



OKEMOS PUBLIC SCHOOLS

4406 N. Okemos Rd.
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Strategic Plan 2020-2024



Together...educating with excellence, inspiring each learner for life.

Okemos Public Schools

Strategic Plan

2020-2024

February, 2020

Prepared by:

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and

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OKEMOS PUBLIC SCHOOLS

FINAL REPORT

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EXECUTIVE SUMMARY

From October to December 2019, the Okemos Public Schools (OPS) engaged in a Strategic Planning process characterized by full and active participation of fifty committee participants. Covering approximately 22.5 square miles, the district is characterized by a remarkable partnership of its educators, parents and community stakeholders in creating a school system recognized for its tradition of educational excellence. Okemos lives its mission of “Together, educating with excellence, inspiring learners for life.”

The Okemos Public Schools initiated Strategic Planning at a time of continued organizational strength. Its continued equity work, a clear, articulate mission and the continued pursuit of academic and social excellence have guided the district’s direction. It has established itself as an outstanding educational system in the State of Michigan. The shared vision for the future of the district include becoming leaders in educational equity, and a focus on the development of students to have the academic and social-emotional skills they need to pursue the many pathways to a positive future.

Preparatory to the Strategic Planning sessions, consultation occurred with key stakeholders by way of a pre-planning community survey, high school student focus group meetings and a community forum during the fall of 2019. These summary reports are attached as *Appendix C*.

MISSION STATEMENT

Together...educating with excellence, inspiring each learner for life.

CRITICAL ISSUES

After a thorough review of the organization’s internal strengths and weaknesses, external opportunities and threats, the following critical issue areas were identified:

- Equity
- Instruction and Learning
- Social Emotional Learning
- Organizational Capacity
- Facilities

CONCLUSION

Okemos Public Schools 2020-2024 Strategic Plan provides strategic priorities to address each critical issue area. Each strategic priority is accompanied by objectives to reflect an intentional direction. The future offers challenges and promise: The district and community continue to deeply value collaboration, high expectations and continuous growth at all levels of the organization.

BACKGROUND

The suburban K-12 Okemos Public Schools is situated in the south central portion of Michigan's Lower Peninsula near Lansing, the state capital and shares a common border with Michigan State University. The area holds significant community strengths such as economic and cultural diversity and many leaders in the fields of education, government, law, medicine and the sciences. These individuals and other community residents expect excellence in education and collaborate to accomplish this goal.

Over four thousand five hundred students attend K-4 elementary schools, a public Montessori school (Pre-primary – 4th grade), a 5-6th grade building, a 7-8th grade building which both feature Montessori programs, and one high school. Okemos is well known for a tradition of educational excellence with strong parent and community support.

Niche.com produces annual graded report cards for each school and district, ranking nearly 100,000 schools and districts across the country based on analysis of academic and student life data from the U.S. Department of Education along with test scores, and college data. Niche consistently ranks Okemos in the top ten of all public school systems in Michigan. In 2019 it noted Okemos as the best place to teach in the Lansing area and ranked Okemos as the #1 place to live in the State of Michigan.

In addition to excellent educational programs, the district has an active community education program which delivers diverse offerings for preschool aged children through senior citizens. A critical part of community education services is a broad-based child care program. The child care staff members provide a range of preschool programs and before and after school programs for elementary and middle school students.

A remarkable dimension of the district continues to be a deeply embedded culture of collaboration among educators, parents and community stakeholders. It is noteworthy that the Strategic Planning participants continued to assert that the collaborative/partnering value is of such significance as to reaffirm the district's mission statement to begin with the noun, "together".

The Okemos Public Schools Strategic Plan 2020-2024 holds new Vision, Mission, and Value Statements and critical issue areas with priorities that assertively address present and anticipated internal and external environments. OPS is committed to building on its significant strengths and addressing its critical external environmental threats.

Carmelita Murphy, OP, of LEAD, Inc. led and facilitated the strategic planning process. The final document honors the ideas brought forward by community members through surveys, high school student forums, and a community forum. At working sessions and in small committees the strategic planning committee, which included board members, administrators, parents/guardians, teachers, staff and community members, contributed critical thinking and expertise to all dimensions of the planning effort.

We welcome you to be a part of our continued excellence and growth.

STRATEGIC FRAMEWORK

The Okemos Public School Strategic Plan 2020 – 2024 sets out the priorities, objectives actions, key performance indicators (KPIs), and responsibilities of the district. It builds on present strengths, addresses internal weaknesses, and identifies external opportunities and threats.

This Okemos Public Schools Strategic Plan 2020 – 2024 was developed following valued consultation with the Board of Education, Administration, Principals and Teachers, Staff, and Parent and Community Representatives. All community stakeholders were invited to participate in a website survey regarding future directions. Student Forums and a Community Forum were held. (See Appendix C) The Strategic Planning Committee convened for three major sessions and sub-committees developed mission, vision, value statements, and operational planning drafts for each planning meeting.

PLANNING PARTICIPANTS

The participants in the planning process included:

Board Members

Dean Bolton
Katie Cavanaugh
Mary Gebara
Melanie Lynn
Vincent Lyon-Callo
Tonya Rodriguez
Sarah Wohlford

Administrators

John Hood
Stacy Bailey
Cheri Meier

Principals

Julie Bellinger
Tara Fry
Shannon Nedds
Jody Noble
Noelle Palasty
Christine Sermak
Steve Stierley

Facilitator

Carmelita Murphy, OP

Assistant Principals

Andrea Hallead
Andre Ridley
Sara Roland
Lamanzer Williams

Directors

Errin Chapman
Brian Fuller
Lynna Hassenger
Steve Lathrop
Elizabeth Lentz
Heather Pricco
Todd Sharp

Community Ed Coordinator

Kim Burchman

Parent Representatives

Valerie Long
Liz Luyendyk
Jackie Karamanos
Nathan Mahn
Kelli Masih
Cherlyn Tay
Jayme Taylor

Support Staff

Representatives

Gary Cooper
Jennifer Darjes
Carl Fries

Cultural Advisory

Representatives

Shulawn Doxie
Eduardo Olivio

Teacher Representatives

John Hughey
Kara Kurzeja
Jocelyn Mankowski
Kimberly Ouellette
Matt Prinz
Abby Showerman
Courtney Shubel

Community Members

Peter Trezise
Marna Wilson

MISSION STATEMENT

Together...educating with excellence, inspiring each learner for life.

VISION STATEMENTS

LEADING IN EDUCATIONAL EQUITY.

EDUCATING STUDENTS TO CARE AND POSITIVELY IMPACT THEIR COMMUNITY.

Through this vision Okemos Public Schools will strive to set a higher standard for schools throughout the state and nation.

VALUE STATEMENTS

In our pursuit of excellence, Okemos Public Schools values:

EQUITY - Understanding, acknowledging, and responding to the diverse needs and strengths of all individuals.

RELATIONSHIP - Engaging in intentional interactions to nurture respect, trust, and open communication among all.

CULTURE - Creating a safe and inclusive environment that encourages kindness, empathy, well-being, and individuality.

INTEGRITY - Maintaining exceptional ethical standards rooted in honesty and transparency.

INNOVATION - Inspiring creativity and change to adapt to an ever-changing world.

STAKEHOLDERS

A stakeholder is an individual or a group who is in relationship with the organization and can affect its future. Our stakeholders include:

Immediate School District

Administration
Board of Education
Teachers & Staff
Parents, Guardians & Families
Students
Taxpayers: Community Businesses and
Community Residents

School Support Organizations

Individual School Parent Groups
Meridian Senior Center
Okemos Education Foundation
Okemos Parent Council
Support Groups
Alumni

Other

Donors

Educational Institutions

Michigan Association of School Administrators
Michigan Association of School Boards
Michigan Association of Secondary School
Principals
Michigan Education Association
Michigan Elementary & Middle School
Principals Association
Michigan School Business Officials Association
Michigan State Board of Education
Ingham Intermediate School District
Other School Districts
Colleges & Universities

Government

Charter Township of Meridian
Federal government/educational agencies
State/Local government/educational agencies
Michigan Department of Education
Michigan Department of Treasury

ENVIRONMENTAL SCAN

The planning participants reviewed the organizational strengths and weaknesses in the areas of resources, processes and performance. The external environment was reviewed for social, political, religious and economic trends that have the potential to act as opportunities or threats.

The following are the prioritized strengths, weaknesses, opportunities and threats identified by participants that formed the context for developing strategies in support of strategic directions.

INTERNAL REVIEW

STRENGTHS perceived were:

- Administration, teachers, staff: Dedication, knowledge, experience, longevity, commitment to meeting the needs of each student
- Academic outcomes; rigorous curriculum
- Okemos community's commitment and resources: Parents, guardians, citizens, economic and social entities
- Board of Education: Committed, engaged leadership
- Strong, diverse learning community with rigorous academics, high performing students, comprehensive curriculum and programs, and commitment to meet the needs of all students

- Excellent athletic, fine arts, and diverse extracurricular programs / opportunities
- Solid financial base through citizen commitment, mileage, investments, endowments
- Technology integrated into curriculum and learning as well as operations
- Intentional effort to develop a safe and responsive environment for all: Social, emotional, physical development of each student
- Facilities and grounds support student life and extracurricular opportunities

WEAKNESSES perceived were:

- Student needs and challenges: Mental health, academic pressure, substance abuse, social, emotional, behavioral realities, self-balance
- Facilities: Maintenance, aging, size, quality, funding
- Financial challenges: Lack State funding for future growth; lack support staff; rising operational costs, competitive compensation to attract and retain teachers and staff
- Greater racial, ethnic and cultural diversity among administration, teachers and staff
- Capacity to meet and enhance diverse learning needs of each individual student
- Class disparities; equitable discipline practices
- Culturally responsive curriculum
- Tension of focus on college bound and not other life paths

EXTERNAL REVIEW

OPPORTUNITIES perceived were:

- Growth in Okemos and surrounding area with increased enrollment
- Early childhood development opportunity with pre-K
- Building relationships: Collaboration potential with the Okemos community, Michigan State University and other academic institutions, civic and governmental entities, and nonprofit organizations
- Collaboration with other leaders and organizations in equity education and practice
- Growing awareness of inequalities as related to mental health and wellness
- Technology: Teaching, global awareness and knowledge

THREATS perceived were:

- Financial realities: Funding, vouchers, rising operational overhead
- Lack of teacher and staff availability in light of Michigan's low employment rate
- Testing requirements, mandates
- Teacher shortage on the national and state levels
- Mental health: Cultural challenges of balance, suicide, drug abuse, addiction, climate change
- Overall social, political, economic, cultural, social (exclusion, cultural intolerance, social divisions), and technology trends
- Safety challenges in light of societal and school climate of violence
- Technology in general; social media in particular
- Cultural, familial, and societal pressures on youth

CRITICAL ISSUES

The following are the critical issues that have the greatest strategic importance to the long-term well-being of Okemos Public Schools:

EQUITY

- Diversify workforce
- Break down institutional bias
- Culturally responsive curriculum
- Global citizen preparation
- Achievement gap
- Funding

INSTRUCTION & LEARNING

- Academic success, balanced by culture of care
- Support diverse learners
 - Prepare for any future, not only college ready
- Quality teaching and programming
- Funding

SOCIAL EMOTIONAL LEARNING

- Support for struggling students
- Support / development of staff
 - Life skills education / training
- Mental health education
 - Stress, suicide, drugs, addiction, trauma
- Developing a school culture of care and support
- Funding

ORGANIZATIONAL CAPACITY

- Attract and retain quality staff
- Diversify workforce
- Support increasing needs of student and increased enrollments
- Funding

FACILITIES

- Maintenance
- Renovation / Updates
- Capacity / Space
- Size
- Funding

2020 – 2024 STRATEGIC PRIORITIES

Strategic priority statements were developed for each of the critical issue areas:

EQUITY

PRIORITY 1: Utilize critical areas identified in the Strategic Plan to update the ongoing work, evolution and comprehensive integration of the district’s Equity Plan.

