

An Actionable Vision for the Future of Walled Lake Consolidated Schools



Why a Vision?

“If you don’t have a vision of your future, you are destined to stare at images of your past.” – Da Idea

Inputs to the Vision

- Data Review
- Board of Education Interviews x 2
- **Community Survey Response (2,597 total responses)**
 - 1,558 parents/guardians
 - 353 district employees with a student in WLCSD
 - 225 district employees without a student in WLCSD
 - 142 community members with children who graduated from WLCSD
 - 130 community members without school-aged children
 - 29 community members with school-aged children who do not attend WLCSD
 - 160 students
- **Focus Groups (281 total participants / 62 opportunities)**
 - 113 students (all middle and high schools)
 - 75 parents/guardians (15 opportunities)
 - 74 district employees (16 opportunities)
 - 19 community members without children in WLCSD (6 opportunities)
 - Visits to Dublin, Pleasant Lake, Glengary, and Walled Lake Elementary
- **Two-Day Vision Development Workshop**

Vision Workshop

Activities and Conversations Focused On:

- Where public education has been and where it is going
- The world of work
- Opportunities for innovation
- Challenging thinking and assumptions about what school could be



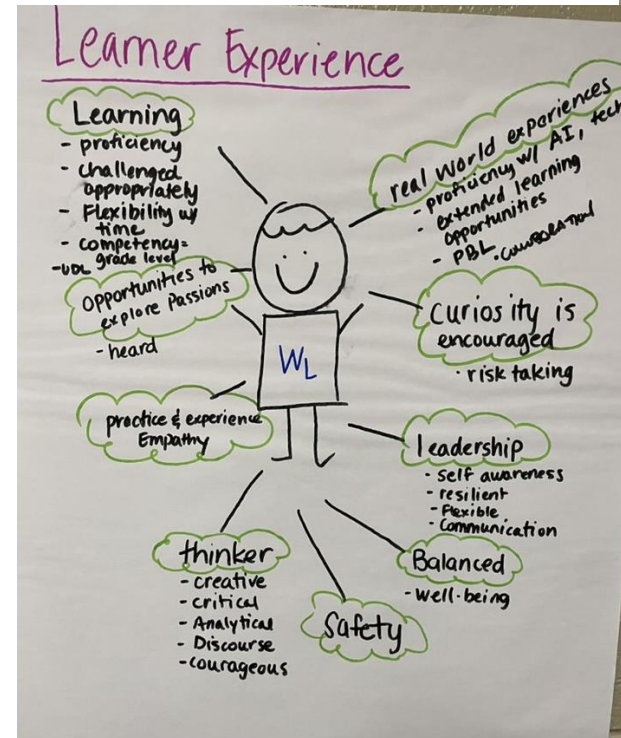
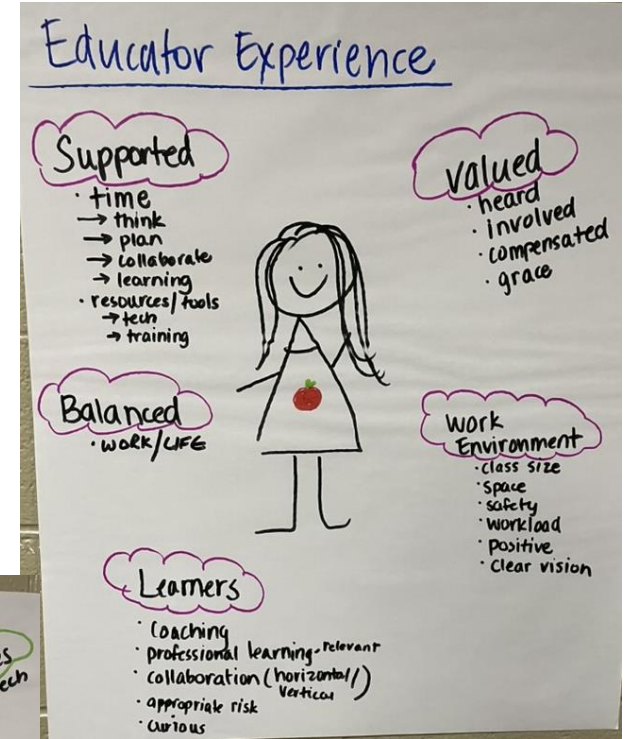
Operations - Transportation - facilities

- Transportation - flexible to any building
- Open Cafeteria - no set lunch time
- Flexible building use
 - Open for Homework, etc.

