



**Grand Ledge Public Schools  
2022-2027  
Strategic Plan Summary Document**



*“Growing Learners, Preparing Students”*





## Letter from Board President and Superintendent

*Grand Ledge Public Schools 2022-2027 Strategic Plan: Participants Help Shape the Vision and Goals for the Future of our District.*

This document contains the 2022-2027 Grand Ledge Public Schools Strategic Plan. We're excited about this plan and the possibilities it provides for our students, parents/guardians and community to improve education at our District.

Eight community, parent/guardian and staff forums and an electronic survey resulted in 995 people providing input for the planning process. A Strategic Planning Team consisting of a very broad and diverse group of 37 community members, parents/guardians, staff and students participated in an all-day planning retreat on May 14, 2022.

Throughout the planning process the community expressed high expectations of Grand Ledge Public Schools becoming a world class school district and having all students graduate from high school. The goals reflect the strong desire that was expressed to continue improvement efforts of the school system.

There were several clear and consistent themes that emerged from this process.

1. While work still needs to be done, Grand Ledge Public Schools is headed in the right direction with positive momentum.
2. The future of growth and success of Grand Ledge Public Schools must be a top community priority that requires support from all stakeholders (students, parents/guardians, taxpayers, businesses, non-profits, foundations, government agencies, etc.).
3. As a district, we must do a better job of positively engaging and aligning internal (students, parents/guardians, staff and the school board) and external (taxpayers, community organizations, businesses, non-profits, government agencies, elected officials) stakeholders around common goals and strategies to significantly improve academic achievement and high school graduation rates.

We look forward to continuing to work in partnership with all sectors of our community to implement these goals and achieve our vision.

Jonathan Shiflett, President of the Board

Dr. Marcus G. Davenport, Superintendent





## Introduction

Strategic Planning is the process of determining what an organization wants to be at some point in the future, and how it will get there. In the current environment where schools are challenged to do more with scarce resources, planning for the future is more important than ever. An effective strategic planning process results in stakeholders focusing on critical priorities that will meet the mission of a quality educational program for all students.

In March 2022, the Superintendent and the Board of Education made a commitment to create a three to five-year strategic plan. The School Board created a partnership with the Michigan Association of School Boards to serve as facilitators for this project. The district, under the leadership of the School Board President and Superintendent, completed a process that was data-driven, inclusive of district stakeholders and focused on the priorities that will help the district succeed.

There were several criteria relative to the strategic planning process established by the School Board and the leadership team:

- The process must be inclusive where all stakeholders have an opportunity to provide structured input.
- The School Board must be an integral part of the process – providing input, support and commitment.
- There must be clarity in the respective roles of the School Board, administrators, staff, parents/guardians and community.
- There is alignment between the strategic planning process and current strategic initiatives, and critical issues facing the district.
- Timelines, responsibilities and reporting schedules must be built into the planning processes.
- There must be ongoing communication about the planning process with all internal and external stakeholders.

This strategic plan is a living document. It will serve as a ‘road map’ to future planning, resource allocation, staff development and decision-making over the next several years.

As part of the planning process, the vision, mission, and belief statements were reviewed. Based on qualitative and quantitative data a new vision, mission, belief statements; strategic goals and objectives were developed. Regular monitoring of progress is critical to the plan’s success.





## **The Strategic Plan Process**

This overview describes the planning process, including the survey, data analysis, planning team roles and responsibilities, and timelines.

### **Stakeholder Input**

Input from students, parents/guardians, community and staff were gathered through a comprehensive electronic survey as well as a series of community, student and staff forums. The community engagement process was conducted to:

- Identify and assess strengths
- Gauge values and perceptions of the community
- Provide an opportunity for input
- Identify areas for improvement
- Gather data to use as a decision-making tool
- Develop communication plans and tools

The response rate of 99% indicates that the school community cares about the future of the district and desires to engage in the process of creating the future (see Attachment 1 for summary).