Objectives:

- Implement priorities within the Instruction and Learning critical area that align to areas of focus in the Equity plan.
- Implement priorities within the Social Emotional critical area that support and align to areas of focus in the Equity plan.
- Implement priorities within the Organizational Capacity critical area that support and align to areas of focus in the Equity plan.
- Implement priorities within the Facilities critical area that support and align to areas of focus in the Equity plan.

PRIORITY 2: Utilize the district’s Equity Plan areas of focus to further drive actions within the Strategic Plan.

Objectives:

- Continue to implement goals within Authentic Selves and Relationships to support Strategic Plan critical areas (social emotional, instruction, organizational capacity).
- Continue to implement goals within Cultural Competence to support Strategic Plan critical areas (social emotional, instruction, organizational capacity).
- Continue to implement goals within Instruction, Curriculum and Assessments to support Strategic Plan critical areas (social emotional, instruction, organizational capacity, facilities).
- Continue to implement goals within Policies, Practices and Procedures to support Strategic Plan critical areas (social emotional, instruction, organizational capacity, facilities).

INSTRUCTION AND LEARNING

PRIORITY 3: Through strong district and building leadership, deepen implementation of high-quality practices and programming.

Objectives:

- Enhance core instructional programming PK-12.
- Enhance core instructional practices PK-12.
- Align and enhance supplemental instructional supports PK-12 to meet the needs of each student.

PRIORITY 4: Further explore and implement child-centered models (environmental, programming, etc.).

Objectives:

- Enhance learning opportunities PK-12 to ensure learning outcomes match future demands.
- Enhance learning environments to support each student in meeting learning outcomes.
- Enhance learning and instruction through purposeful usage and incorporation of technology.
- Value the individual growth and achievement of each child by redefining success for the whole child, academically and behaviorally.
- Implement models that promote post-graduation pathways to meet academic and personal goals for each student.
- Explore initiatives and programs to increase environmental awareness and responsible action PreK-12th.

SOCIAL EMOTIONAL LEARNING

PRIORITY 5: Increase understanding, awareness, and acceptance of visible and invisible social/emotional health and related matters.

Objectives:

- Define and communicate common language to frame our work around social emotional health, trauma and mental health issues.
- Implement learning opportunities for students, staff, and parent/guardians to proactively address social emotional awareness and learning.

PRIORITY 6: Further identify and develop policies, procedures, and practices that promote healthy students and staff, safe schools, and a strong culture of understanding and inclusiveness for all.

Objectives:

- Enhance a healthy school environment for students.
- Enhance a healthy professional work environment for staff.
- Partner with families to promote healthy choices and balance for students.
- Further enhance education for healthy self and mental care skills in students and staff.

PRIORITY 7: Implement additional proactive strategies to assist students, families, and staff in accessing school social emotional supports and outside mental health services.

Objectives:

- Identify and utilize community services to support students, families and staff.
- Enhance school based supports for students, families and staff.

ORGANIZATIONAL CAPACITY

PRIORITY 8: Establish system for attracting and retaining a highly qualified and diverse staff reflective of our school community.

Objectives:

- Attract highly qualified, diverse staff to Okemos Public Schools.
- Retain highly qualified, diverse staff in Okemos Public Schools.

PRIORITY 9: Secure staff to meet changing student and family needs based on enrollment and demographic trends.

Objectives:

- Establish building and program staffing levels.
- Establish comprehensive professional development for all staff.

FACILITIES

PRIORITY 10: Provide high quality and equitable facilities and learning environments for students, staff and community.

Objectives:

- Provide safe, secure and well maintained learning environments.
- Provide high quality learning environments to match future needs.

PRIORITY 11: Provide efficient and effective use of facilities and grounds.

Objectives:

- Provide configurations that optimize learning and use of district resources.
- Explore and implement systems to increase responsible environmental actions and impact.

EVALUATION

The superintendent will bear responsibility for the overall implementation of the Okemos Public School Strategic Plan 2020 – 2024. In turn the superintendent will delegate authority and practice collegiality to assure coordinated implementation of the plan. The Board of Education will be vigilant in holding the superintendent accountable for overall institutional performance.

Okemos Public Schools will work in a collegial and consultative environment, encourage ideas and questions, and engage others in the ongoing development and implementation of the Strategic Plan, including the operational plan. There will be reporting on events, activities, and decisions to one another. The plan and its ongoing development and implementation will be integral to departmental meetings.

An annual planning event is recommended to review the OPS Strategic Plan 2020 – 2024 for progress in implementation and for continuous improvement in light of changing internal and external environments.

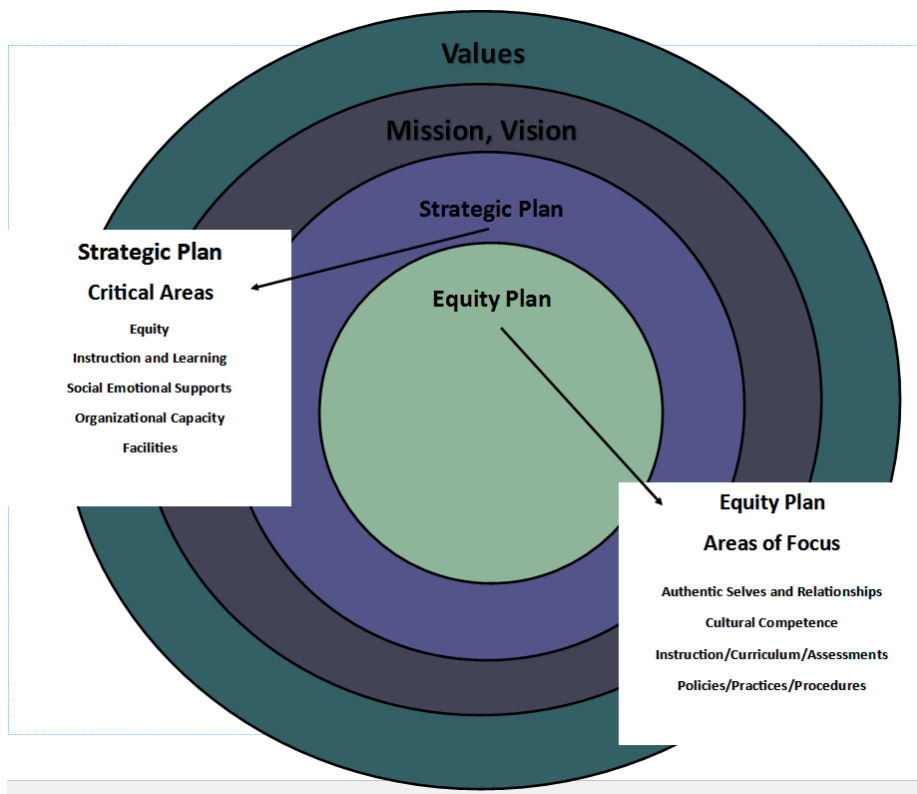
ACKNOWLEDGEMENT

Carmelita Murphy, O.P., DMin., President of LEAD, Inc., Grand Rapids, Michigan, provided consultation and facilitation for the OPS Strategic Plan 2020 – 2024.

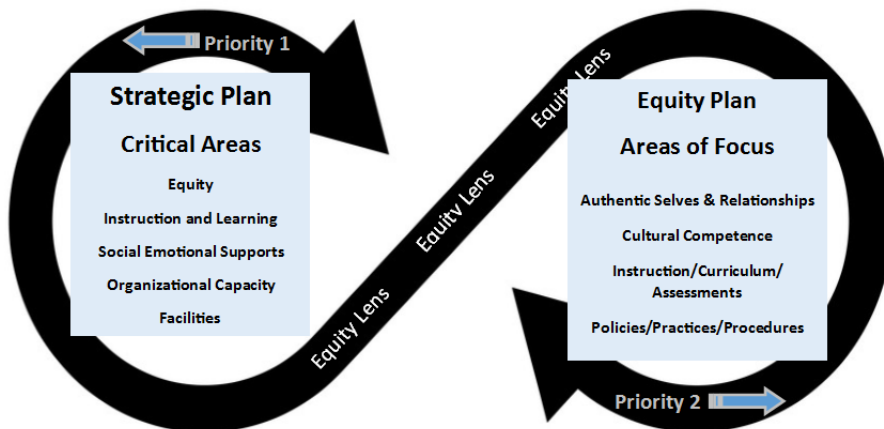
APPENDIX A

DRIVERS OF IMPROVEMENT: STRATEGIC PLAN AND EQUITY PLAN CONNECTION

The district values and recognizes the Strategic Plan and equity plan as interconnected drivers of improvement. Critical areas identified in the Strategic Plan cannot be met in absence of our equity plan's work, and in turn, our vision for equity cannot be realized in isolation of identified Strategic Plan critical areas. The interplay between these documents is critical to the success of our work and reflects our approach to comprehensively enhance outcomes always through the equity lens.



Priority 1: Utilize critical areas identified in the strategic plan to update the ongoing work, evolution and comprehensive integration of the district's Equity Plan.



Priority 2: Utilize the district's Equity Plan areas of focus to further drive actions within the strategic plan.

APPENDIX B

2020 – 2024 STRATEGIC PLAN

Through the development of critical issues and strategic priorities, objectives emerge. The objectives reflect the “how to” of the priorities and create the Operational Plan.

EQUITY

PRIORITY 1: Utilize critical areas identified in the Strategic Plan to update the ongoing work, evolution and comprehensive integration of the district’s Equity Plan.

Objectives	Potential Actions
1A. Implement priorities within the Instruction and Learning critical area that align to areas of focus in the Equity Plan.	• <i>Integrate Instruction and Learning actions informed by equity plan areas of focus and actions</i>
1B. Implement priorities within the Social Emotional critical area that support and align to areas of focus in the Equity Plan.	• <i>Integrate SEL actions informed by equity plan areas of focus and actions</i>
1C. Implement priorities within the Organizational Capacity critical area that support and align to areas of focus in the Equity Plan.	• <i>Integrate Organizational Capacity actions informed by equity plan areas of focus and actions</i>
1D. Implement priorities within the Facilities critical area that support and align to areas of focus in the Equity Plan.	• <i>Integrate Facilities actions informed by equity plan areas of focus and actions</i>

PRIORITY 2: Utilize the district’s Equity Plan areas of focus to further drive actions within the Strategic Plan.

Objectives	Potential Actions
2A. Continue to implement goals within Authentic Selves and Relationships to support Strategic Plan critical areas (social emotional, instruction, organizational capacity).	• <i>Utilize strategies identified within Authentic Selves and Relationships to inform actions</i>
2B. Continue to implement goals within Cultural competence to support Strategic Plan critical areas (social emotional, instruction, organizational capacity).	• <i>Utilize strategies identified within Cultural competence to inform actions</i>
2C. Continue to implement goals within Instruction, Curriculum and Assessments to support Strategic Plan critical areas (social emotional, instruction, organizational capacity, facilities).	• <i>Utilize strategies identified within Instruction, Curriculum and Assessments to inform actions</i>

2D. Continue to implement goals within Policies, Practices and Procedures to support Strategic Plan critical areas (social emotional, instruction, organizational capacity, facilities).	<ul style="list-style-type: none"> •<i>Utilize strategies identified within Policies, Practices and Procedures to inform actions</i>
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INSTRUCTION AND LEARNING

PRIORITY 3: Through strong district and building leadership, deepen implementation of high-quality practices and programming.