Vision Workshop (cont.)


Activities and Conversations Focused On:

- Learner-centered systems
- Designing stakeholder experiences
- Community input
- Current successes and context
- Leveraging expertise




Vision Review and Refinement

WALLED LAKE CONSOLIDATED SCHOOL DISTRICT



VISION



Prepared by Walled Lake Consolidated Schools and G&D Associates March 2023

LEARNING

In an ever-evolving world, learning must go beyond basic academic knowledge to develop the skills that open doors to opportunity both in school and beyond.

RELEVANT AND APPLICABLE SKILLS
Walled Lake Consolidated Schools is committed to providing a strong foundation of core academic content while ensuring learning is relevant and grounded in real-world applications. We will cultivate essential behaviors and skills such as empathy, resilience, curiosity, and collaboration through opportunities that feature honest discourse, effective communication, and critical thinking — enabling all students to explore their passions and engage in community-connected experiences. This is foundational to developing a highly effective School Community of learners. Our students will have multiple, equally rigorous options to demonstrate proficiency, enabling each to showcase growth in ways that reflect their strengths.

STUDENT VOICE AND WELL-BEING
Safe and secure environments that prioritize well-being will enhance the learning experience. We will emphasize

positive relationships and ensure access to a variety of educators who provide guidance and personalized support. This approach will establish students as active partners in their educational journey — giving them meaningful input into approaches to learning as well as school and classroom policies. A culture of continuous improvement will be developed through frequent opportunities to give, receive, and respond to feedback.

PERSONALIZED EXPERIENCES
Our schools will provide access to a variety of programming options to support innovative Pre-K – Adult learning models that strive to offer multiple personalized pathways. We will leverage student time and schedules across the District to ensure all receive what they need, when they need it, through methods that are most effective for them.

By cultivating a dynamic, learner-centered educational experience connected to real-world skills and authentic application of learning, we will empower our students to engage as positive contributors in their communities.




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COMMUNITY ENGAGEMENT

The quality of education in Walled Lake Consolidated School District thrives on dynamic, symbiotic partnerships that foster development and success.

CELEBRATE AND CONNECT
We will engage families through opportunities to experience their child's learning and provide feedback about our approaches. A variety of digital and non-electronic media will be leveraged to communicate with, celebrate, and connect our stakeholders — providing "windows" into the District that empower advocacy for students and educators.

CULTURE OF CARE AND SERVICE
Employees throughout Walled Lake Consolidated Schools will set the standard for exceptional customer service, ensuring that every interaction with all stakeholders reflects our commitment to empathy and responsiveness.

PARTNERING FOR COMMUNITY SUCCESS
We will establish and strengthen strategic partnerships — engaging our community in collaborative projects, volunteering, internships, and apprenticeships.

