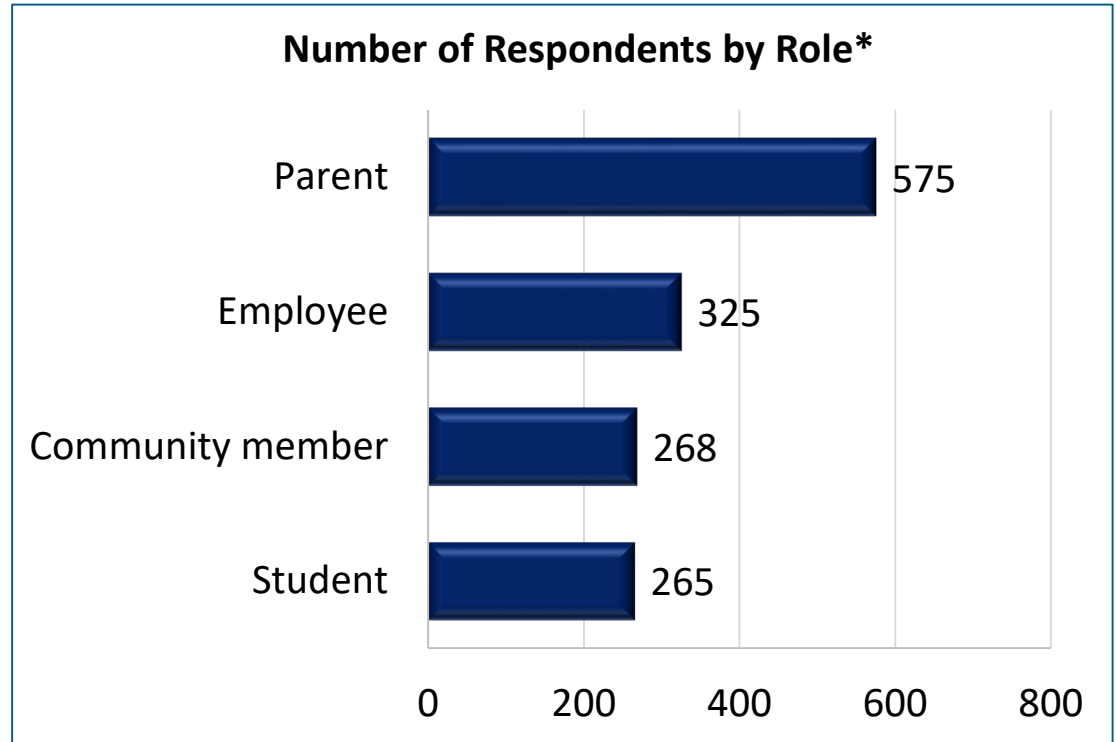


GRPS Strategic Plan Input Survey

1,327 people completed the survey

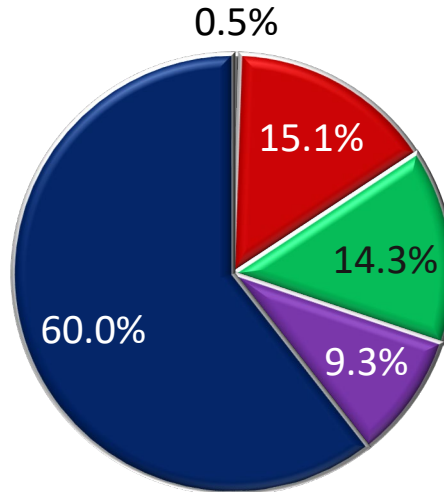
- 4 in Swahili
- 4 in Kinyarwanda
- 16 in Spanish



