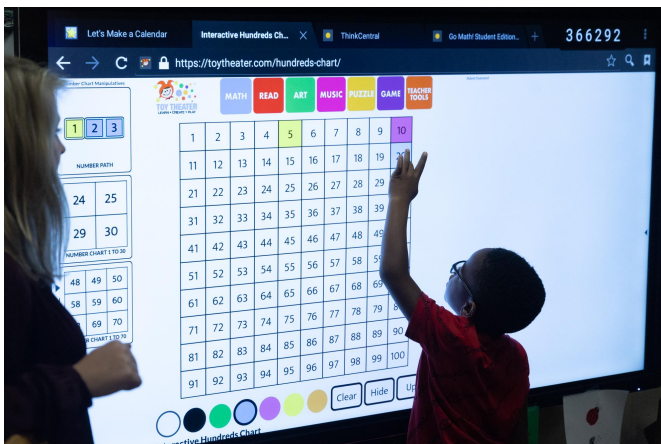
More than 80% of survey respondents agree that district facilities and structures are clean, inviting, safe and accessible by 2027.

OBJECTIVES:

- Seek student, parent, staff, and community input on facility changes through surveys, focus groups, listening sessions, and other values.
- Foster an inviting atmosphere at all LSD spaces by renovating, repairing, and adequately maintaining facilities and school structures.
- Maintain clean and healthy school facilities while engendering a sense of pride within students, staff, and community partners to care for their educational spaces.
- Guarantee student and staff safety at all facilities.
- Ensure school facilities and playgrounds meet the diverse physical, cognitive, emotional, and language needs of students, staff, parents, and community partners.
- Match the school configuration and start times to the district enrollment and stakeholder feedback.
- Encourage greater voice from the community to influence plans and actions for LSD facilities and structures.
- Ensure the use of bond dollars is equitable and efficacious to maximize the instructional and operational benefit to LSD's students, staff, and stakeholders.

Strategic Plan Implementation – Continuing the Work

The Strategic Plan is the first step in realizing the collective goals for the Lansing School District. The superintendent, executive team, and assigned subcommittees will work together to develop the implementation plan. All work will be aligned with current improvement efforts and informed by the collaborative efforts of key staff members. The goals and objectives identified in the Strategic Plan will be operationalized into action plans with specific indicators of success, metrics, timelines, responsibilities, financial commitments, and progress monitoring. The priorities and goals outlined in the Strategic Plan provide the path forward to realize the remarkable talents and the educational aspirations of the Lansing School District community.



Acknowledgements

We are grateful to the staff, parents, students and community members who collaborated with us to develop our Graduate Portrait of 2027 and Strategic Plan

Steering Committee

Jessica Benavidez

Cordelia Black

Jenna Erbele

Adam Hartley, Ed. D.

LaNette Hester

Sergio Keck

Jon Laing

Mark Manley

John McGraw

Robin Moore

Nicole Namy Ed.D.

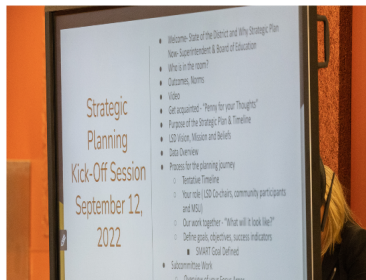
Sarah Odneal, Ed.D.

Saturnino Rodríguez, Ph.D.

Benjamin Shuldiner

Kristina Tokar

Kattie White



Subcommittee Members

Ninatрева Brisbee	Catilin Cavanagh, Ph,D.	Donna Cevelli
Jennifer Crispin	Rob Crowe	Tim Daman
Natisha Foster	Kristin Small Grimes	Heather Guerra
Jeff Hager	LaNette Hester	Triquita Hicks
Amy Hodgin	Courtney Johnson	Marty Jordan,PhD.
Bruce Lankheet	Jodi Woznick-Landatra	Missy Lilje
Gabrielle Lawrence	Yatidi Lightfoot	Erica Lynn
Guillermo Lopez	Jamie Love	Jakeia Murphy
Leah Melichar	Lynn Michael	Emily Oberlitner
Hanna Jones- Nelson	Kendall Nishibayashi	Quinn Cernantes-Prevo
Cecelia Tarraza-Obrien	Joy Pinder	Jennifer Rice
Eileen Prihoda	Cheryl Randall	Justin Sheehan
Jamison Rollins	Jeffery Savage	Emily Stevens
Lori Simon	Rebekah Sink	Marney Turner
Ginny Stokes	Yvonne Thomas	Toni Wheeler
Jennifer West	Kim Wheeler	Sheila Wrathe
Rachel Willis	Veronica Gracia Wing	

Participating Community Organizations

Christman Company
Lansing Chamber of Commerce
Lansing Community College
Lansing Promise
LSD Staff, Students, Parents & Guardians
Lansing School District Jr. Board

Lansing Parent Community Advisory Council
Lansing Schools PTAs
Michigan State University
One Love Global
Sodexo
Sparrow Health Systems Lansing



Lansing School District Strategic Plan facilitated by

Michigan State University, College of Education, Office of K-12 Outreach

Bryan Beverly, Ph.D, Director

JoAnn Hurd Andrees, Ed.D
Shirley Jackson
John Lane, Ph.D.
Megan Papoi
Tyler Thur

Tamara Bashore-Berg
Tara Kintz, Ph.D.
Hugh Potter, Ph.D.
Payton Shane
Jacqueline Gardner, Ph.D.