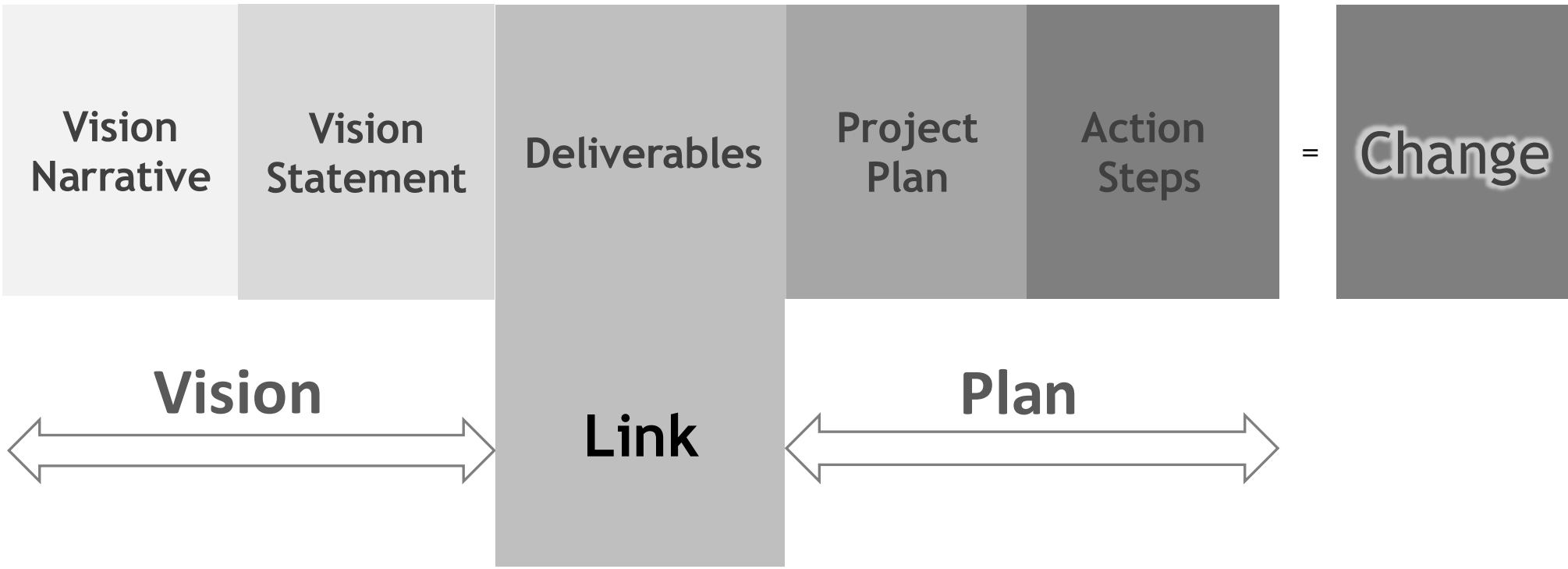
We will work alongside stakeholders to deliver relevant and engaging community education options. Before- and after-school programming will be designed to meet the diverse needs of students and working families, providing additional layers of support and engagement.

Our commitment to partnerships and meaningful engagement will empower stakeholders to embrace our shared vision and values — contributing to a thriving community while strengthening the bonds that unite us in our commitment to innovation and success.



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Vision to Action



The G&D Model

Deliverables

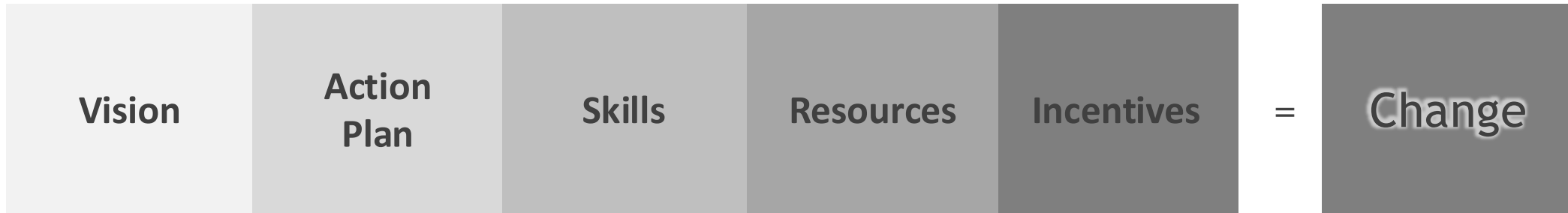
Vision Area	Vision Statement	District Deliverables
<p style="text-align: center;">Learning</p>	<p>We will cultivate essential behaviors and skills such as empathy, resilience, curiosity, and collaboration through honest discourse, effective communication, and critical thinking.</p>	<ul style="list-style-type: none"> • Develop and implement learning progressions for essential behaviors and skills 2 • Identify and align common instructional strategies to meet individual needs and promote student growth. 2
	<p>We will enable all students to explore their passions and engage in community-connected experiences.</p>	<ul style="list-style-type: none"> • Develop a structure for students to explore and identify their passions. 1 • Develop and implement authentic opportunities for students. 2 • Engage the community in creating authentic, community-connected opportunities. 2
	<p>Students will have multiple, equally rigorous options to demonstrate proficiency, enabling each to showcase growth in ways that reflect their strengths.</p>	<ul style="list-style-type: none"> • Develop and communicate clear definitions of proficiency. 1 • Design equally rigorous options for students to demonstrate proficiency. 1 • Align our grading systems with proficiency demonstration options. 2
	<p>Safe and secure environments that prioritize well-being will enhance the learning experience.</p>	<ul style="list-style-type: none"> • Develop structures to review and adjust our safety and security protocols. 3 • Develop a system for students to share their thoughts, experiences and needs around their own well-being. 2 • Create processes to assess and adjust systems that support success and belonging for all students – academically, socially and emotionally. 2



