

Academics and Programs

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

2022-2023

Districtwide Goals

1. By the end of the 2022-2023 school year, student achievement will improve from fall to spring, as measured by K-8 NWEA growth, MSTEP growth, reduction in 9-12 failure rates, and PSAT to SAT growth.
Evidence: We achieved this goal; results can be seen [here](#) under the 98b link.
2. Each year, we will use a framework to ensure that we are meeting the needs of all students by supporting all staff.
Evidence: We use the consolidated application process to plan for the use of Title I, II, III, IV funds, as well as 31A At Risk funds.
3. By the end of the 2022-2023 school year, we will develop a plan for the redesign of our continuum of services in special education.
Evidence: The plan was developed with input from administrators and staff. It will be shared with the board in October of 2023.
4. During the 2021-2022 school year, all elementary and intermediate schools developed a system to allow teachers to observe other teachers in a collaborative culture in order to increase collaboration around identified instructional strategies to differentiate instruction for students. This will continue in 2022-2023 and 2024.
Evidence: All BK-6 teachers engaged in instructional rounds during the 2022-2023 school year; participation was included in teacher evaluations.

Building Specific Goals

GLHS

1. By the end of the 2022-2023 school year, we will improve consistency of essential learning elements or skills within each department. All teachers within each department will utilize the same focus area as well as establish a tool and goal for growth measurement throughout the 2021-2022 school year. 85% of students will meet the growth improvement goal for each department each year.
Evidence: Growth was tracked and included in teacher evaluations.
2. By the end of the 2022-2023 school year, we will identify learning gaps of our freshmen students and embed tier one skill development into core 9th grade classes in order to decrease knowledge gaps. This goal will decrease IEP and 504 referrals, decrease long-term absences due to mental health concerns, and decrease course failures.
Next Steps: The high school began tracking data, but interventions were not fully implemented or results tracked.

Beagle

1. By the end of the 2022-2023 school year, 60% of students will be projected to be proficient on MSTEP Math or PSAT 8/9 math, as measured by the Spring NWEA Math Assessment.
Next Steps: Beagle did not reach this goal, but is continuing to make changes to math instruction and interventions to make progress.

2. By the end of the first trimester of every school year, 100% of Grand Ledge Beagle Middle School students will identify at least one adult advocate that supports them in the following areas: learning, social-emotional support, and executive functioning.
Evidence: This was tracked through Check and Connect and included in teacher observations.
3. By the end of the 2022-2023 school year, all students will experience inquiry-based, collaborative and problem-based learning in every subject area while taking ownership of their learning as evidenced by data collected during teacher observations.
Evidence: Teacher observations showed significant growth in these areas of the 5D rubric.

Hayes

1. Throughout the 2022-2023 school year, we will provide differentiated instruction/small groups on a regular basis in order to improve NWEA RIT scores for 6th grade Math by 12 points, 6th grade ELA by 7 points, 5th grade Math 12 points and 5th grade Reading by 7 points by the end of the 2024-2025 school year.

Next Steps: As this is a multi year goal, Hayes is continuing to track progress.

Delta Center

1. Throughout the 2022-2023 school year, we will increase overall math proficiency on M-STEP by 9% by the end of the 2024-2025 school year by strengthening core instruction through utilizing a math workshop model with differentiated small group instruction.

Next Steps: As this is a multi year goal, Delta Center is continuing to track progress.

Holbrook

1. Throughout the 2022-2023 school year, we will dedicate nine, 60 minute teacher collaboration sessions for topics specific to classroom management and improving student behavior (e.g., PBIS, CKH, restorative circles) in order to increase teacher knowledge and use of behavior interventions.

Evidence: Holbrook's collaboration schedule indicates that this goal was met.

Wacousta

1. By the end of the 2022-2023 school year, the number of Wacousta students showing growth on the NWEA math will improve by 3%. (based on spring 2022 % of students making growth)

Evidence: Wacousta met this goal; results can be seen [here](#) under the 98b link.

Willow Ridge

1. Throughout the 2022-2023 school year, we will increase overall reading and math achievement by strengthening universal understanding of good core instruction, resulting in students moving from strategic to core by 10% by the end of the 2024-2025 school year.

Next Steps: As this is a multi year goal, Willow Ridge is continuing to track progress.

2. Throughout the 2022-2023 school year, we will increase overall reading and math achievement by strengthening universal understanding of good core instruction, resulting in students an increase in overall reading and math proficiency on M-STEP by 10% by the end of the 2024-2025 school year.

Next Steps: As this is a multi year goal, Willow Ridge is continuing to track progress.