Objectives	Potential Actions
3A. Enhance core instructional programming PK-12.	<ul style="list-style-type: none"> •<i>Analyze current programming through the social emotional and equity lens</i> •<i>Research evidence-based practices for instruction, learning and assessment</i> •<i>Utilize professional development, PLCs and coaching to provide additional training</i> •<i>Review curriculum materials through cultural equity lens</i> •<i>Analyze student data, evaluating assessments via equity lens</i>
3B. Enhance core instructional practices PK-12.	<ul style="list-style-type: none"> •<i>Analyze current practices through the social emotional and equity lens</i> •<i>Research evidence-based practices for instruction, learning and assessment</i> •<i>Utilize professional development, PLCs and coaching to provide additional training</i> •<i>Review curriculum materials through cultural equity lens</i> •<i>Analyze student data, evaluating assessments via equity lens</i>
3C. Align and enhance supplemental instructional supports PK-12 to meet the needs of each student.	<ul style="list-style-type: none"> •<i>Analyze current PK-12 supports through the social emotional and equity lens</i> •<i>Align PK-12 system of supports to meet the needs of each student</i> •<i>Utilize professional development, PLCs and coaching to provide additional training</i> •<i>Analyze student data, evaluating assessments via equity lens</i>

PRIORITY 4: Further explore and implement child centered models (environmental, programming, etc.).

Objectives	Potential Actions
4A. Enhance learning opportunities PK-12 to ensure learning outcomes match future demands.	<ul style="list-style-type: none"> •<i>Research future trends in careers & skill sets</i> •<i>Define 21st Century outcomes for OPS</i> •<i>Evaluate current practices/programs to reflect the 21st Century outcomes</i>
4B. Enhance learning environments to support each student in meeting learning outcomes.	<ul style="list-style-type: none"> •<i>Analyze results from flexible seating pilot</i> •<i>Examine and implement classroom environment to meet the needs of each student</i>
4C. Enhance learning and instruction through purposeful usage and incorporation of technology.	<ul style="list-style-type: none"> •<i>Analyze current practices of technology usage</i> •<i>Provide targeted professional development based on needs</i>
4D. Value the individual growth and achievement of each child by redefining success for the whole child, academically and behaviorally.	<ul style="list-style-type: none"> •<i>Research, define and develop ways to incorporate multiple sources of data to illustrate progress and growth of the whole child</i>
4E. Implement models that promote post-graduation pathways to meet academic and personal goals for each student.	<ul style="list-style-type: none"> •<i>Assess current practices</i> •<i>Identify and explore multiple pathways with each student</i>
4F. Explore initiatives and programs to increase environmental awareness and responsible action PK-12.	<ul style="list-style-type: none"> •<i>Discuss and implement environmental action ideas with student groups, parent groups, and staff groups.</i>

SOCIAL EMOTIONAL LEARNING

PRIORITY 5: Increase understanding, awareness, and acceptance of visible and invisible social/emotional health and related matters.

Objectives	Potential Actions
5A. Define and communicate common language to frame our work around social emotional health, trauma and mental health issues.	<ul style="list-style-type: none"> •<i>Establish common language</i> •<i>Research tools and best practices</i> •<i>Network with other schools & community organizations</i>
5B. Implement learning opportunities for students, staff, and parent/guardians to proactively address social emotional awareness and learning.	<ul style="list-style-type: none"> •<i>Utilize professional development, PLCs to provide additional learning</i> •<i>Parent/guardian/student educational opportunities</i>

PRIORITY 6: Further identify and develop policies, procedures, and practices that promote healthy students and staff, safe schools, and a strong culture of understanding and inclusiveness for all.

Objectives	Potential Actions
6A. Enhance a healthy school environment for students.	<ul style="list-style-type: none"> •Assess and revise current policies, practices, procedures (i.e. homework, calendar, discipline, handbooks) •Research based practices on school environments •Implement strategies to build healthy relationships
6B. Enhance a healthy professional work environment for staff.	<ul style="list-style-type: none"> •Assess and revise current policies practices and procedures •Research based practices on work environments •Implement strategies to build healthy relationships
6C. Partner with families to promote healthy choices and balance for students.	<ul style="list-style-type: none"> •Parent/guardian and student education •Nutrition education for students, families
6D. Further enhance education for healthy self and mental care skills in students and staff.	<ul style="list-style-type: none"> •Research best practices •Create a comprehensive pre-k-12 system •Professional development/PLC •Committee work

PRIORITY 7: Implement additional proactive strategies to assist students, families, and staff in accessing school social emotional supports and outside mental health services.

Objectives	Potential Actions
7A. Identify and utilize community services to support students, families and staff.	<ul style="list-style-type: none"> •Investigate resources •Educate students and family members on how to access services outside of school •Develop and enhance community partnerships
7B. Enhance school based supports for students, families and staff.	<ul style="list-style-type: none"> •Develop a system to meet the social emotional needs in the school setting •Professional development/PLC/Training

ORGANIZATIONAL CAPACITY

PRIORITY 8: Establish system for attracting and retaining a highly qualified and diverse staff reflective of our school community.

Objectives	Potential Actions
8A. Attract highly qualified, diverse staff to Okemos Public Schools.	<ul style="list-style-type: none"> •Assess and revise current practices and procedures through equity lens •Diverse Educators Symposium: Explore partnerships and alternate routes to certification •Promote and market Okemos diversity •Utilize community resources to market OPS

8B. Retain highly qualified, diverse staff in Okemos Public Schools.	<ul style="list-style-type: none"> •<i>Develop practices that promote a culture of care for staff</i> •<i>Review and assess the new hire mentor/onboarding programs</i> •<i>Provide intensive and ongoing support through the equity lens</i> •<i>Utilize community resources to establish connection with new hires</i>
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PRIORITY 9: Secure staff to meet changing student and family needs based on enrollment and demographic trends.

Objectives	Potential Actions
9A. Establish building and program staffing levels.	<ul style="list-style-type: none"> •<i>Analyze building and program staffing levels and trends</i> •<i>Prioritize needs</i>
9B. Establish comprehensive professional development for all staff.	<ul style="list-style-type: none"> •<i>Evaluate needs</i> •<i>Provide ongoing professional development</i>

FACILITIES

PRIORITY 10: Provide high quality and equitable facilities and learning environments for students, staff and community.

Objectives	Potential Actions
10A. Provide safe, secure and well maintained learning environments.	<ul style="list-style-type: none"> •<i>Evaluate condition and safety of current facilities, grounds, technology, resources</i> •<i>Develop a plan to update facilities, grounds, technology, etc.</i> •<i>Evaluate revenue sources for improvements</i>
10B. Provide high quality learning environments to match future needs.	<ul style="list-style-type: none"> •<i>Evaluate condition and safety of current facilities and grounds</i> •<i>Develop a plan to update facilities and grounds</i> •<i>Evaluate revenue sources for facilities' improvements</i>

PRIORITY 11: Provide efficient and effective use of facilities and grounds.

Objectives	Potential Actions
11A. Provide configurations that optimize learning and use of district resources.	<ul style="list-style-type: none">•<i>Investigate school configuration models and enrollment trends and impact on facility capacity and use</i>•<i>Formulate recommendations for use of facilities and grounds</i>•<i>Develop additional revenue sources</i>
11B. Explore and implement systems to increase responsible environmental actions and impact.	<ul style="list-style-type: none">•<i>Investigate green initiatives</i>•<i>Utilize environmental lens in decision making</i>•<i>Implement systems that support reuse, repurposing and recycling</i>

APPENDIX C

2019 COMMUNITY SURVEY, STUDENT FORUMS & COMMUNITY FORUM OUTCOMES

2019 COMMUNITY SURVEY

Survey Respondents – Overview

Category	# of Respondents	% of Overall Respondents
Administration and Staff	130	18.5%
Board, Community and Parents/Guardians	442	63%
Students and Alumni	130	18.5%
Total	702	100%

Survey Summary - Top 5 Most Frequent Responses

Q1: What are the three (3) most valued aspects of an Okemos Schools education?

	All Respondents	Admin/Staff	Board/Community/Parents	Students/Alumni
1	Quality Instruction/Programming - 266	Quality Instruction/Programming - 47	Quality Instruction/Programming - 183	Quality Teachers/Staff - 48
2	Quality Teachers/Staff - 247	Academic Rigor/Standards - 43	Quality Teachers/Staff - 157	Academic Rigor/Standards - 37
3	Safe/Supportive Environment - 193	Quality Teachers/Staff - 40	Safe/Supportive Environment - 133	Safe/Supportive Environment - 34
4	Diversity/Equity/Inclusion - 189	Diversity/Equity/Inclusion - 37	Diversity/Equity/Inclusion - 133	Quality Instruction/Programming - 33
5	Academic Rigor/Standards - 183	Safe Environment/Community Support - 26	Academic Rigor/Standards - 98	Extracurriculars - 24

Q2: What are two (2) aspects of our district that we must address to better serve our students?

	All Respondents	Admin/Staff	Board/Community/Parents	Students/Alumni
1	Equity/Diversity - 146	Equity/Diversity - 37	Facilities - 91	Equity/Diversity - 30
2	Facilities - 131	Facilities - 27	Equity/Diversity - 77	Mental Health - 26
3	Safety - 103	Mental Health - 21	Safety - 64	Safety - 16
4	Mental Health - 87	Special Needs Populations - 20	Social Emotional Learning - 37	Facilities - 9
5	Class Sizes - 52	Safety - 18	Mental Health - 36	Career Education - 9

Q3: What are two or three (2-3) of the greatest challenges facing the Okemos Public Schools in the next 5 years?