Strategic Planning



The Knoster Model

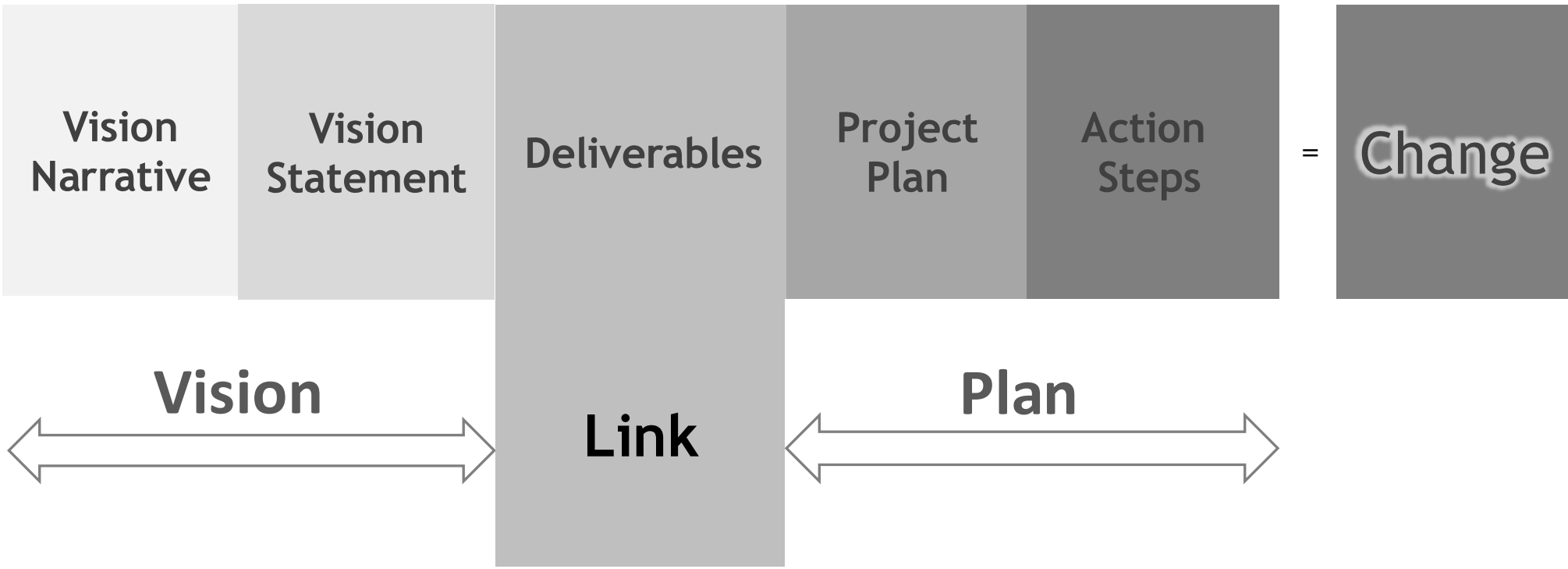


Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington DC
(Adapted by Knoster from Enterprise Group Ltd.)