* Respondents could select multiple roles

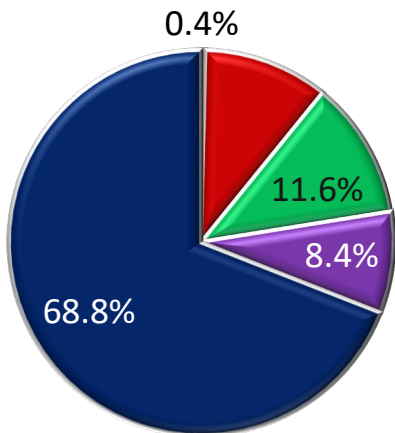
Race/Ethnicity of Respondents

All Responses

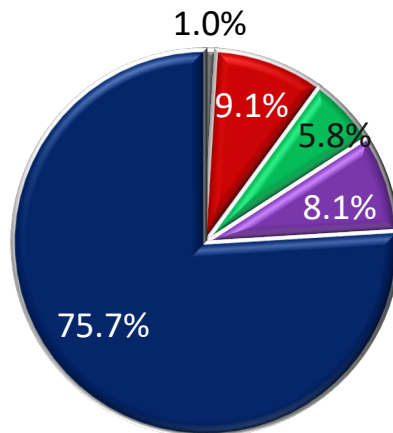


- Asian
- African American
- Hispanic
- Two or More Races
- White

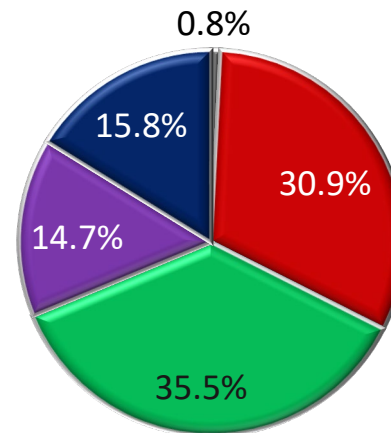
Parent



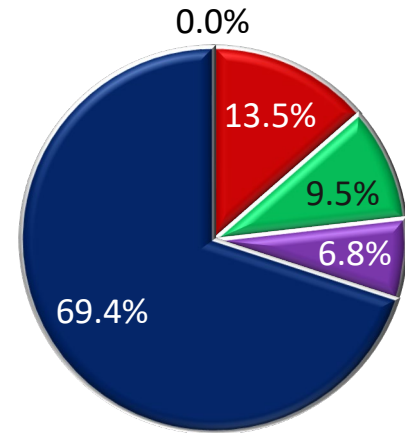
Employee



Student

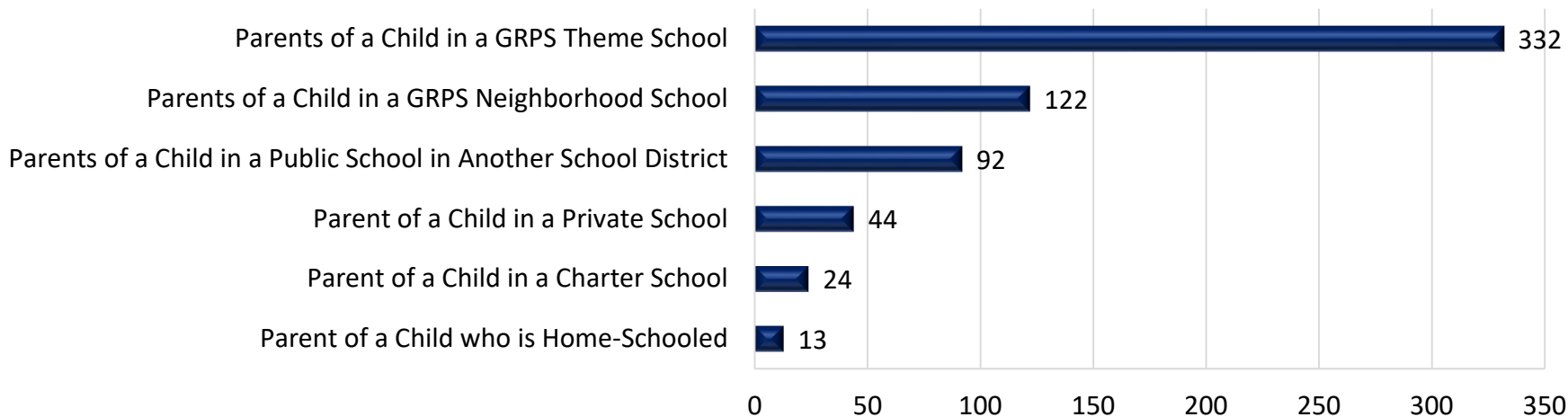


Community

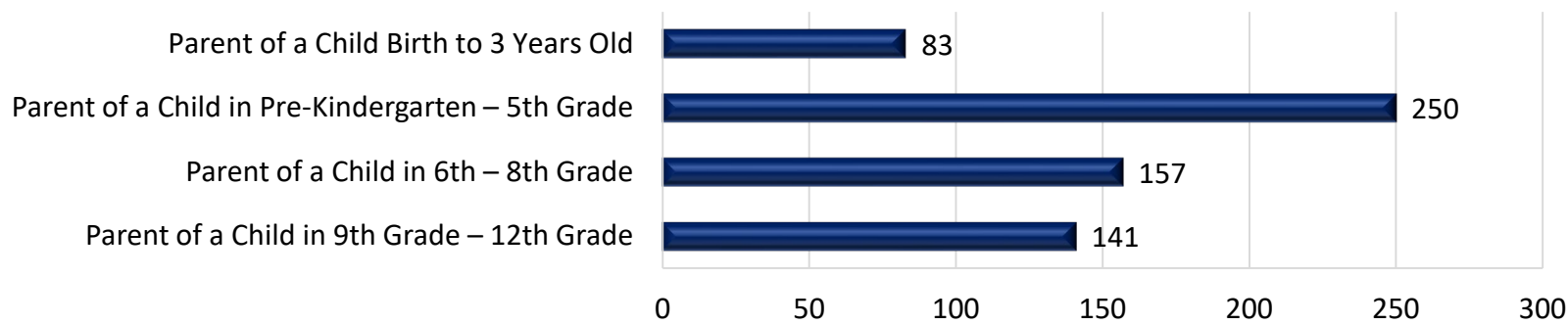


