

Grass Lake Community Schools

STRATEGIC PLANNING

April 2015



Mission: *To establish Grass Lake Community Schools as a premier school district in all areas including, but not limited to, student achievement, athletics, fine arts, facilities, leadership, use of technology and community service.*

Grass Lake Community Schools

2014 -2015 STRATEGIC PLANNING COMMITTEE

A special 'thank you' to the following participants that dedicated time, energy, wisdom and resources to this valuable project. Grass Lake Community Schools would not be premier without these incredible, dedicated individuals.

Goal 1 Planning Team: *Michelle Clark
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Goal 5 Planning Team: *Janey Bisard
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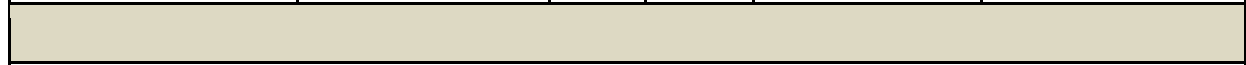
Goal 6 Planning Team & Other Facilitation *Brad Hamilton
Tovah Sheldon*



GOAL 1: To develop and implement quality, researched instructional programs that will improve student learning.

Strategy 1: Continue to refine and expand Response to Intervention (RtI) to incorporate reading, math and writing, K-8, while focusing on 3rd grade proficiency in math, reading and writing by the end of third grade.					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven; Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Math RTI Coach at the Elementary	Hire Math Coach \$ - Tile Funds	Sept. 2015		Admin. M. Clark And Superintendent	
RTI Writing Class at Middle School	Teacher	Sept. 2015			
Develop/adopt a writing screening system that is consistent and grade-level appropriate - Use Calkins, On Demand writing rubric - narrative (Blue Book - New Kit)		June 2015	Oct. 2015	Kari Allen Teachers Admin. ISD-Stephen Dorr	
Strategy 2: Curriculum Mapping K-12					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) drive; Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Revisit and refine current curriculum map K-12 to ensure standards, expectations, instruction,	Common Planning Time	Sept 2015		Admin. Teachers ISD Support	Curriculum Maps for all grade level subjects will be available electronically (either via web or

assessments and resources are fully included and aligned.					other accessible platform).
Expand current curriculum map to be more integrative (work across subject areas), be cutting edge but grounded in best practices. Imped technology.	Common Planning Time	Sept 2015		Admin. Teachers ISD Support	Curriculum Maps for all grade level subjects will be available electronically (either via web or other accessible platform).
Include a clear plan of each teacher will use data to drive instruction	Common Planning Time	Sept 2015		Admin. Teachers ISD Support	Curriculum Maps for all grade level subjects will be available electronically (either via web or other accessible platform).



Strategy 3: Expanding enrichment activities K-12

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) drive; Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Research & Implement Maker Spaces		Sept. 2015			
Research & Implement Genius Hour		Sept. 2015			
Robotics - After School Program (Expand)		Sept. 2015			
Foreign Languages - Offer as a special at elementary/middle and/or some online opportunities.		Sept. 2015			
Hybrid Classes - Continue to expand		Sept. 2015			

offerings.					
<p>Strategy 4: Increase STEM/STEAM/STEAMM opportunities for students K-12 through project based learning opportunities in and out of regular class.</p>					
<p>Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i></p>	<p>Resources Needed <i>(Cost, materials, staff, time, etc.)</i></p>	<p>Timeline <i>(By date, interval, frequency or duration)</i></p>		<p>Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i></p>	<p>Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i></p>
		Start Date	End Date		
Create a class at the elementary school.					
Increase implementation of current practices K-12					
<p>Final Evidence of Success: <i>(How will I know when this strategy has been met/completed? What evidence/tangible proof will I have?)</i> Not Determined Yet</p>					

GOAL 2: To create an individualized educational experience which emphasizes alternative and non-traditional learning opportunities where students can achieve their full potential.