	All Respondents	Admin/Staff	Board/Community/Parents	Students/Alumni
1	Growing Population - 179	Growing Population - 44	Growing Population - 144	Mental Health - 25
2	Aging Facilities - 125	Retaining Quality Staff - 36	Aging Facilities - 81	Funding - 21
3	Retaining Quality Staff - 114	Changing Student Body - 35	Retaining Quality Staff - 68	Maintaining Technology - 19
4	Changing Student Body - 94	Aging Facilities - 33	Funding - 59	Growing Population - 18
5	Funding - 92	Mental Health - 18	Safety/Security - 56	Drugs/Vaping - 14

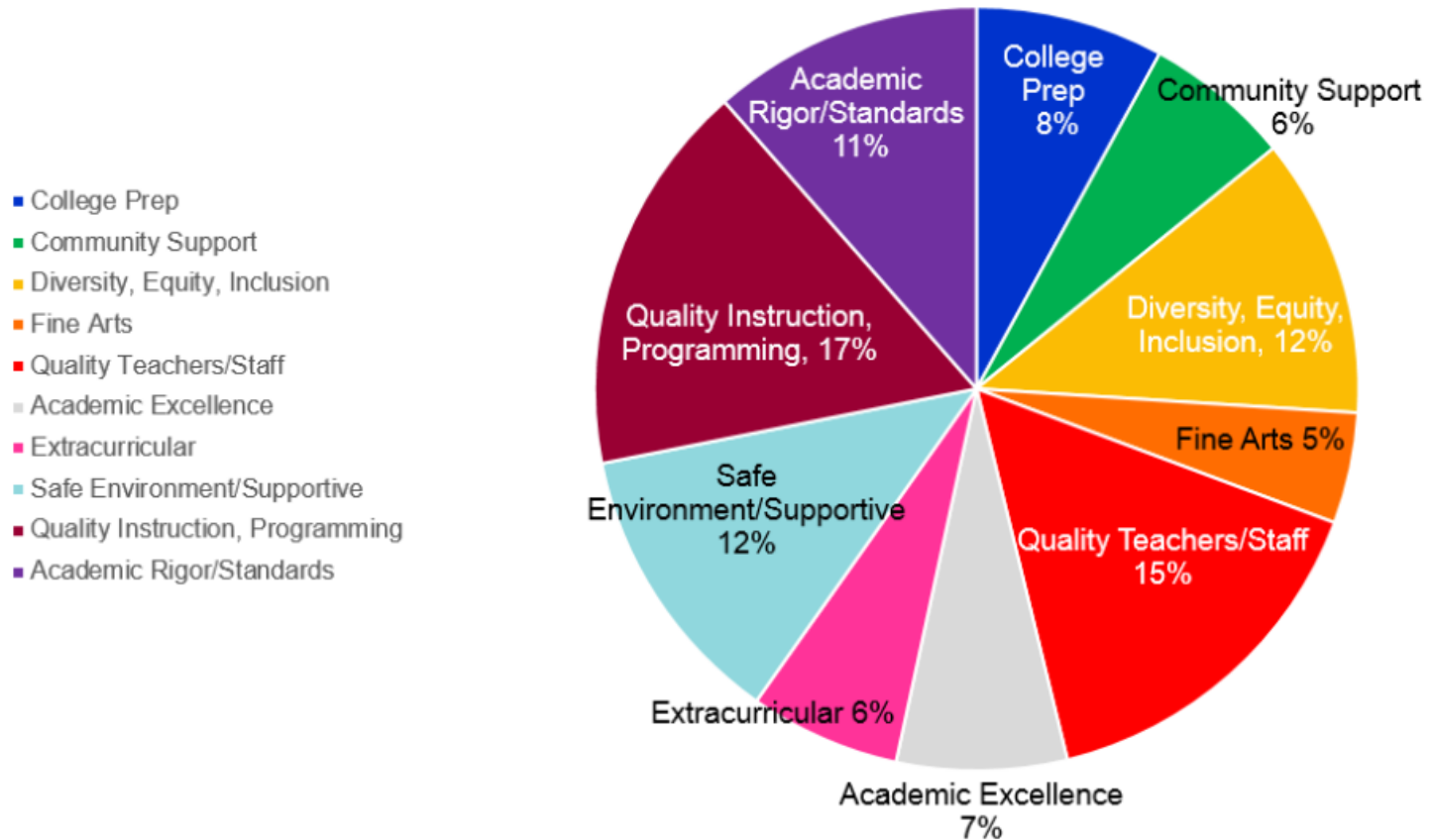
Questions #1-3

Most Frequent Responses By:

-All Respondents

Together...Educating with Excellence, Inspiring Each Learner for Life.

**Question 1: What are the three (3) most valued aspects of an Okemos school education?
Most Frequent Responses - All Respondents**



Aspect / # of Responses

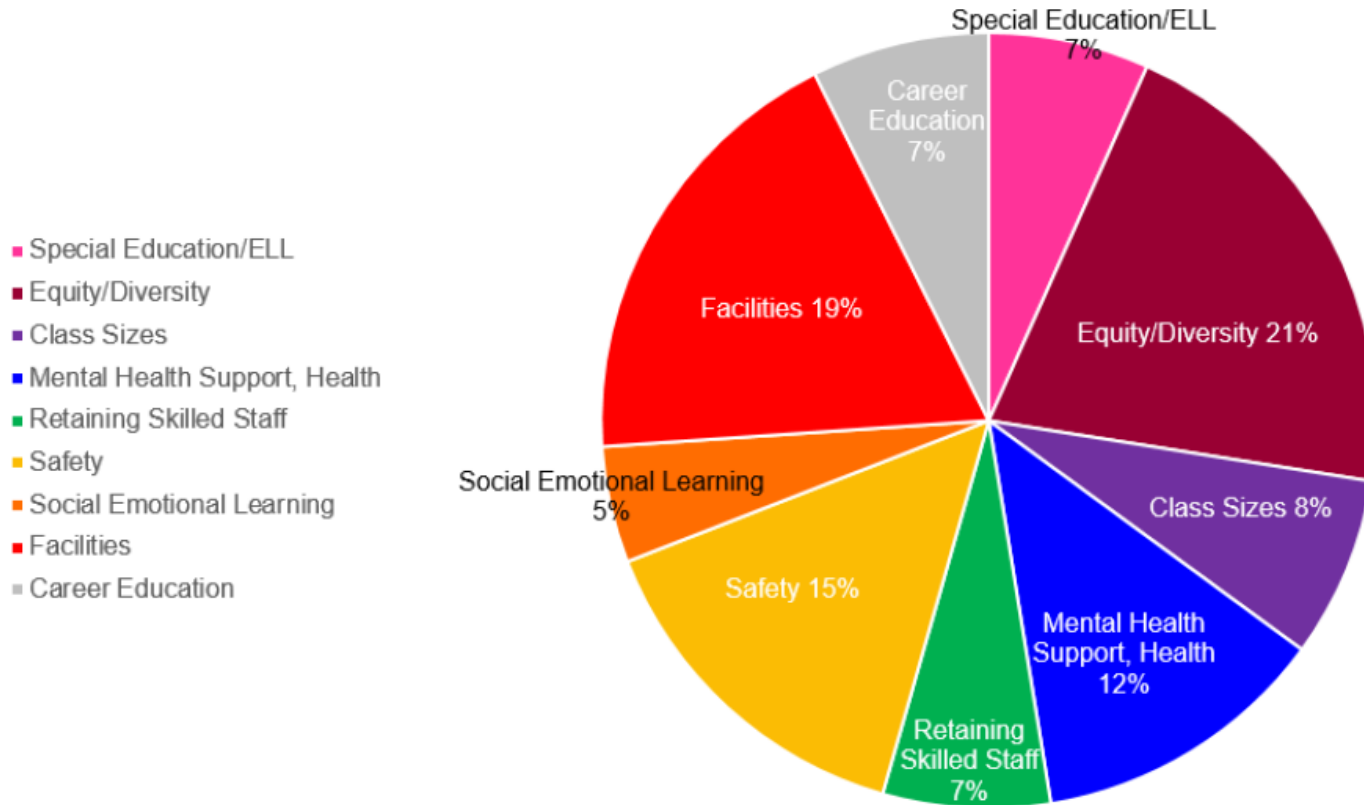
College Prep	127	Extracurricular	102
Community Support	99	Safe Environment/Supportive	193
Diversity, Equity, Inclusion	189	Quality Instruction, Programming	266
Fine Arts	75	Academic Rigor/Standards	183
Quality Teachers/Staff	247	Academic Excellence	115

Top 5- All Responders

1. Quality Instruction/Programming- 266
2. Quality Teachers/Staff- 247
3. Safe /Supportive Environment- 193
4. Diversity Equity/Inclusion- 189
5. Academic Rigor/Standards- 183

Honorable Mentions: Infrastructure 20; Communication 13; Technology 13; Collaboration 14

**Question 2: What are 2 aspects of our district that we must address to better serve our students?
Most Frequent Responses - All Respondents**



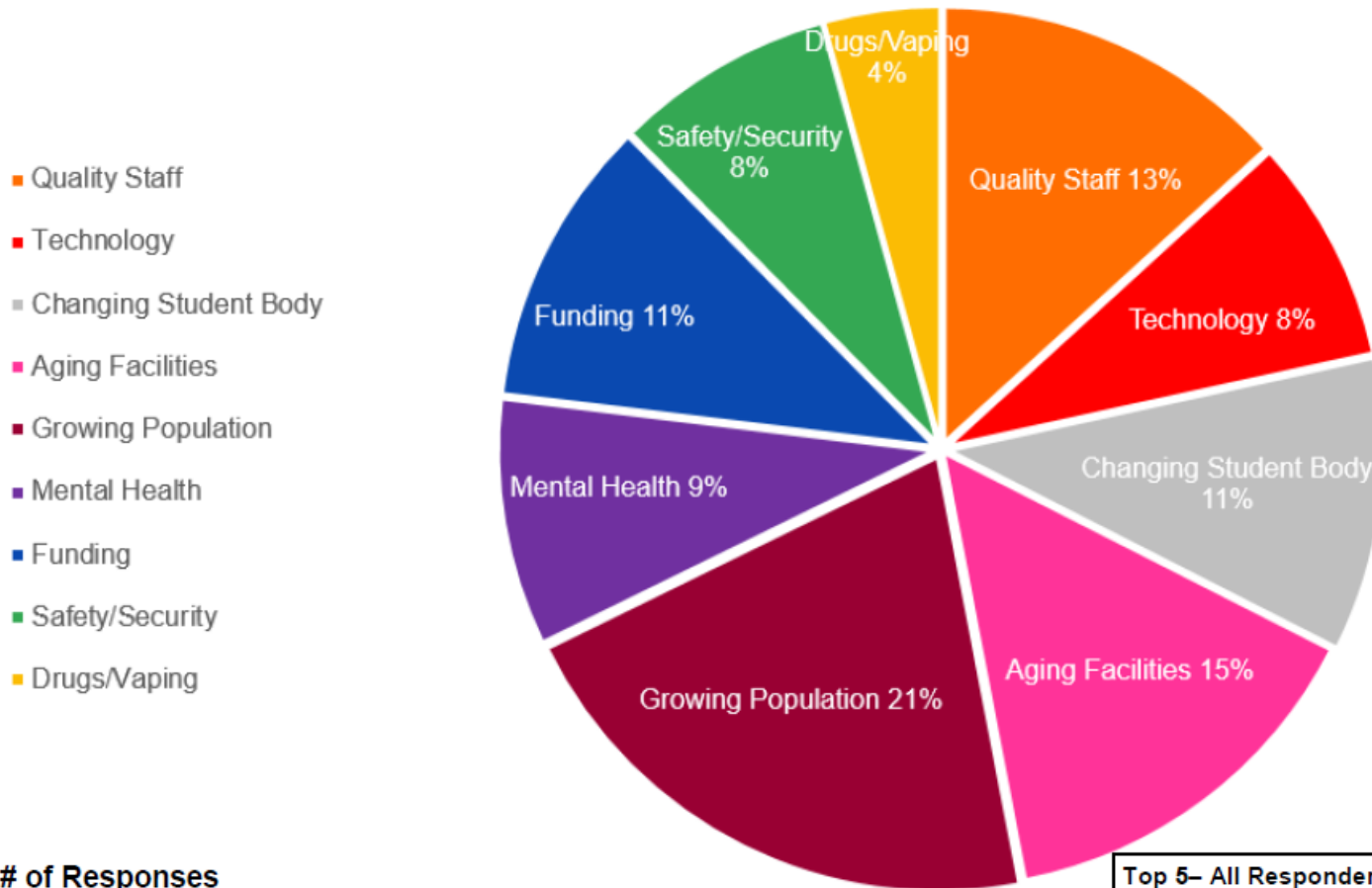
Aspect / # of Responses

Special Education/ELL	47	Safety	103
Equity/Diversity	146	Social Emotional Learning	34
Class Sizes	53	Facilities	131
Mental Health Support, Health	87	Career Education	52
Retaining Skilled Staff	49		