There was wide representation of parents; the majority had children in theme schools and elementary schools

Parents by School Type*



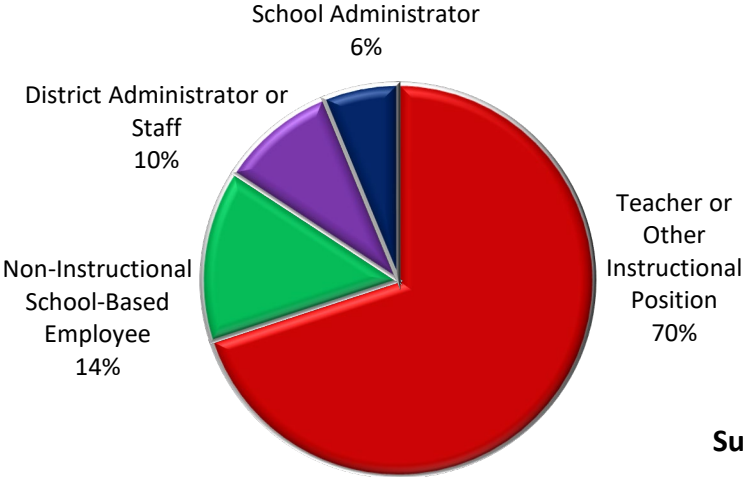
Parents by Age/Grade of Child*



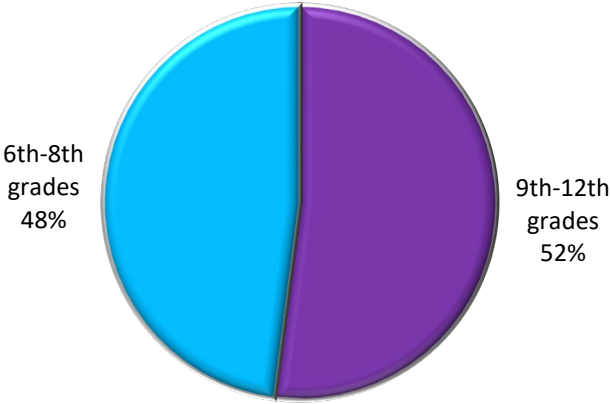
* Parents could select multiple options

More teachers responded than other employees, middle and high school students were about the same; and several zip codes on the outskirts of the city had lower numbers of respondents