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
STEM/STEAM/STEAMM				Sarah Sherwood/Paul Dornfield/First Robotics/ John George Grant	Students will be able to integrate STEM into all subjects
Hybrid/Online/Google Docs				Danielle Doctor/ Natalia Morris/ Alaina Ellison/ JCISD	More online/Blended & alternative options
Unbundled Options				Brian Thompson/Dan Draper/JCISD	Flexible schedules
Collaboration with Higher Ed				Dan Draper/JCISD	More students with flexible scheduling
Balanced Calendar				JCISD/County Superintendent Association	
Skilled Trades/JAC3 Manufacturing				JCISD/ Manufacturers/ Dan Draper	More students taking opportunities
Alternative/flexible scheduling K-12				Building Administrators	A more university type schedule
Co-op programs/career pathways				Building Principals	
Final Evidence of Success: (How will I know when this strategy has been met/completed? What evidence/tangible proof will I have? Not Determined Yet					

GOAL 3: To move towards technology immersion that will enhance learning, instruction and communication.

Strategy 1: 1:1 Technology					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
Identify hardware/product BYOD options	time to research	6/1/2015	5/30/2016	Matt Maynard/ Administrators	Survey results Administrative Reports
Purchase products (if chosen option)	money	6/1/2016	5/30/2018	Administrators/ Matt Maynard	Proof of purchases Physical products on site
Create BYOD policies (if chosen option)	time	6/1/2016	5/30/2018	Administrators	Board Approved Policies
Professional Development	time/money	6/1/2016	5/30/2018	Administrators	Record of attendance
Final Evidence of Success: <i>Each student is utilizing technology for daily educational operations and activities.</i>					
Strategy 2: Redesign Library to Become Digital Media Center					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
Investigate cost of database for online research (HS)	time	6/1/2015	5/30/2016	Brian Thompson/ Administrators	Administrative Report Survey Results
Purchase database for	time/money	6/1/	5/30/	Matt Maynard	Implementatio

digital media		2016	2017		n and usage by students
Research options for the redesign of physical space to accommodate digital learning	time/money for conference attendance	6/1/2015	5/30/2016	Administrators/Teachers/Theresa Boyers	Administrative Reports Board Reports Conference attendance
Redesign physical space to accommodate digital learning	time/money	6/1/2016	5/30/2017	Administrators/Teachers	Purchasing of furniture Tour of facility



Strategy 3: Digitizing the Educational Learning Experience (DELE')

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Define minimum expectations for technology usage specific to each building	Time, primary instruction	6/1/2015	5/30/2016	Brian Thompson, Administrators	Staff expectations specific to each building
Common platform (Google) for disseminating information	Time, money	6/1/2015	5/30/2016	Brian Thompson, Natalia Morris, Administrators	Platform execution
Professional Development	Time, money	6/1/2015	5/30/2017	Brian Thompson	Attendance
Subject Matter Experts for onsite assistance (i.e.: Lead Teachers)	Staff, money, training	6/1/2015	5/30/2017	Sarah Sherwood, Dakota Bahlau, Katelyn Beurer, Terri Burg, Danielle Doctor, Courtney Byers, Administrators	Meeting notes, agendas, lesson plans



Final Evidence of Success:
*(How will I know when this strategy has been met/completed?
 What evidence/tangible proof will I have?)*
Not Determined Yet

GOAL 4: To provide opportunities for students to become leaders in regards to educational, emotional and social experiences.

Strategy 1: Training of Leader In Me/Ignition for deeper immersion					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
Train Teachers (D)	10,000	July 2015	June 2017	Admins	PD Calendar Sign in Sheets
Train Support Staff (D)	3000	Aug. 2016	June 2017	Doug/Carlene Admins.	PD Calendar Sign in Sheets
Final Evidence of Success: <i>PD Calendar will show the trainings will have been done. Common Forms and vocabulary amongst the district</i>					
Strategy 2: Create and Sustain Student Leadership Team					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
Create Application form or process	0	Aug. 2015	Oct. 2015	Lighthouse Teams	Application
Create teams and train	500	Aug. 2015	June 2015	Lighthouse teams Admins.	Team Members list Roll out plan
Tasks for Teams - Peer Pressure, New Student Orientation, Student Led Conferences and other K-12 student led activities.	1500	Aug. 2015	July 2016	Lighthouse Teams Admins	Plans for each task Conferences done
Final Evidence of Success: <i>Teams are created and have taken on tasks</i>					