REFERENCES

CRPBIS - <http://www.crpbis.org/>

Grant Litchman, EdJourney: A Roadmap to the Future of Education

Lansing School District, Systemic Equity Review

MICIP <https://www.michigan.gov/mde/services/school-performance-supports/micip>

MTSS <https://www.michigan.gov/mde/services/school-performance-supports/mtss>

[MiMTSS 2020](#) - Michigan's Multi-Tiered System of Supports (MiMTSS) Frequently Asked Questions Updated – July 2020

Pivot Learning Partners(n.d.) Giving, receiving, and using feedback.

What will education look like in 20 years?(n.d.) Retrieve September 5, 2022 from <https://rossieronline.esc.edu/blog/education-20-years>

GLOSSARY OF TERMS

Asset-based

An asset-based approach focuses on strengths. It views diversity in thought, culture and traits as positive assets. (Source: *Thought Leadership: January 25, 2022*)

Audit

The audit was an examination of previous strategic planning documents and experiences to better understand how to proceed forward with experience and knowledge guiding the way.

Beliefs

Convictions we hold to be true, values we hold for ourselves and our students.

Community Outreach

A concerted effort was made to engage with the community through face-to-face and virtual meetings to understand the perspectives of community members and to seek opportunities to incorporate ideas into the new strategic plan for Lansing School District.

CRPBIS

Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS) is an educational initiative grounded in local to global justice theory with the ultimate goal of educational systems change. (Source: *CRPBIS.org*)

CRSE

Culturally Responsive Sustaining Education

CTE

Career and Technical Education

Culturally responsive

Having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and communities whose cultural contexts are different from one's own.

DPPD alignment

District Provided Professional Development that is aligned to the District School Improvement Plan and individual professional development plans.

Diversity

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Diversity, Equity, and Inclusion (DEI)

Diversity is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective. Equity is the process of ensuring that processes and programs are impartial and fair, and provide equal possible outcomes for every individual. Inclusion is the practice of ensuring that students feel a sense of belonging.

Enriching/ Responsive Teaching & Learning

Addresses the diverse needs of students from a variety of backgrounds, experiences and ways of identifying as human beings; refining instructional practices for all learners; improving student outcomes; and providing ongoing and, if possible, embedded professional learning opportunities for educators.

Equity

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.

(Source: WestEd equity report)

Equity of access

Equity of access means that all students have the information and resources they need, regardless of age, ethnicity, language, income or physical abilities or limitations. Equity refers to fairness in education and access is the goal of ensuring opportunities are equally available. *(Source: American Library Association)*

Experiential learning

An engaged learning process whereby students “learn by doing” and by reflecting on the experience. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. *(Source: Association for Experiential Education)*

Evidence-based practices

These are practices backed by rigorous, high-standard research, replicated with positive outcomes and backed by student outcomes. Evidence-based practices take the guesswork out of teaching by providing specific approaches and programs that improve student performance.

Facilities & School Structures

The conditions of facilities, equipment, and how schools are configured along with the financial structures that ensure that conditions in school structures meet standards that ensure high quality teaching and learning.

Formative and summative assessments

Formative assessments are quizzes and tests that evaluate how someone is learning material throughout a course. *Summative assessments* are quizzes and tests that evaluate how much someone has learned throughout a course.

GPA

Grade Point Average

High-performing

Refers to nine common characteristics identified by the Michigan Association of School Boards that must be present in order for schools to be considered effective.

IEPs - Individualized Education Program

An individual education program (IEP) is a written document for students with disabilities ages 3 through 25 that outlines the student's educational needs and goals and any programs and services the intermediate school district (ISD) and/or its member district will provide to help the student make educational progress. (*Source: Michigan.gov*)

Inclusive hiring practices

The inclusive hiring process actively recognizes diversity and embraces a wide range of qualities and perspectives that candidates bring to the school system.

Inclusive Learning Environments

Creating safe and positive learning environments, attending to mental health, celebrating diversity and inclusion, and enacting fair and equitable discipline.

LSEA

Lansing Schools Education Association

MICIP

The Michigan Integrated Continuous Improvement Process is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. (Source: *Michigan Department of Education MICIP webpage*)

Mission

Why the organization exists - the overall goal of the district.