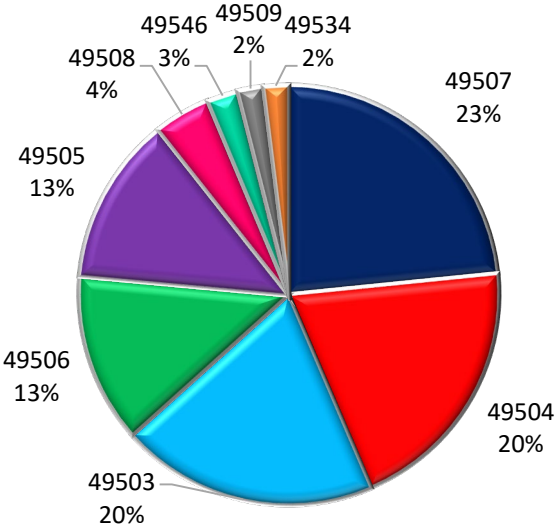
Survey Respondents: Employees



Survey Respondents: Students

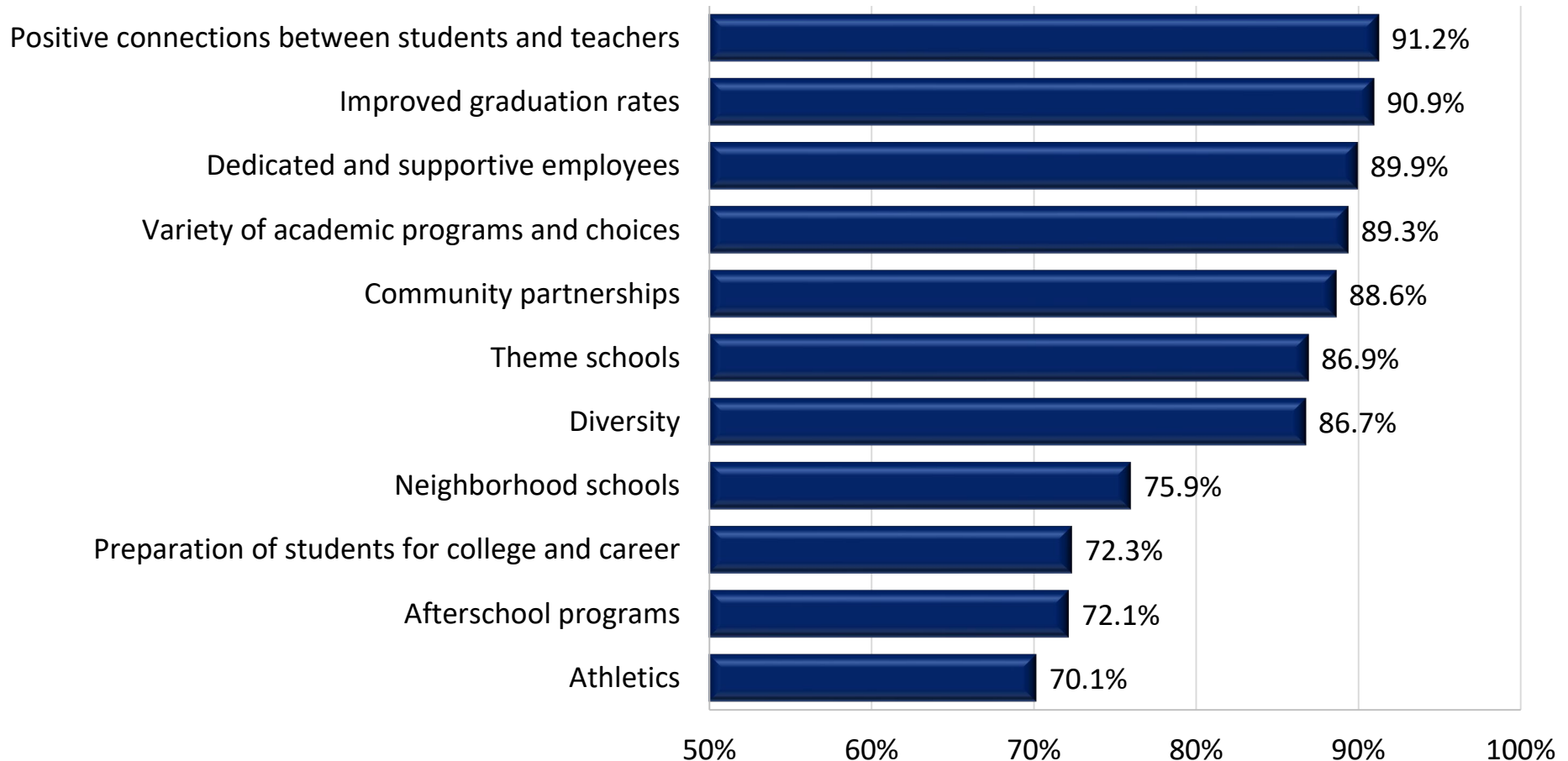


Survey Respondents: Zip Code