The Consequences of Missing Elements

Vision	Action Plan	Skills	Resources	Incentives	=	Change
	Action Plan	Skills	Resources	Incentives	=	Confusion
Vision		Skills	Resources	Incentives	=	Treadmill
Vision	Action Plan		Resources	Incentives	=	Anxiety
Vision	Action Plan	Skills		Incentives	=	Frustration
Vision	Action Plan	Skills	Resources		=	Resistance

Vision to Action



The G&D Model

Vision to Deliverable to Project

Vision Statement:

The District will ensure all students have independence in foundational literacy, mathematics, science, and humanities skills.

Deliverable:

Identify and communicate a common set of core instructional strategies (ex. small group direct instruction, co-teaching, multi-sensory reading, etc.).

12-Month Project Titles:

Implement a small group, multi-sensory teaching model for primary reading instruction.

The Strategic Plan Dashboard

Walled Lake Consolidated School District Strategic Plan DRAFT 2025/2026 © G&D Associates

Vision Area	Vision Statement	Deliverable	Owner	Budget	Due By	Weekly Health		Project Title	Plan Number
Learning	Students will have multiple, equally rigorous options to demonstrate proficiency, enabling each to showcase growth in ways that reflect their strengths.	Develop and communicate clear definitions of proficiency.	Cathy Kochanski	\$0	5/14/26	5/30/25	On Track	Identify high school ELA proficiency scales aligned to the Michigan Academic Standards.	Plan 1
Learning	Students will have multiple, equally rigorous options to demonstrate proficiency, enabling each to showcase growth in ways that reflect their strengths.	Design equally rigorous options for students to demonstrate proficiency.	Cathy Kochanski	TBD	2/6/26	5/30/25	On Track	Develop and implement math performance assessment options.	Plan 2
Learning	We will emphasize positive relationships and ensure access to a variety of educators who provide guidance and personalized support.	Identify and implement strategies and time structures for developing and maintaining positive relationships between educators and students	Eileen Derengowski	TBD	12/11/25	5/30/25	On Track	Create a mentorship-based advisory time for all 6th graders.	Plan 3
Learning	A culture of continuous improvement will be developed through frequent opportunities to give, receive, and respond to feedback.	Create opportunities for learners to collaborate, observe and support our continuous improvement.	Lora Stout	TBD	6/4/26	5/30/25	On Track	Identify and implement a common peer-to-peer feedback structure for elementary students.	Plan 4
Learning	We will leverage student time and schedules across the District to ensure all receive what they need, when they need it, through methods that are most effective for them.	Evaluate current systems and how they support student academic and social-emotional needs.	Nayal Maktari	TBD	5/22/26	5/30/25	On Track	Conduct an assessment of current academic support approaches.	Plan 5

Plan Details Aligned to Knoster

Project Title	Implement structured literacy with coaching support in primary grade.
Ernst Blofeld	©G&D Associates
Start	4/4/2025
End	1/9/2026
People	Auric Gold (principal), Rosa Kleb (assistant principal), Ernst Blofeld (learning coach), Dr. Kanaga (literacy specialist), Maxine Zorin (MTSS and Title I Coordinator), Francis Scaramanga (consultant), classroom teacher cohorts, interventionists
Professional Learning & Training	Leveraging Literacy Curriculum resources, Understanding by Design, small group instructional framework, multi-sensory reading approaches, auditory battery, CAFE, Online pathways, Tier 1 intervention approaches, inclusive practices, flexible scheduling for intervention
Budget	\$12,500
Resources	Literacy curriculum resource, LMS, Google Forms, Florida Center for Reading Research (FCRR), STAR 360, District MTSS Framework, District Instructional Framework
Incentives	Improved literacy instruction Raised capacity of district and school coaches to target support for teachers Calibrated observational lens between school and district support personnel Streamlined and commonly understood MTSS processes Less student, family, and educator frustration
Sustainability	Scale promising practices across grade levels Conduct a similar process with a Tier 2 and Tier 3 lens

