

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 dedicated individuals.

Goal 1 Planning Team: *Michelle Clark
Crystal Claus
Stephen Doerr
Chet McLeskey*

Goal 2 Planning Team: *Alaina Ellison
Brian Thompson*

Goal 3 Planning Team: *Theresa Boyers
Ben Dandrow
Alaina Ellison
Matt Maynard
Eric McCalla
Brian Thompson
Tim Waskiewicz*

Goal 4 Planning Team: *Heather Brown
Jeanene Byerly
Janelle Sherwood*

Goal 5 Planning Team: *Janey Bisard
Mark Burnett
Joe DeBoe
Doug Moeckel
Natalia Morris
Judy VanPoperin*

**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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Math RTI Coach at the Elementary	Admin., M. Clark, And Superintendent
RTI Writing Class at Middle School	
Develop/adopt a writing screening system that is consistent and grade-level appropriate - Use Calkins, On Demand writing rubric - narrative (Blue Book - New Kit)	Kari Allen, Teachers, Admin. ISD Support
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Revisit and refine current curriculum map K-12 to ensure standards, expectations, instruction, assessments and resources are fully included and aligned.	Admin., Teachers ISD Support
Expand current curriculum map to be more integrative (work across subject areas), be cutting edge but grounded in best practices. Imped technology.	Admin., Teachers ISD Support
Include a clear plan of each teacher will use data to drive instruction	Admin., Teachers, ISD Support

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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Research & Implement Maker Spaces	
Research & Implement Genius Hour	
Robotics - After School Program (Expand)	
Foreign Languages - Offer as a special at elementary/middle and/or some online opportunities.	
Hybrid Classes - Continue to expand offerings.	
Strategy 4: Increase STEM/STEAM/STEAMM opportunities for students K-12 through project based learning opportunities in and out of regular class.	
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Create a class at the elementary school.	
Increase implementation of current practices K-12	

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

<p align="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></p>	<p align="center">Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i></p>
STEM/STEAM/STEAMM	Sarah Sherwood/Paul Dornfield/First Robotics/ John George Grant
Hybrid/Online/Google Docs	Danielle Doctor/Natalia Morris/JCISD
Unbundled Options	Brian Thompson/Dan Draper/JCISD
Collaboration with Higher Ed	Dan Draper/JCISD
Balanced Calendar	JCISD/County Superintendent Association
Skilled Trades/JAC3 Manufacturing	JCISD/Manufacturers/Dan Draper
Alternative/flexible scheduling K-12	Building Administrators
Co-op programs/career pathways	Building Principals

GOAL 3: To move towards technology immersion that will enhance learning, instruction & 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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Identify hardware/product BYOD options	Matt Collins/Administrators
Purchase products (if chosen option)	Administrators/Matt Collins
Create BYOD policies (if chosen option)	Administrators
Professional Development	Administrators
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Investigate cost of database for online research (HS)	Brian Thompson/ Administrators
Purchase database for digital media	Matt Collins
Research options for the redesign of physical space to accommodate digital learning	Administrators/Teachers/Theresa Boyers
Redesign physical space to accommodate digital learning	Administrators/Teachers

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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Define minimum expectations for technology usage specific to each building	Brian Thompson, Administrators
Common platform (Google) for disseminating information	Brian Thompson, Natalia Morris, Administrators
Professional Development	Brian Thompson
Subject Matter Experts for onsite assistance (i.e.: Lead Teachers)	Dakota Bahlau, Katelyn Beurer, Terri Burg, Danielle Doctor, Courtney Byers, Administrators

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	
<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>Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i></p>
Train Teachers (D)	Admins
Train Support Staff (D)	Doug/Food Services Director/Admins.
Strategy 2: Create and Sustain Student Leadership Team	
<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>Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i></p>
Create Application form or process	Lighthouse Teams
Create teams and train	Lighthouse teams, Admins.
Tasks for Teams - Peer Pressure, New Student Orientation, Student Led Conferences and other K-12 student led activities.	Lighthouse Teams, Admins
Strategy 3: Parent Training and group	
<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</i></p>	<p>Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i></p>

<i>invest or contribute differently into each strategy or task but all levels should be considered as potential contributors.)</i>	
Training for parents by staff and students	Lighthouse teams
Create plan for parents to help with leadership initiatives - Leadership Day	Parent Liaison Lighthouse teams
Parent Leadership Team	Admins. Light house Teams
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Training and communication for community members	Lighthouse teams
Create plan for community to help with leadership initiatives	Parent Liaison Lighthouse teams

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.

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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Establish talking points regarding our desire to incorporate businesses and organizations into our Senior Portfolio process to get direction.	Natalia Morris, Doug Moeckel
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Evaluate the success of the senior presentations. Contact the participating relationships for their input and thank for support	Natalia, Judy, Janey, Joe, Doug, Mark
Share information gleaned from May 14 meeting with school administrators for further guidance	Natalia, Doug
Solicit for further support at Chamber of Commerce Annual Dinner. Share successes with school administrators and ask for direction to move ahead.	Natalia, Doug
Share information gleaned from May 28 meeting with school administrators for further guidance	Natalia, Doug
Set date for Senior Presentations and schedule businesses/organizations	Natalia, Doug

per Career Pathway (http://michigan.gov/documents/pathways_8310_7.html)	
November, 2015 Senior Portfolio presentations are fully staffed	Natalia, Doug
Strategy 3: Solicit for and align organizations to participate in an entrepreneurial program 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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Research and implement "Generation E" program at GLHS and GLMS http://www.genei.org/ Determine funding needed and advisory requirements	Doug, Tom Nolte, Cindy Lyons (cindy.lyons@jcisd.org) school administrators
Have advisor in place. Solicit for business and organization support of Generation E tenets using resources from Strategy 2	Doug, Tom Nolte, business leaders, school administrators
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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
Form student and parent advisory committees to solicit for ideas on this strategy	Doug
Begin planning for and activating advisory ideas	Doug
Develop Extra-curricular and co-curricular programs, including volunteer community service.	Natalia, Judy, Janey, Joe, Doug, Mark
8th Graders begin Career Access Center, Kids2College. Sandy's explanation of the process (http://bit.ly/1JHMIgh)	GLMS Career Leader
Get more opportunities instituted. Contact Monica Moser to see how the JCF can support our effort to access businesses for support.	Monica Moser, Jackson Community Foundation

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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>
List out our current activities for our 6th grade and down. Access information from Strategy 3 Advisory committee	Doug
Develop Extra-curricular and co-curricular programs, including volunteer community service.	Natalia, Judy, Janey, Joe, Doug, Mark
Solicit for further support from businesses for job shadowing, co-op programs, internships. Use contacts from strategy 2	Natalia, Judy, Janey, Joe, Doug, Mark

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

Strategy 1: To be determined by Dr. Ryle Kiser	
<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>	Person(s) Responsible <i>(Lead person's name)/Persons Involved (support individuals & intended participants)</i>