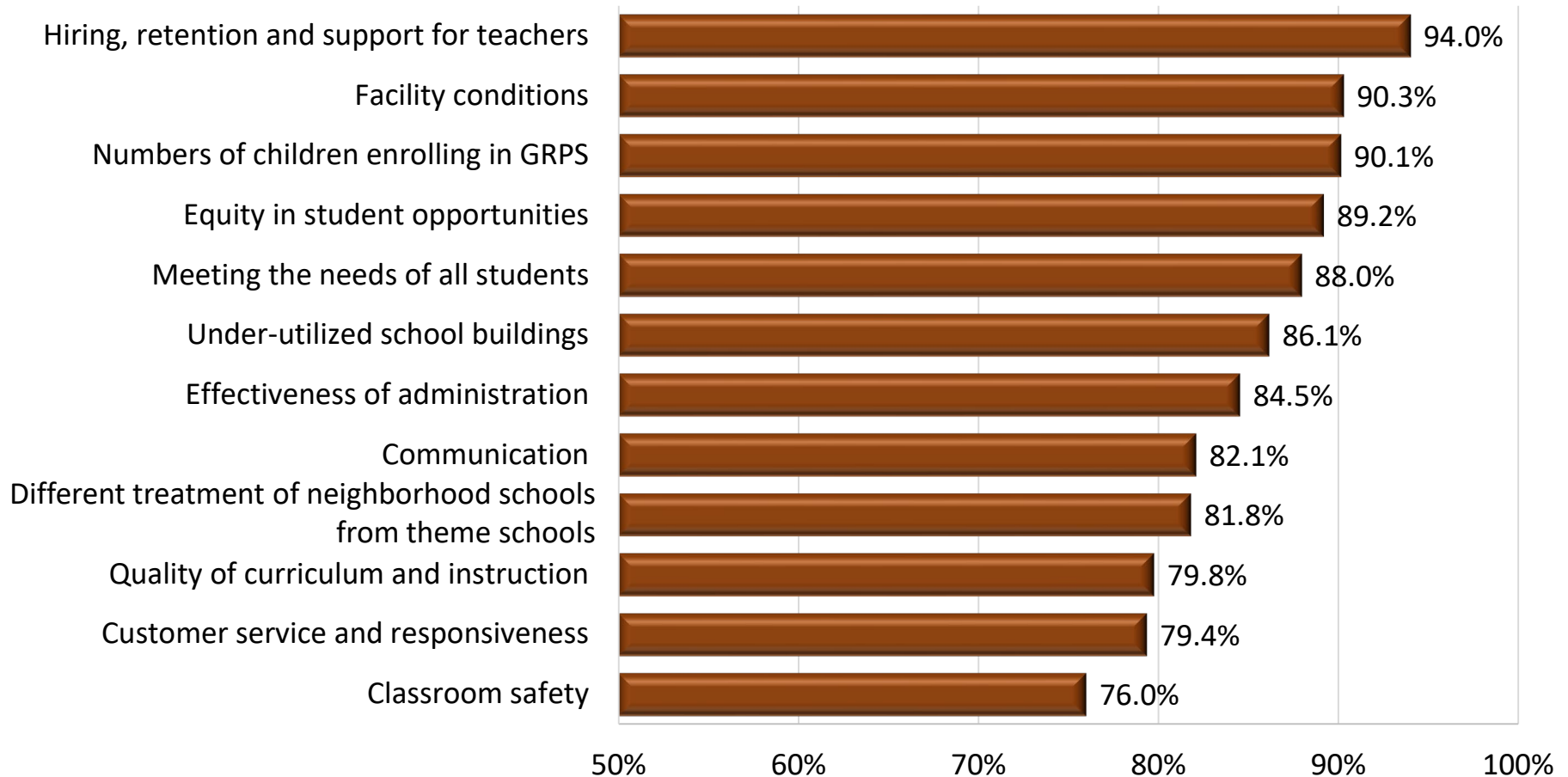
Based upon previous stakeholder input, the following strengths and assets were listed to test levels of agreement