Top 5- All Responders	
1.	Equity/Diversity—146
2.	Facilities—131
3.	Safety –103
4.	Mental Health—87
5.	Class Sizes –52

Honorable Mentions: Communication 24; Reduce Homework 15; Instruction & Programs 16; Increase Technology 13

**Question 3: What are two or three (2-3) of the greatest challenges facing the Okemos Public Schools in the next 5 years?
Most Frequent Responses - All Respondents**



Aspect / # of Responses

Quality Staff	114	Growing Population	179
Technology	72	Mental Health	79
Changing Student Body	94	Funding	92
Aging Facilities	125	Safety/Security	70
		Drugs/Vaping	37

Top 5- All Responders	
1.	Growing Population- 179
2.	Aging Facilities - 125
3.	Retaining Quality Staff - 114
4.	Changing Student Body - 94
5.	Funding- 92

Honorable Mentions: Class Sizes 34; Social Media 11; Bullying 17; Quality Programs 23

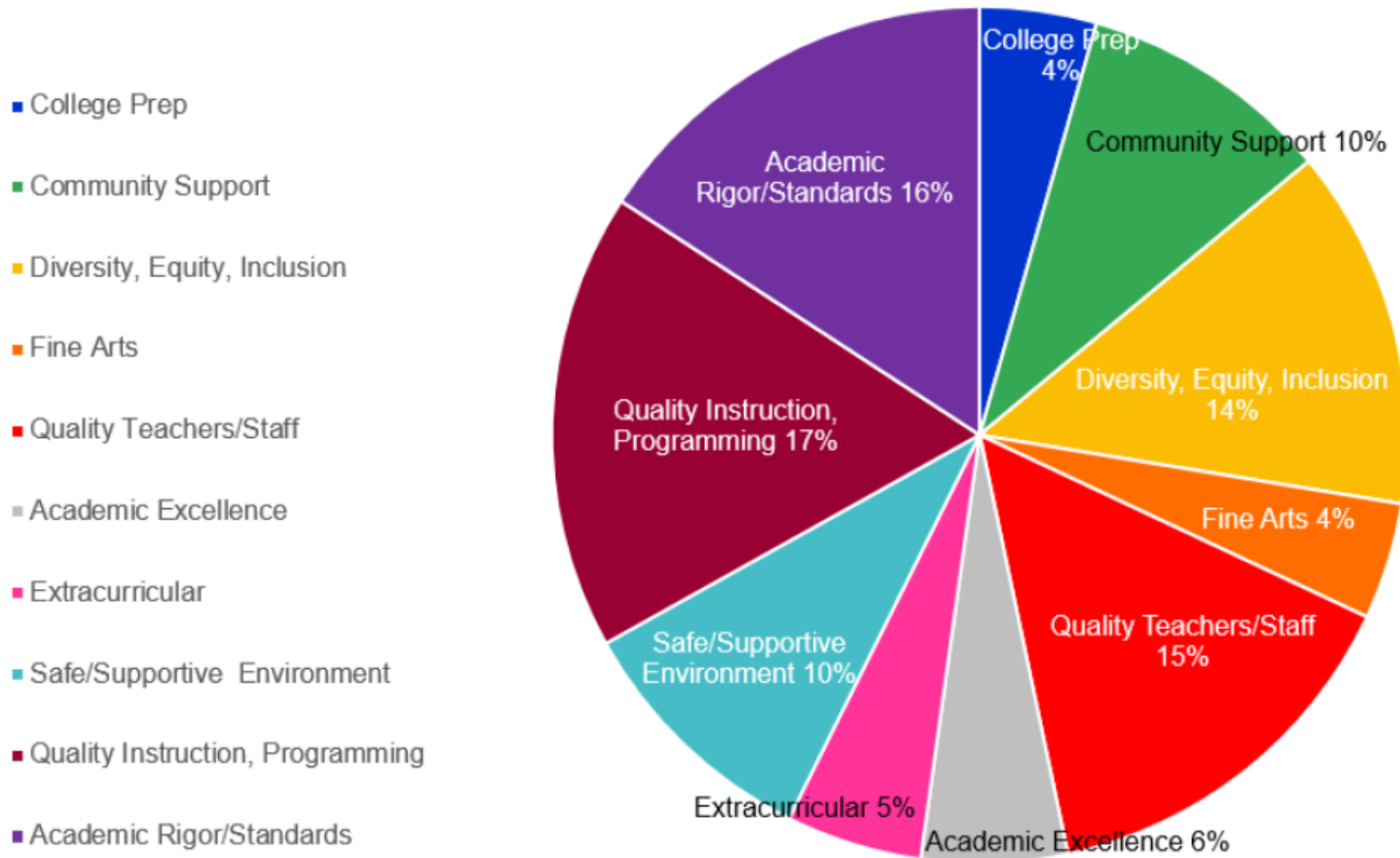
Question #1

Most Frequent Responses By:

- Administration & Staff*
- Board, Community & Parents*
- Students & Alumni*

Together...Educating with Excellence, Inspiring Each Learner for Life.

**Question 1: What are the three (3) most valued aspects of an Okemos school education?
Most Frequent Responses - According to Admin & Staff**



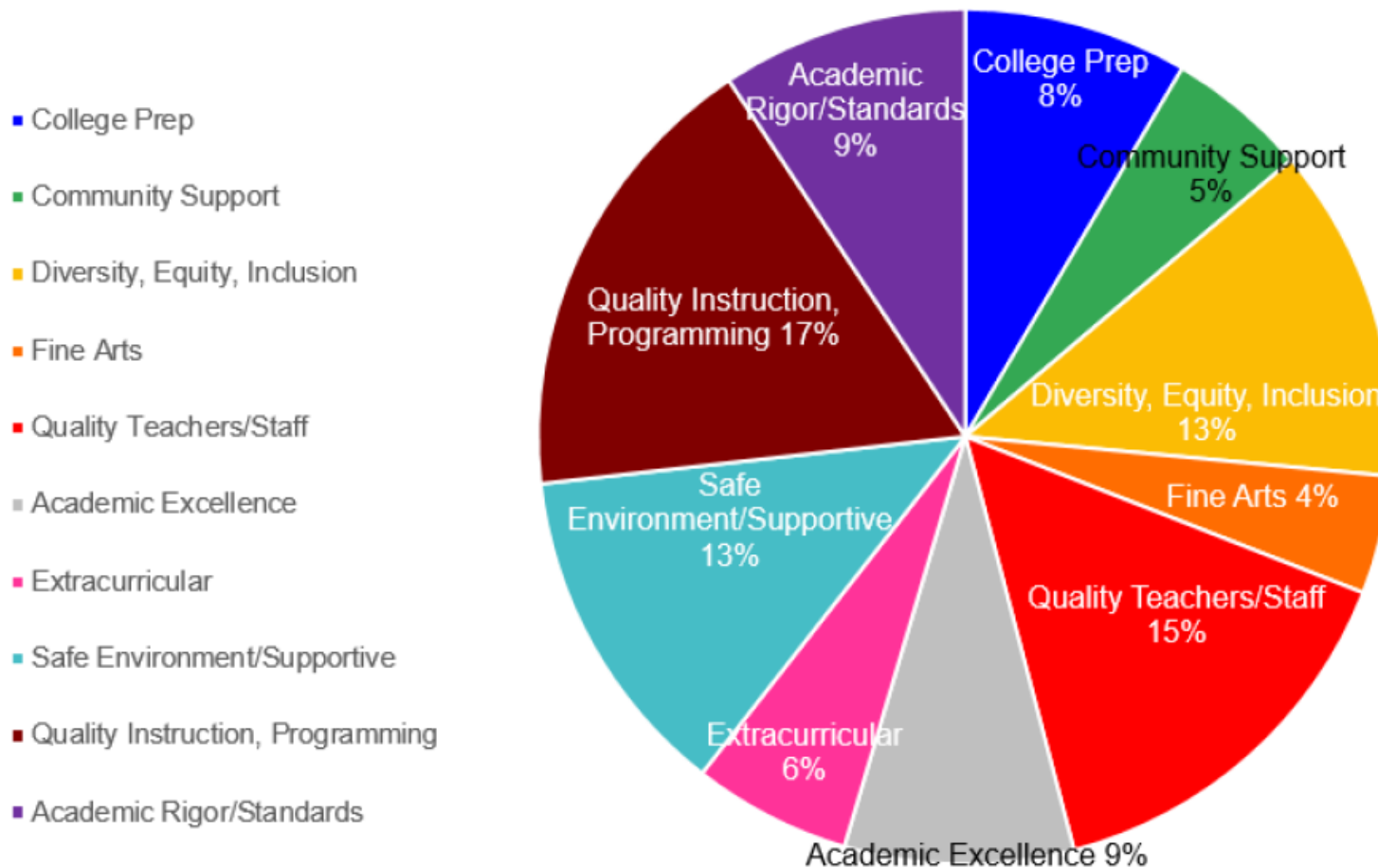
Aspect / # of Responses

College Prep	12	Academic Excellence	15
Community Support	26	Extracurricular	14
Diversity, Equity, Inclusion	37	Safe Environment/Supportive	26
Fine Arts	12	Quality Instruction/Programming	47
Quality Teachers/Staff	40	Academic Rigor/Standards	43

Top 5- Administration and Staff	
1.	Quality Instruction/Programming- 47
2.	Academic Rigor/Standards- 43
3.	Quality Teachers/Staff- 40
4.	Diversity Equity/Inclusion- 37
5.	Safe Environ/Community Support - 26

Question 1: What are the three (3) most valued aspects of an Okemos school education?