### **Local Area and School Demographic Data**

An analysis of district demographics and quantitative data was completed. The analysis included the most recent data available for demographic, enrollment, educational, financial and personnel trends over the previous five years, in comparison with districts selected by the Board and Administration and state averages, where available (see Attachment 2 for the data analysis summary). The reference districts used for comparisons were Anchor Bayt School District, Grandville Public Schools, Haslett Public Schools, Holt Public Schools and Waverly Public Schools.

### **Strategic Planning Team**

A Strategic Planning Team was formed to take the primary role in developing the strategic plan. A team consisting of 37 parents/guardians, community members, board members, students and staff members, were selected with input from the Board of Education and key stakeholder groups. The team participated in a retreat workshop as well as additional committee meetings to develop a mission statement, vision, beliefs, and strategic goals where needed. During the retreat the team reviewed and discussed relevant quantitative and qualitative data as essential elements in the formation of goals and objectives contained in this document (see team members on the following page ).

***Collaborating with the Grand Ledge Public Schools Board of Education, administration, staff and the entire community really illustrated their level of care for the school, the community, and most of all, the students.***

***—Debbie Stair, Asst. Director of Leadership Development, MASB***





## Strategic Planning Team Members

Bill Barnes

Beth Bowen

CJ Chaitanya

Ben Cwayna

Marcus Davenport

Jill Dayton Fillingham

Mark Deschaine

Jason Devenbaugh

Denise DuFort

Kyle Dymond

John Ellsworth

Steve Gabriel

Toni Glasscoe

Katie Halliwill

Brandon Haskell

Sara Holding

Jon Horford

Ashley Kuykendoll

Kim Laforet

Erica Ledesma

Kim Manning

Melissa Mazzola

Melissa McDonald

Brian McLaughlin

Keith Mulder

Ashley Oneil

Danis Peck

Sara Clark Pierson

Braylond Price

Nicole Shannon

Jon Shiflett

Jarrood Smith

Kathleen Szuminski

Tim Totten

Julie Waterbury

Jason Westra-Hall

Sean Williams





## **Retreat Workshop**

A retreat workshop was held on May 14, 2022. The workshop included:

- An overview of the strategic planning process and timelines
- An environmental scan (see Attachment 3)
- Superintendent report of current and planned initiatives
- A review of the qualitative data
- An analysis of quantitative data (see Attachment 4)
- The development of the mission, vision and belief statements
- Brainstorming key objectives (see Attachment 5)
- The establishment of strategic goals
- Next steps





## **Mission Statement:**

Establishes, in the broadest terms, the purpose of a school district. It should answer the question “What ultimate end will the district pursue and in the broadest sense, how?” The following mission statement was renewed during the Strategic Planning Team Retreat Workshop:

***The Mission of Grand Ledge Public Schools is:***

*Growing Learners, Preparing Students (GLPS)*

## **Vision Statement:**

Describes what you want to happen in the long term. It’s a statement about your hopes and expectations for the future. The vision statement below was validated during the Strategic Planning Team Retreat Workshop:

***The Vision of Grand Ledge Public Schools is:***

*Grand Ledge Public Schools will provide every student a high-quality education, critical thinking skills, and social development to reach their highest potential in a safe and inclusive environment.*





## Beliefs:

The basic beliefs/core values of the district—those things that we believe of utmost importance, providing guidance for how we behave and relate to others. The following beliefs were developed during the Strategic Planning Team Retreat Workshop:

### Belief Statements:

- *We believe all students can learn.*
- *We believe it is the role of the school district to provide support and access for all students.*
- *We believe in an inclusive learning environment where every person is valued.*
- *We believe the GLPS staff are professionals who are vital to the health and future of the Grand Ledge community.*
- *We believe in a safe, inclusive environment where students can explore their interests and learn the skills they need to thrive in their communities.*
- *We believe in partnerships between the family, community, and education stakeholders for the success of GLPS.*





## **2022-2027 Strategic Goals**

Strategic Goals: Areas of priority importance in which the district will focus their work (1-5 years). Strategic goals achieve the organization's vision, mission and beliefs. Objectives are SMART—**S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely

The Strategic Planning Team, at the May 2022 retreat, developed goal statements in the categories listed below.