GRPS Strategic Plan Community Input Survey Summer 2021
Percentage Who Agree or Strongly Agree that Item is an Asset or Strength



Based upon previous stakeholder input, the following improvement opportunities were listed to test levels of agreement

GRPS Strategic Plan Community Input Survey Summer 2021
Percentage Who Agree or Strongly Agree that Item is an Improvement Opportunity



Stakeholder Focus Groups

<ul style="list-style-type: none"> Affordable Housing Advocates 	<ul style="list-style-type: none"> GRESPA (facilities, operations and food service staff)
<ul style="list-style-type: none"> Business Leaders 	<ul style="list-style-type: none"> Higher Education
<ul style="list-style-type: none"> Community Organization Leaders 	<ul style="list-style-type: none"> Kent School Services Network
<ul style="list-style-type: none"> GRPS Equity Team 	<ul style="list-style-type: none"> Municipal Leaders
<ul style="list-style-type: none"> Extended Learning Organization Network 	<ul style="list-style-type: none"> Neighborhood Associations
<ul style="list-style-type: none"> Faith Leaders (2) 	<ul style="list-style-type: none"> Parent Action Leaders
<ul style="list-style-type: none"> Foundations 	<ul style="list-style-type: none"> Principals
<ul style="list-style-type: none"> Grand Rapids Education Association - Ancillary and other GRPS Unions 	<ul style="list-style-type: none"> Students (2)
<ul style="list-style-type: none"> Grand Rapids Education Association - Teachers 	<ul style="list-style-type: none"> To College Through College / Our Community's Children

Several areas emerge as both district assets and improvement opportunities in the stakeholder focus group discussions



- Community partnerships**
- Diversity**
- School choice programs**
- Parent engagement**
- Facilities**

Key Assets of the District

Findings	Supporting Comments	Sources
Community Partnerships	<ul style="list-style-type: none"> • Varied partnerships to support the district • Partnership companies/organizations are investing in the district and providing pathways to assist students • The community has a strong network of non-profit and faith-based partnerships in schools • Communication with colleges/universities make sure they are moving ahead in helping students • Grand Rapids is a very philanthropic place 	<ul style="list-style-type: none"> • Business leaders • ELO Network • GREA • GRPS Equity Team • Higher education • KSSN • Municipal leaders • Neighborhood associations • Parents • Teachers • To College Through College
Community Pride and Support	<ul style="list-style-type: none"> • Parents want to see the district thrive • Very supportive community • Large philanthropic community that supports GRPS • Those that have graduated from GRPS hold the district in high regard 	<ul style="list-style-type: none"> • Foundations • KSSN • Municipal leaders • PALS • Principals • To College Through College

Key Assets of the District

Findings	Supporting Comments	Sources
Teachers and staff	<ul style="list-style-type: none"> • School staff is a strength across schools. <ul style="list-style-type: none"> • well educated • in-tune to community • “Teachers are there for you, inside school and outside” • Support for students and families during Covid 	<ul style="list-style-type: none"> • ELO Network • Foundations • GRPS Equity Team • Higher education • Municipal leader • Neighborhood associations • Parents • Principals • Students • All unions
School choice programs	<ul style="list-style-type: none"> • Specialty and theme schools • Educational options for students are available in GRPS that are not available in other districts • Keeps people in district • City/Middle High is nationally recognized 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • All unions • Higher education • KSSN • Neighborhood associations • Parents • Teachers

Key Assets of the District

Findings	Supporting Comments	Sources
College Readiness	<ul style="list-style-type: none"> • T2C studio • Career reading and learning • Putting together college applications • Shared responsibility of the success of our students both while in K-12 and beyond • Dual enrollment opportunities and other programs (TRIO, Promise Zone) 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • Higher education • Principals • Students • To College Through College
Diversity	<ul style="list-style-type: none"> • Diversity of languages • Diversity of thought • Appreciation of diversity • Support for “students changing pronouns” • LBGTQ clubs • Diversity of curriculum and varied subject matters outside of student’s current experience especially at the high school level • Diversity of resources to support students outside of what the district can offer 	<ul style="list-style-type: none"> • ELO Network • Faith leaders • GRPS Equity Team • Higher Education • Parents • Students

