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## GOAL 1: STUDENT-DRIVEN LEARNING

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LCS students are curious, collaborative, and critical thinkers who set goals and build the competences to thrive in school, future careers, and life.

### Objective 1.1: Student Goals & Growth

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Students set purposeful growth goals and actively build the competencies needed for success, demonstrating ownership of their learning and a commitment to continuous growth.

#### Strategy 1.1a: Embed Collaborative, Goal-Oriented, & Higher-Order Learning

The Teaching and Learning Team will partner with school level stakeholders to design standards-aligned lessons for teachers to assist students with setting SMART goals related to creativity, collaboration, communication, critical thinking, and citizenship.

##### Projects/Tactics for Strategy 1.1a

- Design the student goal data collection plan, uploading, and aligning student learning data.
- Develop division-wide interdisciplinary unit templates aligned with Virginia Standards of Learning (SOL) that embed inquiry, collaboration, and higher-order thinking tasks.
- Convene teacher design teams and instructional specialists to create model collaborative units and lesson sequences.
- Pilot units in federally identified schools and selected classrooms before division-wide rollout.
- Create a digital repository of collaborative units and exemplar lessons accessible to all teachers.
- Conduct lesson study cycles where teachers refine units based on student work and classroom observations.

#### Strategy 1.1b: Monitor, Assess, & Refine Instruction

Instructional leadership teams will monitor and analyze student participation and portfolio evidence to adjust instructional strategies, refine collaborative projects, and ensure learning experiences are standards-aligned and maximize student growth.

##### Projects/Tactics for Strategy 1.1b

- Adjust instructional strategies (e.g., structured talk protocols, turn-and-talk, accountable talk stems).
- Implement quarterly student portfolio reviews (writing samples, projects, and performance tasks).
- Implement a common rubric aligned to standards to evaluate: depth of thinking; use of evidence; growth over time.
- Design/implement a common Look-for tool and conduct monthly leadership walkthroughs with a focus on: Student engagement; cognitive demand; alignment to standards.
- Conduct quarterly leadership meetings where teams: review all data sources (participation, portfolios, assessments); identify what instructional strategies are working/not working; make school-wide instructional adjustments.

### **Strategy 1.1c: Document Learning & Evidence in Portfolios**

Instructional teams will guide and support students in documenting evidence of learning for teachers and families to track progress toward SMART goals, enabling learners to reflect on growth and connect learning across projects through curated portfolios.

#### **Projects/Tactics for Strategy 1.1c**

- Adopt a consistent platform (e.g., Google Slides, Seesaw, Canvas) across grade levels.
- Ensure vertical alignment so portfolios build year to year.
- Require artifact uploads that demonstrate progress toward each goal.
- Implement student-led conferences with families each semester where students: present portfolio highlights; explain growth and challenges; share next goals.
- Create a bank of annotated student portfolio exemplars.
- Teachers model how to select and explain evidence of learning.

### **Objective 1.2: Student Academic Support Systems**

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LCS student academic support systems are consistent, to ensure timely and effective interventions. Our academic support systems ensure that our students, especially those in federally identified schools, are engaged and able to successfully access rigorous academic instruction and demonstrate improved academic outcomes.

#### **Strategy 1.2a: Academic Supports & Success**

Division and school leadership teams provide ongoing professional learning focused on evidence-based instructional strategies such as explicit instruction, modeling, guided practice, differentiated instruction, and checks for understanding.

#### **Projects/Tactics for Strategy 1.2a**

- Design professional learning sessions to include demonstrations, collaborative lesson planning, and job-embedded opportunities for teachers to practice and reflect on these strategies to strengthen classroom implementation.
- Create model lessons and demonstration classrooms that showcase explicit instruction, modeling, guided practice, differentiated instruction, and checks for understanding.
- Establish collaborative lesson-planning cycles in which teachers design instruction using targeted evidence-based practices.
- Build teacher practice and reflection routines into professional learning through peer observation, coaching, and feedback.
- Develop an instructional toolkit with examples, templates, and look-fors aligned to priority teaching strategies.

### **Objective 1.3: Future-Focused Pathways**

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Students engage in opportunities to explore career readiness, build their social-emotional capacity, and participate in career pathway experiences. Students set and monitor goals, apply knowledge and skills in real-world contexts, and are supported by aligned systems, strong leadership, and partnerships that ensure equitable opportunities for all learners.

#### **Strategy 1.3a: Career Exploration**

The school division will embed career exploration activities within core content courses and advisory periods so that all students engage in structured career learning during the school day.

### **Projects/Tactics for Strategy 1.3a**

- Teachers and school counselors will incorporate student career interest inventory data to guide career exploration experiences, industry research projects, goal setting, and pathway planning.
- Develop a K-12 career exploration scope and sequence tied to curriculum standards and inclusive of all students (including those unable to attend extra curricular programs or events).
- Design and launch professional learning for teachers on career-connected instruction and advising.
- Implement a student career interest, goal-setting, and reflection process.
- Establish a speaker and virtual career exploration series for use during the school day.
- Build a monitoring system for career exploration implementation and participation that feeds into Academic and Career Plan (ACP).