Most Frequent Responses - According to Board/Community/Parents



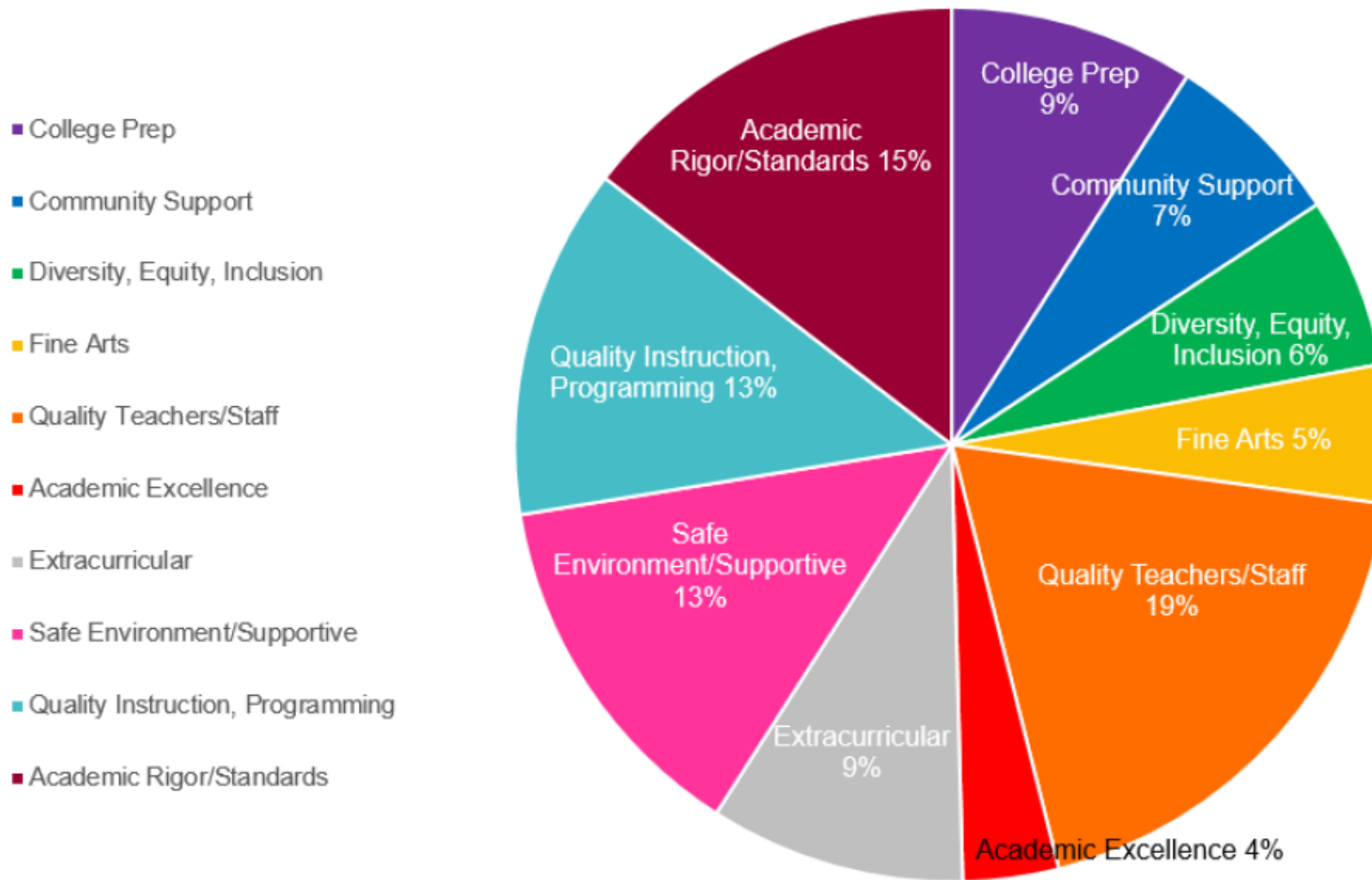
Aspect / # of Responses

College Prep	89	Academic Excellence	91
Community Support	56	Extracurricular	63
Diversity, Equity, Inclusion	133	Safe Environment/Supportive	133
Fine Arts	47	Quality Instruction/Programming	183
Quality Teachers/Staff	157	Academic Rigor/Standards	98

Top 5- Board, Community and Parents

1. Quality Instruction/Programming- 183
2. Quality Teachers/Staff -157
3. Safe Supportive Environment - 133 (tie)
Diversity Equity/inclusion - 133 (tie)
5. Academic Rigor/Standards-98

**Question 1: What are the three (3) most valued aspects of an Okemos school education?
Most Frequent Responses - According to Students/Alumni**



Aspect / # of Responses

College Prep	23	Academic Excellence	9
Community Support	17	Extracurricular	24
Diversity, Equity, Inclusion	16	Safe Environment/Supportive	34
Fine Arts	13	Quality Instruction/Programming	33
Quality Teachers/Staff	48	Academic Rigor/Standards	37

Top 5- Students and Alumni

1. Quality Teachers/Staff –48
2. Academic Rigor/Standards—37
3. Safe Supportive Environment – 34
4. Quality Instruction/Programming– 33
5. Extracurriculars - 24

Question #2

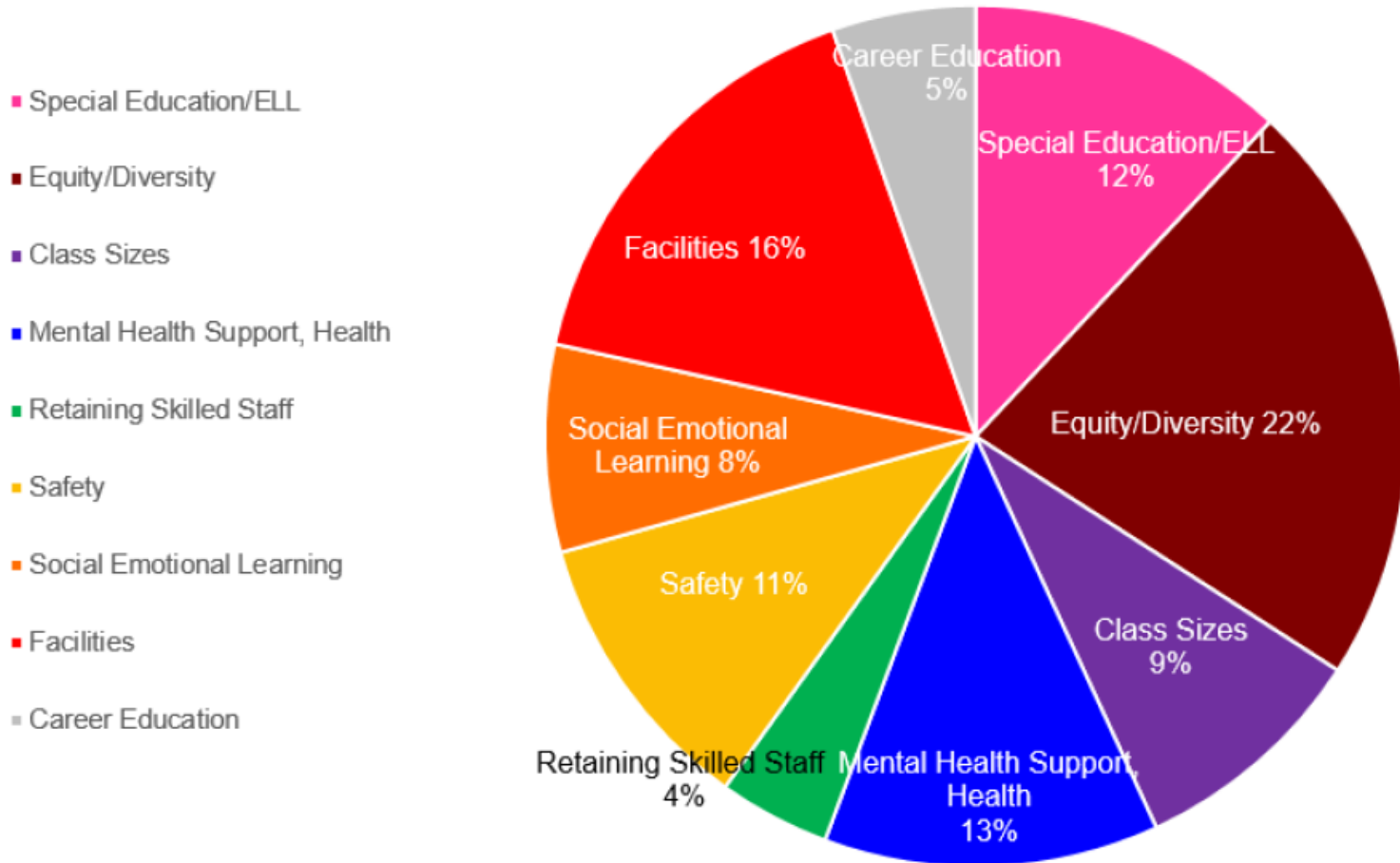
Most Frequent Responses By:

- Administration & Staff*
- Board, Community & Parents*
- Students & Alumni*

Together...Educating with Excellence, Inspiring Each Learner for Life.

Question 2: What are two (2) aspects of our district that we must address to better serve our students?

Most Frequent Responses - According to Admin & Staff



Aspect / # of Responses

Special Education/ELL	20
Equity/Diversity	37
Class Sizes	15
Mental Health Support, Health	21
Social Emotional Learning	13

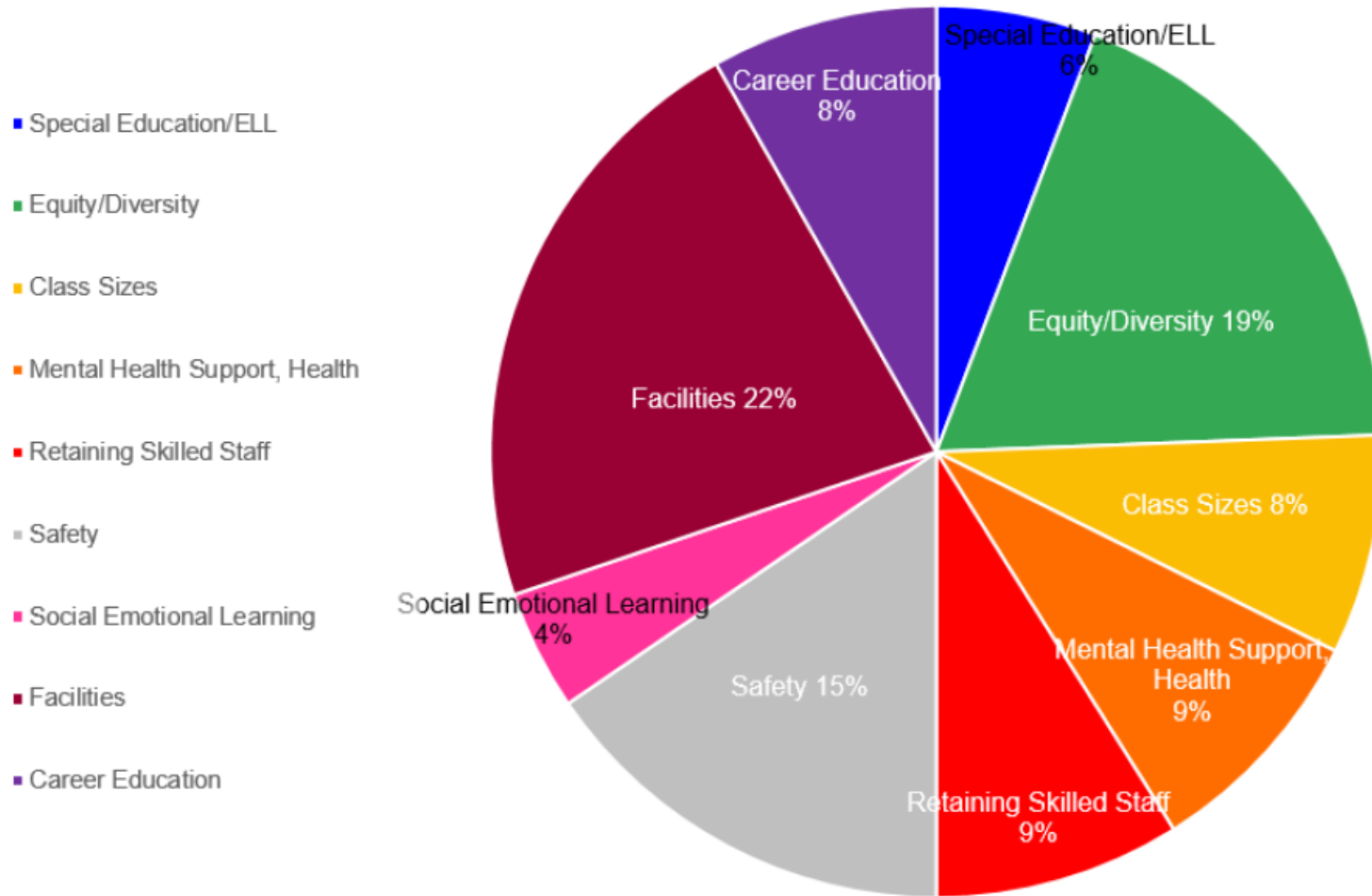
Safety	18
Retaining Skilled Staff	7
Facilities	27
Career Education	9

Top 5- Administration and Staff

1. Equity/Diversity- 37
2. Facilities-27
3. Mental Health Supports- 21
4. Special Needs Populations-20
5. Safety-18

Question 2: What are two (2) aspects of our district that we must address to better serve our students?