Action Steps

	Step	Detail	Due By Date	Complete?
First Step	1	Meet with school leadership to identify instructional priorities.	4/4/2025	<input checked="" type="checkbox"/>
	2	Meet with literacy and MTSS specialists to co-design intervention approach.	4/4/2025	<input checked="" type="checkbox"/>
Action Steps	3	Work with district personnel to access literacy curriculum tools.	4/11/2025	<input checked="" type="checkbox"/>
	4	Collect baseline STAR 360 data for school, grade level, classroom, and individual student levels.	4/18/2025	<input checked="" type="checkbox"/>
	5	Conduct a data dialogue session to identify potential cohort candidates.	4/21/2025	<input checked="" type="checkbox"/>
	6	Identify initial coaching cohort group for intensive support.	5/2/2025	<input checked="" type="checkbox"/>
	7	Conduct classroom observations (including tutoring sessions, special education, and intervention) during literacy to identify initial coaching support needs.	5/16/2025	<input checked="" type="checkbox"/>
	8	Debrief with each teacher individually to provide feedback, scope of work, and to build empathy.	5/16/2025	<input checked="" type="checkbox"/>
	9	Meet with district literacy specialists and TOSAs to discuss themes of observations.	5/23/2025	<input checked="" type="checkbox"/>
	10	Meet with learning coach and district partners to design and delegate professional learning opportunities	6/6/2025	<input checked="" type="checkbox"/>
	11	Develop asynchronous professional learning course.	7/25/2025	<input checked="" type="checkbox"/>
	12	Get credit approval for intensive support cohort group.	7/25/2025	<input checked="" type="checkbox"/>
	13	Conduct introductory sessions to explain the coaching model and build empathy with teachers.	8/15/2025	<input checked="" type="checkbox"/>
	14	Conduct the first round of regular coaching cycles with cohort teachers to include individual and cohort sessions.	10/10/2025	<input checked="" type="checkbox"/>
	15	Conduct second data dialogue sessions using cohort STAR 360 data.	10/20/2025	<input checked="" type="checkbox"/>
	16	Conduct second round of regular coaching cycles with cohort teachers to include individual and cohort sessions.	12/18/2025	<input checked="" type="checkbox"/>
	17	Design presentation of learning structure for cohort teachers.	1/9/2026	<input checked="" type="checkbox"/>
	18	Conduct third data dialogue sessions using cohort STAR 360 data.	1/9/2026	<input checked="" type="checkbox"/>
	19	Design coaching perception survey for cohort teachers	2/13/2026	<input checked="" type="checkbox"/>
	20	Facilitate cohort member presentations of learning	3/13/2026	<input checked="" type="checkbox"/>
	21	Distribute coaching perception survey.	3/13/2026	<input checked="" type="checkbox"/>
	22	Conduct final data analysis and develop next steps with leadership.	5/15/2026	<input type="checkbox"/>

Success Criteria

Success Criteria	<p>By September 4, 2025, 100% of teachers participating in the intensive coaching cohorts will implement flexible, data-driven small group instruction with the 5 components of reading embedded as measured by classroom observations, PLC data conversations, and lesson plans. - COMPLETE (100%)</p> <p>By March 30, 2026, 90% of cohort teachers will report professional growth and a positive perception of the coaching model as measured by a perception survey, 1:1 meetings, and presentations of learning.</p> <p>By April 24, 2026, 80% of targeted students identified as being “On Watch”, needing “Intervention”, or needing “Urgent Intervention” will improve by at least one identifier level (Fall to Spring) as measured by STAR 360.</p>
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Making It Happen

- Inform the school community
- Making this THE work
- Health checks to stay on track
- Storytelling (sharing our progress)
- Annual plan update with G&D Associates (included in original contract)

*We have remote support from G&D Associates at point of need throughout year one of implementation at no extra cost.