## **2022-2027 Goal Areas**

- Academics and Programs
- Learning Environment and Culture
- Communication and Community Engagement
- Personnel and Leadership
- Operations





Following the retreat, administrators began the work to develop specific objectives based on strategic goal statements determined by the retreat team.

### **Goal Area 1: ACADEMICS AND PROGRAMS**

GLPS will align academic programs to meet individual needs and improve student achievement.

### **Goal Area 2: LEARNING ENVIRONMENT AND CULTURE**

GLPS will develop and maintain a robust and sustainable culture focusing on diverse goals, needs, and experiences for all individuals.

### **Goal Area 3: COMMUNICATION AND COMMUNITY ENGAGEMENT**

GLPS will provide concise, regular, and proactive communication to all stakeholders and will foster meaningful community engagement.

### **Goal Area 4: PERSONNEL AND LEADERSHIP**

GLPS will recruit, develop, and retain high quality staff who meet the growing and diverse needs of students and the district.

### **Goal Area 5: OPERATIONS**

GLPS will continuously assess and improve operational needs to support a safe learning environment.





## Strategic Plan Implementation

The implementation plan will be developed collaboratively by the superintendent and key staff members. Alignment with current school improvement plans will be an integral part of the implementation plan. The district priority goals identified during the strategic planning retreat will be translated into objectives and action plans with measurements, timelines, responsibilities and a board monitoring calendar.

Recommendations for keeping the momentum of the process are the following:

1. Finalize objectives and action plans
  - Measurements
  - Timeline
  - Responsibility
  - Resources
2. Develop reporting/board monitoring calendar
3. Develop communication plan
  - Community
  - Staff
4. Schedule mid-year progress report
5. Schedule annual plan update





## STRENGTHS

### ACADEMICS/ PROGRAMS

- Academic variety and quality
- Extracurricular opportunities
- Connections outside GL

### LEARNING ENVIRONMENT AND CULTURE

- Strong learning supports
- Community
- Diversity and inclusion

### COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Parental support
- Communication from district
- Safety

### PERSONNEL AND LEADERSHIP

- Teachers
- Staff
- Administrators

### OPERATIONS/ FINANCE

- Building Improvements
- Athletic facilities
- Technology





## OPPORTUNITIES FOR IMPROVEMENT

### ACADEMICS/ PROGRAMS

- Special education
- Improved academic programming
- More CTE/trades skills courses

### LEARNING ENVIRONMENT AND CULTURE

- Student safety, discipline, bullying
- More support for diversity, equity, and inclusion efforts
- Food quality and time to eat

### COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Communication
- Concern about DEI, CRT, LGBTQ
- Alignment between buildings

### PERSONNEL AND LEADERSHIP

- Staff shortage
- Staff morale and workload
- More counselors and social workers needed

### OPERATIONS/ FINANCE

- Student safety
- Facilities – HVAC, parking, restrooms
- Transportation





## BARRIERS

### ACADEMICS/ PROGRAMS

- Learning loss
- Lack of alignment
- Curriculum, lack of professional development/resources

### LEARNING ENVIRONMENT AND CULTURE

- Lack of parent involvement
- Lack of social and emotional supports
- Burnout

### COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Unwillingness-to-change
- Mistrust and lack of buy-in
- Divided community

### PERSONNEL AND LEADERSHIP

- Implementation fidelity
- Staff shortages
- Union

### OPERATIONS/ FINANCE

- Finances
- Lack of time
- Implementation fidelity





## VISION

### ACADEMICS/ PROGRAMS

- Preparing students for college and non-college next steps
- Skills for life and life-long learning
- Differentiated instruction

### LEARNING ENVIRONMENT AND CULTURE

- Safe environment
- Students supported
- Inclusive

### COMMUNICATIONS AND COMMUNITY ENGAGEMENT

- Working together
- Global citizenship
- Strong connections

### PERSONNEL AND LEADERSHIP

- Plenty of teachers
- Plenty of counselors
- Teachers well compensated

### OPERATIONS/ FINANCE

- Safe environment
- Strong finances
- Budget priorities aligned with other goals





## Data Driven Strategic Planning: Grand Ledge Public Schools

Based on analysis of data in this report, the following points are highlighted concerning the District:

### DEMOGRAPHICS

- Approximately 34.8% of residents attended some college or earned an Associate's Degree. In addition, 42.1% of residents have a Bachelor's degree or higher. The combined total of 76.9% is above the state average of 62.8%. (B-1, B-2)
- The percentage of pre-school aged children attending public pre-school ranked fifth among the reference districts at 58.5 and is above the state average of 67.7%. The percentage of district-resident children enrolled in public schools K-12 ranked fifth among the referenced districts and exceeded the state average by 3.6%. (B-3)
- The district's 2020 median household income of \$75,825 ranks second among the reference districts and is above the state median income \$59,234. (B-4)
- Enrollment at the District is largely stable over the past five years moving from 5,219 students in 2018 to 4,923 students in 2022; a net loss of 296 students. (B-6)
- The District has 446 students who choose to attend either other districts or charter schools. Waverly (69), Portland (52), Brighton (48), and Relevant Academy (36) enroll the greatest number of the Districts' resident students. There are 641 Schools of Choice students enrolled in the District's schools, with Lansing (231), Waverly (168), Potterville (73), and Charlotte (45) having the greatest number of students enrolled.. (B-7, B-8, B-9, B-10)



**DEMOGRAPHICS – Cont’d**

- At 28.1%, the percentage of the District’s students eligible for lunch assistance in 2022 ranked third among the reference districts and below statewide average of 46.1%. Free and reduced student lunch eligibility has remained relatively stable over time. (B-11, B-12)
- The district’s 2021 4-year cohort graduation rate of 92.17% ranked third among the reference districts and was above statewide average by 11.67%. (B-13)
- While the state’s average graduation rate has increased by .3% over the past five years, the District’s average graduation rate has increased by 4.5%. (B-14)
- For the class of 2016, the percentage of enrollment in college for that fall was 72.91%. However, after a five-year period 43.3% earned a qualifying certificate or degree and 19% were still in programs; totaling an enrollment of 62.3%. (B-15, B-16)
- The demographics of the district’s student population is similar to most of the reference districts and has seen little change in the past 5 years. The 2022 demographic data is as follows: 76.3% White, 9.1% Hispanic, 6.5% Multiracial, 4.0% Asian, 0.2% American Indian, 3.9% African American, and 0.1% Native Hawaiian. (B-17, B-18)
- The District’s student’s chronic absence rate of 14.8% ranked lowest among the reference districts with data available and was 5.1% below the state average. Although the methodology used in calculations changed in 2018 resulting in increases across the board, it saw a significant increase of 4.4% between 2019 and 2020. (B-19, B-20)



**ACADEMIC PERFORMANCE**

- The District's students both exceeded and did not meet state averages in reading at assessed grade levels on the 2021 M-STEP/PSAT/SAT. In addition, reading scores have generally been above the state averages for the past five years. (C-3, C-6, C-11, C-14, C-17, C-23, C-30)
- The District's students exceeded state averages in math at most assessed grade levels except 3<sup>rd</sup> grade, 6<sup>th</sup> grade, and 11<sup>th</sup> grade on the 2021 M-STEP/PSAT/SAT. In addition, math scores have been above the state averages in most instances for the past five years. (C-3, C-6, C-11, C-14, C-17, C-23, C-30)
- The District's students exceeded state averages in science in 5<sup>th</sup> and 8<sup>th</sup> grades but below state average 11<sup>th</sup> grade on the M-STEP/PSAT/SAT. In addition, science scores have been above the state averages in all but a couple of instances in the past five years. (C-11, C-20, C-26)
- The District's students' scores were at or above state averages in social studies at all assessed grade levels on the 2021 M-STEP/PSAT/SAT. In addition, social studies scores have been or above the state averages in the past five years. (C-11, C-20, C-26)
- At 32.3%, The District's 2021 SAT College Readiness scores were at the state average of 32.6 % but ranked fourth among the reference districts. (C-29, C-30)
- The District has offered AP courses in 14 subjects. Passage rates with a score of 3 or above that have varied from a high of 100% to low of 17%. (C-31 – C-37)
- Dual enrollment participation is roughly stable with just under 30 students participating in most of the last five years. (C-38)