Strategy 3: Parent Training and group

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Training for parents by staff and students	500	Aug. 2016	June 2017	Lighthouse teams	Training Dates
Create plan for parents to help with leadership initiatives - Leadership Day		Aug. 2017	June 2018	Parent Liaison Lighthouse teams	Parent Meeting Minutes
Parent Leadership Team		Sept. 2017	June 2018	Admins. Light house Teams	Rosters Calendar of Meetings

Final Evidence of Success:
All schools will have a Parent Leadership Team.

Strategy 4: Community Training and Group

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Training and communication for community members	500	Aug. 2016	June 2017	Lighthouse teams	Training Dates
Create plan for community to help with leadership initiatives		Aug. 2017	June 2018	Parent Liaison Lighthouse teams	Parent Meeting Minutes

Final Evidence of Success:
(How will I know when this strategy has been met/completed? What evidence/tangible proof will I have?)
Not Determined Yet

GOAL 5: To increase the number of students participating in co-curricular and extra-curricular activity options through cooperation with school staff, the community and businesses.

“Building your business through enhanced education and cooperation with Grass Lake Community Schools”

Strategy 1: Identify organizations that will support our efforts to expand opportunities for our students.					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person’s name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		<i>Start Date</i>	<i>End Date</i>		
Establish talking points regarding our desire to incorporate businesses and organizations into our Senior Portfolio process to get direction.	Talking points and slideshow	Immediately	5.14.15	Natalia Morris, Doug Moeckel	When Natalia and Doug make a presentation to the Chamber of Commerce Board on May 14 to ask for their support and direction toward soliciting support from other businesses/org anizations
Final Evidence of Success: <i>We are prepared to present our case for participation of businesses in our senior portfolio presentations.</i>					
Strategy 2: Solicit for and align organizations to participate in Senior Presentations at Grass Lake High School by their career pathway. (http://michigan.gov/documents/pathways_8310_7.html)					

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Evaluate the success of the senior presentations. Contact the participating relationships for their input and thank for support	Time	5.14.15	5.21.15	Natalia, Judy, Janey, Joe, Doug, Mark	Business relationships are retained annually
Share information gleaned from May 14 meeting with school administrators for further guidance	Time	5.14.15	5.21.15	Natalia, Doug	Administrators are on board and concur with the direction that is being taken.
Solicit for further support at Chamber of Commerce Annual Dinner. Share successes with school administrators and ask for direction to move ahead.	Talking points and slideshow	Immediately	5.28.15	Natalia, Doug	When Natalia and Doug make a presentation at the Chamber of Commerce Annual Dinner on May 28 to solicit for support from businesses/organizations for Senior Portfolio presentations that will occur in November, 2015
Share information gleaned from May 28 meeting with school administrators for further guidance	Time	5.29.15	6.4.15	Natalia, Doug	Administrators are on board and concur with the direction that is being taken.
Set date for Senior Presentations and schedule businesses/organizations per Career Pathway (http://michigan.gov/documents/pathways_8310_7.html)	Time and contact information	6.4.15	8.26.15	Natalia, Doug	All slots for senior presentations have at least one representative of a business or organization

					scheduled on its review board. Each student presents to at least one individual who works in their chosen pathway. (Go to http://bit.ly/1FFreBY to see 4.29.15 Junior Pathway choices.)
November, 2015 Senior Portfolio presentations are fully staffed	Time	8.26.15	11.12.15	Natalia, Doug	GLHS Seniors have received valuable input from our business/organization partners per their chosen pathway.
Final Evidence of Success: <i>All of our senior presentations are staffed with professionals from the students' respective career pathways.</i>					
Strategy 3: <i>Solicit for and align organizations to participate in an entrepreneurial program for our students</i>					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Research and implement "Generation E" program at GLHS and GLMS http://www.genei.org/ Determine funding needed and advisory requirements	Time	Immediately	5.28.15	Doug, Tom Nolte, Cindy Lyons (cindy.lyons@jcisd.org) school administrators	A plan is in place that includes advisors, necessary funding, & school administrators