Eaton County Youth Facility

1. Throughout the 2022-2023 school year, we will ensure that all students successfully move out of the ECYF program and back to their home schools.

Evidence: The Eaton County Youth Facility successfully transitioned 8 student back to their home schools. We also had a higher than normal number of students who either earned GED's or moved out of state. Finally, we had students graduate from the program with a diploma for the first time.

Personnel and Leadership

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

2022-2023

1. By the end of the 2022-2023 school year, we will develop a retention and recruitment plan for operations staff.

Next Steps: New contracts include elements for retention and recruitment for food service, custodial, and grounds/maintenance. Bus drivers have an incentive program for changing routes as well. However, there needs to be a plan for consistent communication about these opportunities.

2. By the end of the 2022-2023 school year, we will add a focus on diversity, equity, and inclusion to the system developed that allows teachers to observe other teachers.

Next Steps: Build this into the current observation plan.

3. By the end of the 2022-2023 school year, we will develop a plan to use what was learned in the Beyond Equity program on interview teams in all buildings.

Evidence: Through Beyond Equity, the team developed a common document with interview questions that were used in interviews for teaching and leadership staff. In addition, the mission, vision, and belief statements were included as part of the postings.

4. By the end of the 2022-2023 school year, we will create and implement interview questions around diversity, equity, and inclusion that are scenario based in all buildings.

Evidence: All interview teams included questions around equity, diversity, and inclusion in their hiring practices, using the common document as a guide.

5. By the end of the 2022-2023 school year, we will have diverse staff members on hiring committees.

Next Steps: Continue to seek diverse candidates and diverse interview team members.

6. By the end of the 2022-2023 school year, we will develop another survey that reflects more specific staff needs around diversity, equity, and inclusion in all buildings.

Evidence: A survey was sent at the end of the school year with these questions included. The district leadership team engaged in professional learning to better support these topics in the spring and summer of 2023.

7. By the end of the 2022-2023 school year, we will assess and refine mentorship programs, continuing support for new or struggling educators.

Evidence: This survey was sent to new teachers and this one was sent to mentors to provide feedback on the program, and those results are being used to update the program for the 2023-2024 school year.

Learning Environment and Culture

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

2022-2023

1. By the end of the 2022-2023 school year, we will have an inclusive graphic logo that involves Winky in all buildings, and that outlines Grand Ledge's priority to be inclusive to all (Should come from GL students, student developed, and located in a common, frequently trafficked area; should include our students and be updated and fluid).
Evidence: Logos were submitted, and a final poster has been developed.
2. By the beginning of the 2024 school year, we will display the logo in all buildings.
Evidence: The posters will be displayed.
3. By the beginning of the third trimester of the 2022-2023 school, we will have age and developmentally appropriate diversity, equity, and inclusion committees in all buildings that will be represented at public events.

Next Steps: All buildings have committees, but the committees are not all represented at public events.

Communication and Community Engagement

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

2022-2023

1. By the end of the 2022-2023 school year, we will communicate on a district wide basis monthly themes such as charities, festivals, etc.

Evidence: Superintendent communications; weekly messages can be found [here](#)

2. By the end of the 2022-2023 school year, we will communicate positive celebrations at least monthly.

Evidence: Superintendent communications; weekly messages can be found [here](#)

3. **By the end of the 2022-2023 school year, we will develop a communications plan.**

Next Steps: The plan is being drafted, but needs to be completed

Operations

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

2022-2023

1. By the end of the 2022-2023 school year, the director of communications and the director of operations will introduce and celebrate at least eight operations employees in an all district video or email.

Next Steps: This will be implemented for the 2023-2024 school year

2. By the end of the 2022-2023 school year, the director of communications will annually collaborate with appropriate staff to highlight and celebrate at least four district facilities in an all district and all family communication.

Next Steps: Bond updates are shared periodically. The next step will be to build a consistent schedule across the district.

3. By the end of the 2022-2023 school year, we will assess and prioritize the remaining bond projects, and communicate those priorities using district communication channels.

Evidence: The board approved priorities, which can be found here on the [GLPS Bond Page](#).

4. By January 1st, 2023, we will implement a system for submitting, tracking, and communicating needs involving operations.

Evidence: Operations is successfully using FMX as a work order system.

5. By the end of the 2022 calendar year, each building will schedule recurring operations walk throughs at key times throughout the year to stay up to date with the needs of buildings, grounds, and facilities.

Next Steps: These have been periodically, but not systematically, scheduled. The next step will be to build a consistent schedule across the district.

20 Goals Achieved

11 Goals In Progress

3 Goals Not Achieved