**FINANCE**

- The District's 2022 Foundation Allowance of \$8,700 per student is on par with the reference districts, except Waverly. The district has received small increases the last five years, increasing by \$1,069 over the period. (D-1, D-2)
- General fund expenditures of \$10,941 per student rank sixth among the reference districts, and \$697 below the state average of \$11,638. (D-3)
- The District's instructional spending has increased during the last five years, at \$7,011 per student in 2021 it ranked second to last among the reference districts and is also \$226 below the state average of \$7,237. (D-5, D-6)
- The District's instructional support spending of \$1,295 per student ranks fourth among the reference districts and is just under the \$1,319 state average. It has increased over the last five years by \$238. (D-7, D-8)
- Business and administration spending of \$1,142 per student increased over the last five years but is still below the state average of \$1,540. It ranks the lowest among the reference districts. (D-9, D-10)
- In the last five years, revenues have exceeded expenditures. (D-11)
- The District's Fund Balance has increased from its low of 11.2% in 2017 to 20.7% in 2021. (D-13, D-14)
- The District's cumulative student loss of 408 students since 2017 has resulted in a loss of revenue of \$3,549,600. (D-15)
- The potential revenue per millage of property tax levied in 2021 ranked second highest of the reference districts for both homestead and non-homestead properties combined. Both the District's homestead tax and non-homestead tax surpassed the state average. (D-16)



**PERSONNEL**

- Staffing FTE in 2019 was at its high with 636, dropping to 599 in 2022, a reduction of 37. (E-2)
- At 22, the District's student teacher ratio was the second highest among the reference districts. The district's student-teacher ratio is at the state average and has dropped slightly during the past five years. (E-3, E-4)
- The average teacher salary ranks second to last among the reference districts at \$57,691 and is lower than state average salary of \$64,237; a difference of \$6,546. The average salary remained roughly constant between 2017 and 2021. (E-5, E-6)
- 60% of the District's teachers have a Master's degree or higher. (E-7)
- Half of the teachers have been with the district less than six years. (E-8)
- In 2021, Teacher Effectiveness ratings were 45% Highly Effective, 55% Effective, 0% Minimally Effective, and 1% Ineffective. There appears to be an error in the 2020 data from CEPI. (E-9)
- In 2021, Administrator Effectiveness ratings were 93% Highly Effective, 7% Effective, 0% Minimally Effective, and 0% Ineffective; There appears to be an error in the 2020 data from CEPI. (E-10)

*Submitted: May 6, 2022*





**The Wave** | In the arena of education, what are incoming and outgoing trends, ideas, practices, paradigms, etc.?

**ON THE HORIZON**

Whole child culture, SEL, mental health  
 Trade opportunities  
 More parent participation/involvement  
 Safety at bus stops (-)  
 Flexible schedules/schooling (+)

Anywhere, anytime access  
 Sensory supports  
 Role of standardized testing  
 Unique/individual learning plans  
 Later/flexible start times  
 Whole brain students  
 Practical life skills, “Adulging” (+)

Standards-based grading (+)  
 Vouchers(-)  
 Redefining “educational” outcomes  
 Recruitment and retention of staff and students  
 Away from standardized testing

**EMERGING**

Mastery/Standards-based learning  
 Competency-based learning (+)  
 Hybrid learning  
 Individual learning  
 Emotional support  
 Virtual collaboration  
 DEI  
 Classical education

Social emotional (+)  
 Digital/remote options  
 Daily computer use for all school work  
 Remote/hybrid options  
 Integrating children of all abilities (sensory prom)  
 Technology centered learning (online, virtual textbooks, and tests)

Technical trades  
 Transparency  
 CTE (+)  
 Virtual based learning  
 Essential life/skill development  
 Belonging/mental health





## ESTABLISHED

Technology  
Logistics – safety, rules, budget,  
career tech ed  
Quality personnel  
Testing (+)

High academic expectations  
Student services  
Focus on academic curriculum  
Course selection  
Rigid schedules

Academic achievement  
Test scores  
Differentiated learning  
MTSS  
Sit and get