Have advisor in place. Solicit for business and organization support of Generation E tenets using resources from Strategy 2	Time	5.28.1 5	5.28.1 6	Doug, Tom Nolte, business leaders, school administrators	Generation E class is in place and students are being guided to create businesses. Students present at the State competition in May, 2016
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Final Evidence of Success:
We have a sustainable Generation E program.

Strategy 4: Discover, support, and implement more activities for younger students, including community service

Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Form student and parent advisory committees to solicit for ideas on this strategy	Time	May, 2015	June, 2015	Doug	Meetings have been completed and thoughtful ideas have been shared.
Begin planning for and activating advisory ideas	Time. Money?	June, 2015	September, 2015	Doug	Offerings have been scheduled and announced
Develop Extra-curricular and co-curricular programs, including volunteer community service.	Time and contacts and supervision	September, 2015	June, 2016	Natalia, Judy, Janey, Joe, Doug, Mark	A slate of opportunities has been created and offered to our students.
8th Graders begin Career Access Center, Kids2College. Sandy's explanation of the process (http://bit.ly/1JHMIGH)	Course items are being procured. Funding for year-end trips to colleges & other needed	Immediately	Course offering to begin Fall, 2015	Sandy Wolfinger	100% of our 8th grade students have attended the courses and we have received positive reviews.

Get more opportunities instituted. Contact Monica Moser to see how the JCF can support our effort to access businesses for support.	Monica's input and direction	Immediately	Immediately	Natalia, Doug,	Student in the workplace.
Final Evidence of Success: <i>K-6 students have opportunities to experience work-type opportunities.</i>					
Strategy 5: Get businesses involved with hosting student participation on the workplace.					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven. Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
List out our current activities for our 6th grade and down. Access information from Strategy 3 Advisory committee	Time	September, 2015	September, 2015	Doug	Current activities have been listed by grade and an Advisory Group has convened to share ideas.
Develop Extra-curricular and co-curricular programs, including volunteer community service.	Time and contacts and supervision	September, 2015	June, 2016	Natalia, Judy, Janey, Joe, Doug, Mark	Students are actively participating in these activities showing an increasing number of students who are participating in non-team activities
Solicit for further support from businesses for job shadowing, co-op programs, internships. Use contacts from strategy 2	Time and guidance from businesses, organizations & admin.	September, 2015	December, 2015	Natalia, Judy, Janey, Joe, Doug, Mark	Students are scheduled to be active participants in current organizations.
Final Evidence of Success: <i>4 or more GLCS students are actively involved with outside organizations</i>					

GOAL 6: Provide new, renovated and well maintained facilities that will enable Grass Lake Community Schools to remain a premier school district.

Strategy 1: TBD by new superintendent					
<i>Considerations: (Alignment to overall plan/long term goals, possible barriers, possible connection to other strategies – all to be discussed and documented in a short narrative.)</i>					
Task/Sequential Steps: <i>(Consider if this is elementary (E), middle (MS), high school (HS), district wide (D) or community (C) driven; Different levels may invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	Resources Needed <i>(Cost, materials, staff, time, etc.)</i>	Timeline <i>(By date, interval, frequency or duration)</i>		Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>	Evidence of Success <i>(Measurable and/or tangible proof of impact – how will I know when this step is done? What evidence will I have?)</i>
		Start Date	End Date		
Final Evidence of Success: <i>(How will I know when this strategy has been met/ completed? What evidence/tangible proof will I have?)</i>					