Most Frequent Responses - According to Board/Community/Parents



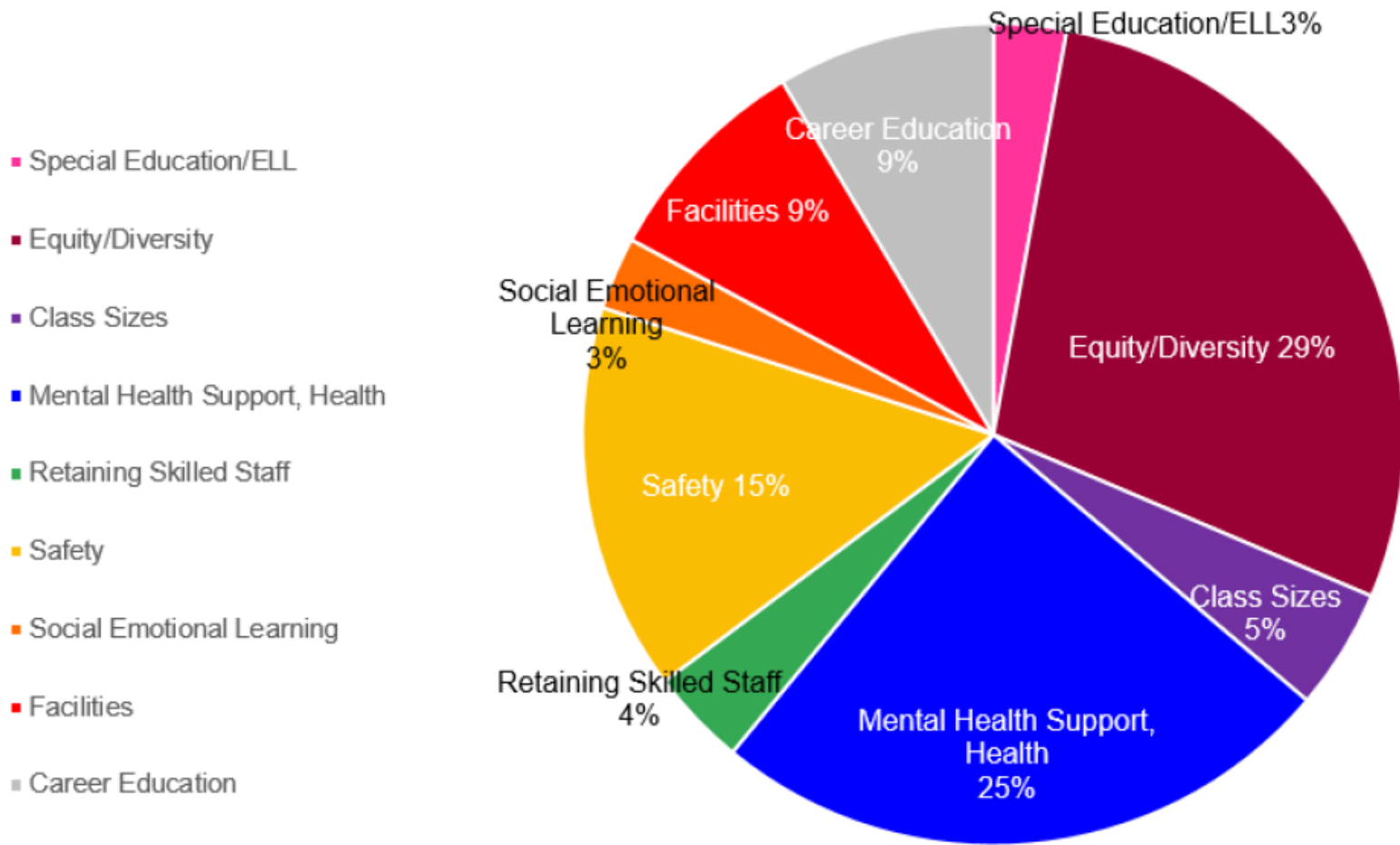
Aspect / # of Responses

Special Education/ELL	24	Safety	64
Equity/Diversity	77	Retaining Skilled Staff	18
Class Sizes	33	Facilities	91
Mental Health Support, Health	36	Career Education	34
Social Emotional Learning	37		

Top 5- Board, Community and Parents	
1.	Facilities - 91
2.	Equity/Diversity - 77
3.	Safety - 64
4.	Social Emotional Learning - 37
5.	Mental Health - 36

Question 2: What are two (2) aspects of our district that we must address to better serve our students?

Most Frequent Responses - According to Students/Alumni



Aspect / # of Responses	Count
Special Education/ELL	3
Equity/Diversity	30
Class Sizes	5
Mental Health Support, Health	26
Social Emotional Learning	4

Safety	16
Retaining Skilled Staff	3
Facilities	9
Career Education	9

Top 5- Students and Alumni	
1.	Equity/Diversity —30
2.	Mental Health—26
3.	Safety—16
4.	Facilities —9 (tie)
5.	Career Education - 9 (tie)

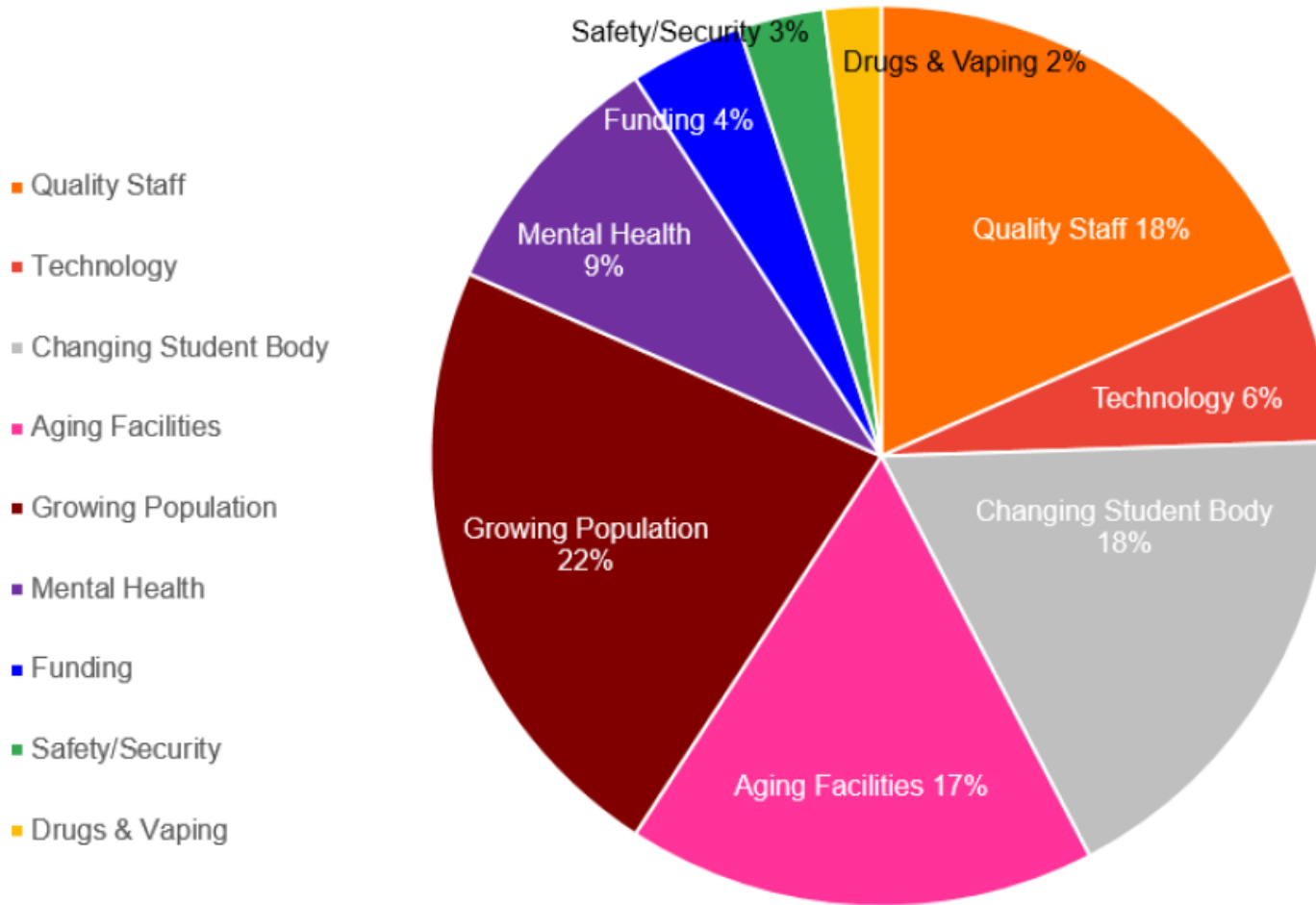
Question #3

Most Frequent Responses By:

- Administration & Staff*
- Board, Community & Parents*
- Students & Alumni*

Together...Educating with Excellence, Inspiring Each Learner for Life.

**Question 3: What are two or three (2-3) of the greatest challenges facing the Okemos Public Schools in the next 5 years?
Most Frequent Responses - According to Admin & Staff**



Aspect / # of Responses

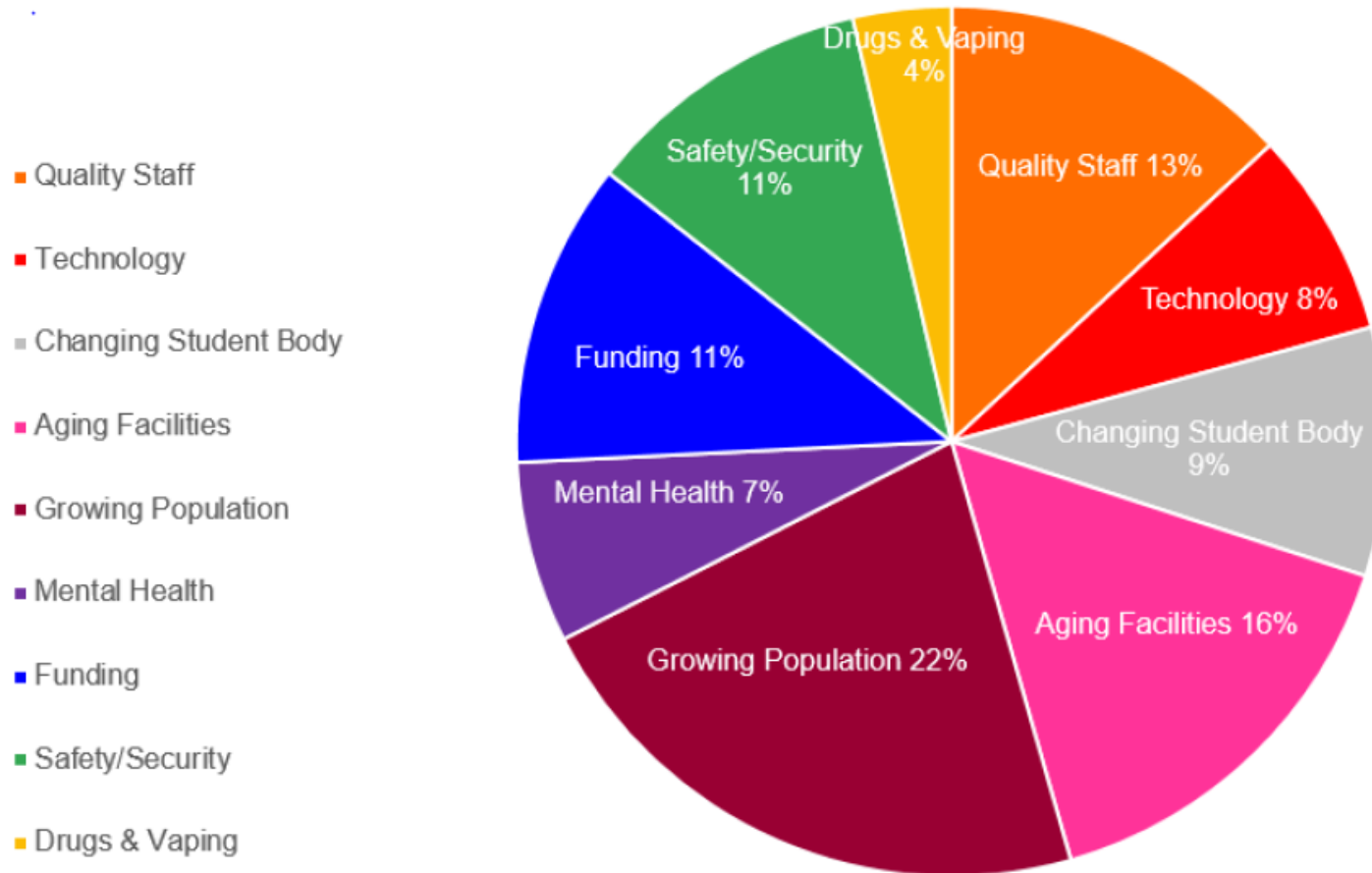
Quality Staff	36
Technology	12
Changing Student Body	35
Aging Facilities	33