## DISAPPEARING

Traditional homework (-+)  
Top-down instruction  
Segregated special ed  
Parent support (-)  
SAT

Paper (-)  
“Traditional” education  
Traditional infrastructure  
Seat time  
Worksheets, pen, and paper

Handwriting/cursive (-)  
Homework  
Letter grades (+)





## **ENROLLMENT AND DEMOGRAPHICS**

- Preschool-aged children attending public preschool
- Stable enrollment
- School of Choice (loss 446, gain 641)
- Median income above reference districts

## **ACADEMIC PERFORMANCE**

### **ELEMENTARY**

- Overall, we are at or above state averages
- To improve:
  - Align resources (we have them) to improve student scores
  - Correlate test scores (lower) with instructional practices

### **MIDDLE SCHOOL**

- What is happening with 6<sup>th</sup> grade ELA? 38.3% (a smidge below state), 50%-ish before COVID
- ELA in 7<sup>th</sup> and 8<sup>th</sup> grade exceeded state averages (7<sup>th</sup> at 55%, +15% over MI; 8<sup>th</sup> @ 74%, 10% over MI)
- How do Haslett and Grandville consistently score well on middle school testing?
- What is happening in 6<sup>th</sup> grade math (up until COVID)?





## **ACADEMIC PERFORMANCE – Cont'd**

### **HIGH SCHOOL**

- Graduation rate
- Not taking data for non-college-bound students
- Demographics have changed over the years but has the environment?

## **FINANCE**

- Good, strong tax base
- Compensation aligned with other districts
- Loss of about 408 students = about \$3.5 million loss
- Increased square footage = more expense
- Lowered “bottom line”

## **PERSONNEL**

- Pride – 99% Effective/Highly Effective Teachers
- Average Salary #5/6
- 50% Teacher Less than 6 years at GL. Why?
- Reduced staff count. Reason?





### **ACADEMIC PERFORMANCE**

More trade programs – 16  
 Build STEAM programs – 12  
 Identifying essential standards – 7  
 Wider variety of language classes – 6  
 Instructional rounds – 4  
 11<sup>th</sup> grade test prep (what do we want) – 3

Continue to increase test scores – 2  
 Better academic alignment between schools – 2  
 Recreating what works well (test prep, instructional fidelity) – 1  
 Student/adult check-ins  
 Promote CTE

### **COMMUNICATIONS AND ENGAGEMENT**

Better curriculum communication to parents – 5  
 No wrong call/clear communication systems – 4  
 Define DEI publicly (school board) – 4  
 Multilingual communications – 4  
 Standardized communications across buildings (weekly newsletters) – 2  
 Forums/town calls with board and administration – 1  
 Staff change notifications, better parent orientation – 1

Optional and flexible parent check-ins/events – 1  
 Better advertisement for course offerings – 1  
 Child care for board meetings – 1  
 Live stream board meetings – 1  
 Clearly defined education words (acronyms)  
 Clearly defined goals, vision, beliefs  
 More connections with Delta Township  
 Clear, consistent communication

*\*Numbers following ideas indicate number of dots of support assigned to those ideas by retreat participants.*





## OPERATIONS/FINANCE

Student dismissal safety (bus vs. walkers) (13)  
Appreciate operations staff (11)  
\$ making strategies for using or facilities?? (8)  
Family bussing use (1)

Transparency with bond and projects (videos – promotional)(1)  
Annual Examination of site maps  
More bus drivers

## PERSONNEL AND LEADERSHIP

Recruiting and retaining staff - 13  
Visible leadership - 9  
Lower student/counselor ratio - 9  
Staffing levels based on student need – 5

Better utilization of experienced teachers - 3  
More subs - 1  
If teachers are highly effective, why are scores low?  
Competitive employee contracts

## LEARNING ENVIRONMENT AND CULTURE

Cultural competency development – 14  
Increased emphasis on different career paths - 11  
Meaningful PD – 6  
More sensory education – 4  
Hallway safety and management – 3

Food supply – 2  
Continued open dialog = common language and understanding – 1  
Community, cultural, club experience  
Coordinate learning and teaching styles (if possible)  
Address bullying