Modes of feedback

Types of feedback that include formal, informal, formative, summative, student peer, student self, and constructive.

MTSS (and Tiers I, II, and III)

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. (Source: *Michigan Department of Education's MiMTSS webpage*)

- Tier 1 is the universal instruction and differentiation intended to meet the needs of all learners.
- Tier 2 is an intervention platform consisting of supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1.
- Tier 3 supports intense individual interventions, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.

(Tier definitions Source: *MiMTSS 2020*)

Multiple pathways

Providing many pathways to learning enhances students' awareness of and access to career pathways that support job skills development and career readiness.

Objective

A desired outcome and actions that will assist in meeting a larger goal.

Parent and Community Engagement

Parent and Community Engagement 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 future prospects.

PCAC

Parent Community Advisory Council

Professional Development (Professional Learning)

Strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state academic standards; and are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. (Source: *Learning Forward*, <https://learningforward.org/about/professional-learning-definition/>)

Restorative practices (RP)

Restorative Practices are evidence-based principles of restorative justice (RJ) which seek to repair the harm caused by conflict, violence or violations of law. Michigan law requires schools to consider restorative practices when it comes to student discipline“practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct.

(Source: <https://www.michigan.gov/ag/initiatives/restorative-practices>)

Robust Student Programming & Support

Concerned with improving ways in which district leadership engages in strategic planning and implementation to provide high quality curricular and co-curricular opportunities to support its mission, vision and beliefs regarding student learning.

School-Community Engagement & Communication

(See Parent and Community Engagement, above)

Special Education and General Education Suspension Rate

Data that shows the rate of suspensions for students with an Individualized Education Plan and the rate of suspensions for students in the general education program with no specialized services.

SMART goals

SMART is an acronym for a process that provides criteria to guide in setting goals and objectives for outcome achievement. The letters in the acronym stand for:

- Specific
- Measurable
- Assignable
- Relevant
- Timely

Stakeholder

An individual who has a specific interest in the operation of an organization. For example, within a school district, stakeholders are students, parents, educators, administrators, community members, and any other individual with a vested interest in the operation of the organization.

Strategic Plan

A strategic plan is the product of an effort by an organization to map out the manner in which the organization will approach the goals that the organization has set for themselves. Included in this plan are the goals, metrics, and outcomes that an organization has set for itself during a specific time period.

Steering Committee

The steering committee is a small group of stakeholders who have been brought together to lead the organization in the efficient and effective efforts to complete an important organizational task.

Student Achievement

Student achievement is a measurement of student success relative to educational goals set by the organization for students.

Student Safety & Inclusive Learning Environments

District and local school roles in creating safe and positive learning environments, attending to mental health, celebrating diversity and inclusion, and enacting fair and equitable discipline.

Sub-committee

A sub-committee is a small group within the organization that is created to focus on one aspect of the work and then report back to the larger group.

Success Indicator

A success indicator is a metric used to show progress towards an identified goal for an organization. Success indicators are unique to each project and to each goal, but they are measurable and identifiable.

Support Systems

This concerns a wide variety of school services including staffing, programming, wrap-around service offerings, transportation, compensation, reducing class sizes and more.

Synergy Behavior Reports

Lansing School District reports on student behavior/discipline incidents

Timeline

The identified time that has been allotted for the completion of a task. For example a timeline may encompass several months or may be as short as a few weeks.

U-DSC Reports

District reports in the Synergy reporting system as follows:

- 1) U-DSC102: Disposition by Building (by sub group)
- 1) U-DSC103: Intervention by Teacher (by sub group)
- 2) U-DSC111: Student Suspensions(by sub group)
- 3) U-DSC403: Teacher Referral Count (by sub group)
- 4) U-DSC639 Restorative Justice Data Extract (by sub group)
- 5) U-DSC816 SE and GE Suspension Rate (by sub group)

Vision

Future focused description of hope for the district.

Workforce leaders

Leaders with skill sets to manage and supervise a company and its employees and positively influence others to perform their jobs to the best of their ability.

APPENDIX

Sub-committee Goals, Objectives, Success Indicators and Monitoring Timelines

Enriching/ Responsive Teaching & Learning

- ☰ Enriching and Responsive Teaching and Learning Goal

School Community Engagement & Communication

- ☰ School Community Engagement & Communication Goal

Robust Student Programming & Support

- ☰ Robust Student Programming and Supports Goal

Student Safety & Inclusive Learning Environments

- ☰ Student Safety and Inclusive Environment Goal

Facilities & School Structures

- ☰ Facilities and School Structures Goal

Goals & Objectives Summary

- ☰ Goals & Objectives Summary

LSD Equity Documentation

Board Resolution

- 📄 July 23, 2020 at 6_00 PM - Special Board Meeting - Rescheduled Information Study...

West Ed Equity Review

- 📄 WestEd Lansing BOE Equity Review.pdf

Community Input Data available upon request.