Key Assets of the District

Findings	Supporting Comments	Sources
General academics	<ul style="list-style-type: none"> • Graduation rates are rising • Specific courses and opportunities are valued by students: Freshman focus, technology tools and courses, JROTC, clubs, leadership • Students learning English feel prepared 	<ul style="list-style-type: none"> • Neighborhood associations • Students
Innovation	<ul style="list-style-type: none"> • There is a willingness to try new things and pilot new programs. • Extremely innovative and constantly on cutting edge. • School buildings are adding physical innovations, tech, and other digital supports. • Tech advancement due to COVID that allowed 1:1 device/student ratio 	<ul style="list-style-type: none"> • Faith leaders • GRPS Equity Team • KSSN • Principals
Parent engagement	<ul style="list-style-type: none"> • Parent University • Parent outreach helps connect the communities to the schools • The Parent Action Leader program is a model way to engage families 	<ul style="list-style-type: none"> • KSSN • Neighborhood associations • PALS • Teachers

Key Assets of the District

Findings	Supporting Comments	Sources
Facilities	<ul style="list-style-type: none">• Overall, the facilities are remarkable• Facilities upkeep and remodeling is a foundation for growing moving forward• GRPS buildings are generally being improved and are being made more welcoming with spaces for community collaboration• School buildings are adding physical innovations, technology, and other digital supports• Green space	<ul style="list-style-type: none">• Business leaders• Community organization leaders• Faith leaders• Higher education• KSSN• Neighborhood associations

Opportunities for Enhancement

Findings	Supporting Comments	Sources
Employee hiring, orientation, retention and support	<ul style="list-style-type: none">• Lack of qualified teachers in some areas; long-term substitutes• Teacher pay is lower than surrounding areas and not a sustainable wage• Teacher and instructional support staff are frequently transferred among schools• Teacher hiring processes are slow, late and cumbersome; result in qualified candidates lost to other districts• Professional development for teachers and instructional support staff is not always aligned to job responsibilities• School support positions face the same issues	<ul style="list-style-type: none">• All unions• GRPS Equity Team• Higher education• KSSN• Neighborhood associations• Parents• Principals• Students• Teachers

Opportunities for Enhancement

Findings	Supporting Comments	Sources
<p>Inequity in funding and resources</p>	<ul style="list-style-type: none"> • Perceptions that the district treats some schools better than others; students at “lesser schools” don’t get the same resources • Should be a baseline of what all schools have • Inequity in parental ability to access the theme schools; results in a skewed demographic reflecting those who are able to navigate the system • Theme school applications vs. neighborhood school boundaries result in many children having to attend a “neighborhood” school outside of their community • Facilities are not equitable – air conditioning, updated repairs and maintenance are inconsistent • Instructional and social support staff are not equitably distributed • Principal requests for school-specific needs are not met due to generic processes and formulas 	<ul style="list-style-type: none"> • Community organization leaders • ELO Network • GRPS Equity Team • KSSN • Neighborhood associations • Parents • Principals • Students • Teachers

Opportunities for Enhancement

Findings	Supporting Comments	Sources
<p>Issues of racism, diversity and inclusion</p>	<ul style="list-style-type: none"> • Curriculum, programs and conversations do not adequately address racism • There is a white supremacy idea of what constitutes a good theme school • Racial disparity between theme and neighborhood schools has been perpetuated • District practices aimed at retention of white and middle-class families versus families of color and the disadvantaged • GRPS should embrace a multi-cultural and anti-racist identity • Teacher demographics do not align with students • We can't accept that it is ok for schools with black and brown majority to perform significantly lower • Barriers to non-English speaking families 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • GRPS Equity Team • Higher education • KSSN • Neighborhood associations • Parents • Students

Opportunities for Enhancement

Findings	Supporting Comments	Sources
<p>Barriers to student success</p>	<ul style="list-style-type: none"> • A lot of recycling of curriculum – students not being exposed to higher levels • Uniforms • Timing for classes • Discipline • Lack of access to computers all year • Distractions to instruction • Transportation; district contracted services are not always student-centered; lack of transportation is a barrier to access • Issues with virtual learning • “We have had gains in graduation levels, but we need to create excellence” • Students are coming into college with minimal math skills and remedial training is needed • The 20% of students who are dropping out before graduation get lost in the system; need to focus on dropout prevention, truancy and connect with these students • Need adequate support for English learners and students with disabilities 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • ELO Network • Faith leaders • Higher education • KSSN • Municipal leaders • Neighborhood associations • Students