Growing Population	44
Mental Health	18
Funding	8
Safety/Security	6
Drugs/Vaping	4

Top 5- Administration and Staff	
1.	Growing Population - 44
2.	Retain Quality Staff—36
3.	Changing Student Body—35
4.	Aging Facilities—33
5.	Mental Health—18

Question 3: What are two or three (2-3) of the greatest challenges facing the Okemos Public Schools in the next 5 years?

Most Frequent Responses - Board/Community/Parents



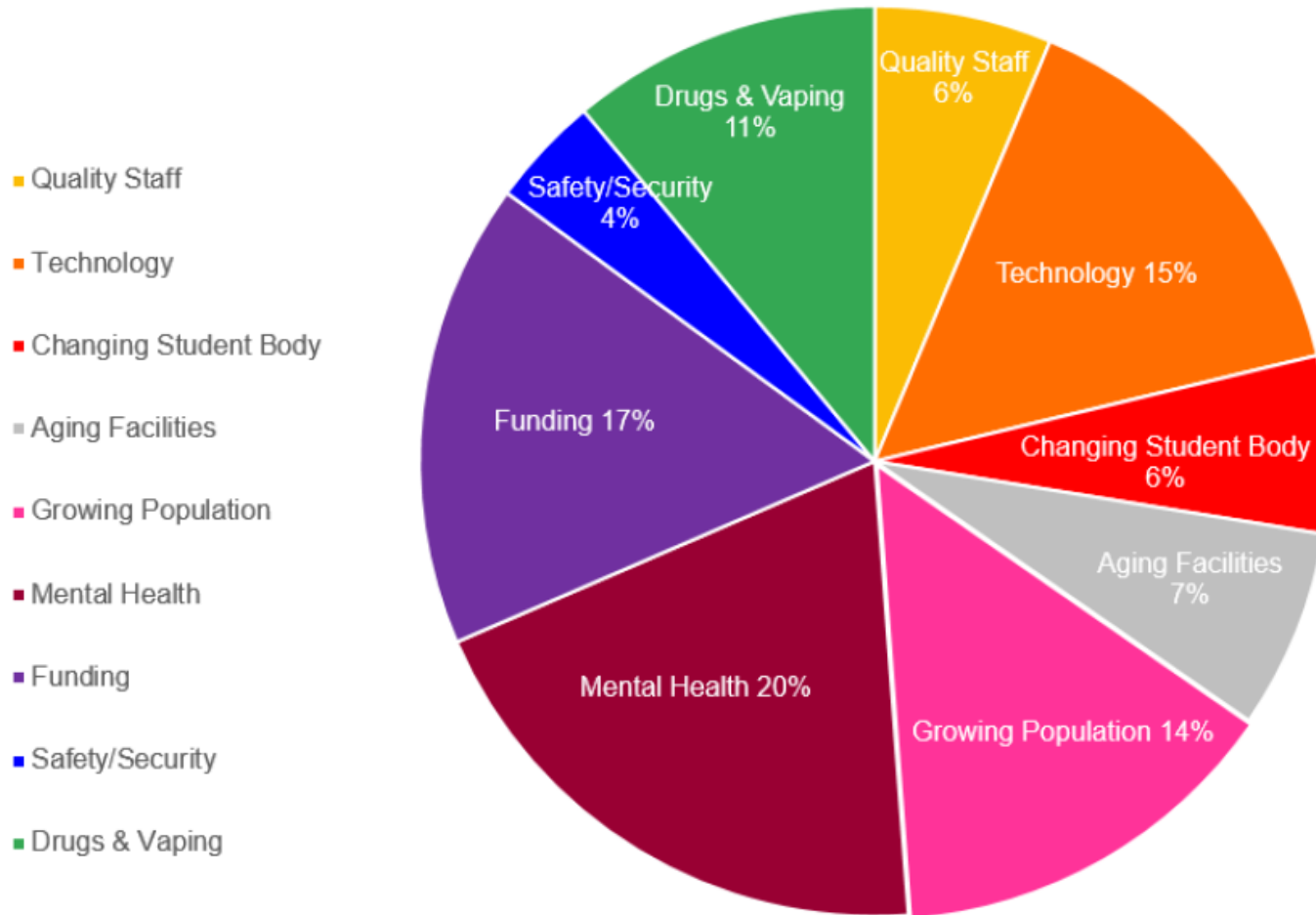
Aspect / # of Responses

Quality Staff	68	Growing Population	114
Technology	40	Mental Health	35
Changing Student Body	48	Funding	59
Aging Facilities	81	Safety/Security	56
		Drugs/Vaping	19

Top 5– Board, Community and Parents

1. Growing Population – 144
2. Aging Facilities—81
3. Retain Quality Staff—68
4. Funding—59
5. Safety/Security– 56

**Question 3: What are two or three (2-3) of the greatest challenges facing the Okemos Public Schools in the next 5 years?
Most Frequent Responses - According to Students/Alumni**



Aspect / # of Responses

Quality Staff	8	Growing Population	18
Technology	19	Mental Health	25
Changing Student Body	8	Funding	21
Aging Facilities	9	Safety/Security	5
		Drugs/Vaping	14

Top 5- Students and Alumni

1. Mental Health—25
2. Funding—21
3. Maintaining Technology—19
4. Growing Population - 18
5. Drugs /Vaping —14

Survey Summary

Least Frequent Responses (*Ten or fewer*) *Based On All Respondents*

Q1

Innovation Finance
Neighborhood Schools Discipline
Data Collection
Student Voice
Approachable GPA

Q2

Innovation Community
Service Early Childhood
Study Skills
Global Perspective Start
Times Healthy Lunches
Life Skills
Pride
Connection With Alumni
Calendar
Limit Technology
Student Behavior
Passing Time
Longer Lunch/Recess Language
Programs Clocks
Transportation
Cursive
SAT Prep
More Homework
Differentiation
Discipline Faster
Lunches Finances
STEM
Science
Gifted & Talented

Q3

Post-Secondary Options
Government Mandates Less
Focus on Diversity
More Focus on Conservative Values
Curriculum
Transportation

STUDENT FORUMS, OCTOBER 7, 2019

As Okemos Public Schools (OPS) initiates its Strategic Planning 2020 – 2024 commitment, it held two Student Forums on October 7, 2019. Carmelita Murphy, OP, of LEAD, Inc., facilitated the dialogues. The outcome of the Student Forums that engaged 45 students is as follows:

1. **What is outstanding about an OPS education?**

- Positive relationships and involvement of students, teachers, administration, and staff
- Opportunities: Diversity of clubs, extracurricular activities; able to get ahead
- Community values for quality education
- Culture of excellence, high expectations
- Diversity / Inclusion value and support (i.e. fees waived)
- Strong curriculum; rigorous courses; advanced courses (courses at one's learning level; support to meet each student where they are)
- College readiness

2. **What must OPS address to improve or better the OPS experience?**

- Mental health education: Prioritize and set policies; address stress and pressure; define role of counselors
- School culture: Defined less by testing as too test-centered; homework demands
- School start times
- Discipline policy: Inconsistent application
- Campus: Make the high school an open campus; school parking lot
- Teaching: More Life Skills (i.e. personal finance) and scheduled time for electives; less test-centered; offer access to AP courses; more student engagement in classes
- College: SAT test preparation; early college; too focused on a college degree
- Career center options: Change the culture of only a 4 year college option; increase communication and access to career options; and after graduation options
- Technology: Internet access inside and outside of school; online sports communication
- Lunch: Time rules regarding space and location; cook healthy food; vegetarian options; more microwaves; increase lunch time
- Sports: Boys' powder puff / volleyball
- Decrease student fees
- Student representation on Board of Education
- Address teacher shortage
- Teacher retention

3. **What two challenges must OPS address in the next four years?**

- Stress and mental health; well-being of students
- Test-focused teaching; final exams prior to holiday break
- Acceptance of diversity and inclusion
- Communications regarding course options
- Security and safety
- Technology
- Student freedom; more student voice; student voice on Board of Education
- Discipline policies consistently applied throughout the district
- Less homework
- School start times; later start times; year-round school calendar
- Athletic staffing
- More local control by OHS administration regarding decision-making

COMMUNITY FORUM, OCTOBER 10, 2019

As Okemos Public Schools (OPS) initiates its Strategic Planning 2020 – 2024 commitment, it held a Community Forum on October 10, 2019. Carmelita Murphy, OP, of LEAD, Inc., facilitated the dialogues. The outcome of the Community Forum that engaged 28 community members is as follows:

1. What is outstanding about an OPS education?

- Rigor; excellent academics
- Community (within and without the district)
- Diversity; inclusion with attention to needs of all
- Collaboration
- Development of whole child
- Preparation for life and life-long learning
- Leadership at all levels
- Culture of success

2. What must OPS address to improve the OPS experience?

- Mental health; Mindfulness
 - Balance between mental health and high academic demands
 - Fast interventions needed for high school students
- Greater student voice
- Inclusion and an equitable culture, equitable outcomes
- Support for special education (students, administration, staff support)
- Proactively meeting the needs of all students
- Growth challenges / issues
- Attract and retain educators that reflect student population
- Involving and empowering community
- Culturally responsive instruction
- Environmental education; nature with experiential learning
- World languages
- Safety measures
- Transparency as a value re data, extracurricular activities, and more
- Balance with technology
- Nutrition, healthy lunches

3. What 2 challenges must OPS address in the next 4 years?

- Mental health
- Resources and expertise to meet diverse student needs
- Capacity and staffing
- Cultural competency—continue and grow commitment to the work
- Diversify the workforce
- Address opportunity gaps- equity
- Prevention and safety issues (school violence)
- Infrastructure, facilities, space
- Environmental value (solar power, clean energy, sustainability)
- Global thinking
- Innovation- at every level
- Demographic growth in community
- Funding: Think outside box for money, expertise, parent resources, businesses, community