Opportunities for Enhancement

Findings	Supporting Comments	Sources
<p>Perception of two-tiered system</p>	<ul style="list-style-type: none"> • Community schools “get ignored” – perception that they are an option of last resort • Vibrant neighborhood schools can also be a viable choice; we market theme schools but not neighborhood schools • Need to make all schools great schools – okay to promote differences • Highlighted at School Choice Expo – only choice schools are options; no features or marketing of neighborhood schools • It is a very muddy experience; this can make parents less satisfied with the district overall 	<ul style="list-style-type: none"> • Community organization leaders • GRPS Equity Team • Municipal leaders • Neighborhood associations • Parents
<p>Parent engagement</p>	<ul style="list-style-type: none"> • Assist all parents in accessing and understanding options • Ensure all parents have a voice; more vocal/organized parent groups have more sway 	<ul style="list-style-type: none"> • Faith leaders • Foundations • Higher education • KSSN • Neighborhood associations

Opportunities for Enhancement

Findings	Supporting Comments	Sources
<p>Defining student success</p>	<ul style="list-style-type: none"> • What are the cultural norms of success? Prestige comes with exclusivity • We need equitable grading across the district • There are things other than test scores to quantify literacy and success • Raise expectations for all schools • Social promotion is wrong and sets kids up for failure when we know they are not prepared • Testing may not be perfect, but aligns with employee skills needed in the working world 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • Foundations • GRPS Equity Team • Students
<p>College and career preparation</p>	<ul style="list-style-type: none"> • How do we deepen the pipeline of students from GRPS going to college? It is a challenge getting students enrolled from GRPS • Need for college access advisors • Exposure to technical trades • Better connections to business and post-secondary educational options • Exposure to relevant science, math and technology curriculum 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • Higher education • Municipal leaders • Students • Teachers • To College Through College

Opportunities for Enhancement

Findings	Supporting Comments	Sources
Administrative culture	<ul style="list-style-type: none"> • Lack of district alignment and accountability around a consistent set of effective practices • Too many initiatives • Favoritism • Lack of responsiveness to school and student needs • Focus on short-term bottom line rather than long-term outcomes • Lack of trust • Lack of transparency 	<ul style="list-style-type: none"> • Affordable housing advocates • Business leaders • Community organization leaders • GREA/GRESPA/Others • GRPS Equity Team • KSSN • Neighborhood associations • Parents • Teachers
Challenges to partnerships	<ul style="list-style-type: none"> • Driven by individual relationships • Perceived lack of district-level commitment • Bureaucratic barriers that are not encountered in other districts; emphasis on processes rather than needs of students • Lack of trust in district partners' capabilities and professionalism • Lack of transparency to mutually address student success • Partner agendas and initiatives are not always consistent with student and family needs 	<ul style="list-style-type: none"> • Business leaders • Community organization leaders • ELO Network • Faith leaders • Foundations • GRPS Equity Team • Higher education • KSSN • Public housing advocates

DRAFT of GRPS Equity Vision Statement Version 7.13.21

Grand Rapids Public Schools will implement equitable and culturally sustaining practices and strategies to ensure that ALL GRPS scholars are educated, productive and self-directed members of society regardless of race, religion, ethnicity, language, ability, gender identity, gender expression, sexual orientation, socioeconomic background, and mobility. We will remove barriers contributing to disproportionate outcomes by incorporating anti-racist and inclusionary practices. The diverse identity of scholars will be valued, celebrated, and represented throughout the district in order to ensure a sense of belonging.

To Accomplish this:

Each and every SCHOLAR will:

- Have a voice and provide critical input and influence decision making and holding our system accountable for equity in their classrooms, schools and district
- Are seen, valued, empowered, supported, heard, and feel a sense of belonging and safety
- Are represented in the content, curriculum, and practices of a culturally responsive environment
- Be partners in and influence their learning
- Demonstrate, upon graduation, that they are prepared for college, career, and community
- Have equitable access to high quality instruction and programs
- Achieve at high levels by actively engaging in rigorous, grade-level learning
- Feel welcomed and socially and emotionally safe.