### **Strategy 1.3b: Academic & Career Pathways**

Schools will integrate structured Academic and Career Plan (ACP) through a centralized tracking system including integration of development activities (career interest inventories, goals setting activities, and career pathway exploration) into advisory periods or designated core classes for grades 7–12.

### **Projects/Tactics for Strategy 1.3b**

- Identify platform/ design framework for ACP centralized tracking system for schools, teachers, and students to track academic and career planning.
- Build process and policy structure for ACP implementation including make-up opportunities for absent or mid-year enrolling students to ensure ACP completion for all.
- Create a teacher toolkit for connecting academic content to careers and pathways.
- Create embedded career exploration lesson resources for core courses and advisory.

### **Strategy 1.3c: Internal/External Partnerships**

Schools expand equitable access to internships, mentorships, and certification opportunities through strong partnerships and flexible delivery models that reduce barriers to student participation.

### **Projects/Tactics for Strategy 1.3c**

- Track participation data to ensure equitable access across student groups.
- Develop flexible participation models, including virtual and school-based options, to broaden access.
- Design opportunities that reduce logistical barriers for students such as transportation, scheduling, and program availability that limit student participation.
- Build a communication system and messaging of available partnership opportunities for students and families.

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## **GOAL 2: STUDENT-CENTERED SCHOOL CULTURE**

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LCS fosters a division-wide culture of well-being, belonging, and support where students feel connected, engaged, and valued.

### **Objective 2.1: Student Belonging & Well-Being**

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Students' emotional and physical well-being is supported through clear and consistent expectations, positive relationships, and student-centered supports that promote safety, belonging, and healthy development.

## **Strategy 2.1a: Student Safety Practices**

Division leaders, school administrators, teachers, safety teams, and student support staff implement and monitor consistent safety protocols, regular drills, and proactive behavioral supports for students to experience safe, supportive environments and reduce incidents that endanger themselves or others.

### **Projects/Tactics for Strategy 2.1a**

- Develop a division-wide framework for relationship-centered student support.
- Provide professional learning on relationship-building, engagement, and belonging.
- Launch advisory, mentoring, or check-in/check-out structures to strengthen student-adult connections.
- Develop communication tools and family engagement practices that promote trust, connection, and belonging.
- Create school-based data review and support protocols tied to engagement and success.

## **Strategy 2.1b: Student Engagement Opportunities**

Division leaders, school administrators, teachers, counselors, nutrition services, and community partners expand and coordinate access to food resources, physical activity, extracurricular activities, and mentorship opportunities for students to support their well-being, strengthen relationships, and increase engagement in school life.

### **Projects/Tactics for Strategy 2.1b**

- Expand school-based and community-based food access programs for students and families.
- Increase opportunities for student participation in physical activity, extracurricular programs, and school-connected experiences.
- Strengthen and expand mentorship and relationship-based supports that connect students with caring adults and positive peer networks.
- Use student interest and participation data to align opportunities with student needs and preferences.
- Provide communication with students and families about available programs, supports, and opportunities.

## **Objective 2.2: Engaged & Valued Students**

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Students feel respected, valued, recognized, and important as individuals through caring relationships and consistent, student-centered practices across LCS schools.

## **Strategy 2.2a: Tiered Student Supports for Behavior, Well-Being, & Engagement**

Division leaders, school administrators, teachers, counselors, psychologists, social workers, and community partners implement a coherent, division-wide system of tiered supports that integrates behavioral supports, social-emotional learning (SEL), restorative practices, and coordinated mental health services. This system strengthens early identification and intervention, reduces exclusionary discipline, and ensures all students experience strong relationships, a sense of belonging, and access to rigorous, high-quality instruction.

### **Projects/Tactics for Strategy 2.2a**

- Develop and roll out a division-wide tiered support framework (MTSS/PBIS + SEL + mental health) with a clear implementation guide.
- Define how behavioral supports, SEL, restorative practices, and student services work together across Tiers 1, 2, and 3.
- Create a comprehensive professional learning plan covering: Tiered supports (MTSS/PBIS); SEL implementation; restorative practices; integrated intervention and case management systems.
- Train administrators, teachers, counselors, and student support teams on consistent, aligned implementation.
- Implement a universal SEL framework with instructional tools across all schools.

- Embed restorative practices into daily school culture and discipline systems.
- Expand relationship-based supports (mentoring, check-in/check-out, advisory structures).
- Establish a coordinated referral and case management process for behavioral, social-emotional, and mental health supports.
- Establish school-based data review routines that integrate: behavior (discipline, suspensions), attendance, student well-being indicators (sense of belonging, safety, engagement), academic engagement.
- Develop tools and protocols to track interventions and monitor effectiveness.
- Use data for early identification and tiered intervention decisions.
- Formalize partnerships with community agencies and mental health providers to expand access to services.
- Create family communication and engagement tools that connect families to support and resources.

### **Strategy 2.2b: Student-Centered Engagement & Inclusive Opportunities**

Teachers, counselors, administrators, instructional leaders, activity sponsors, coaches, and community partners collaborate to design and implement student-centered learning experiences and expand inclusive extracurricular, leadership, and enrichment opportunities. These efforts promote student voice, belonging, and real-world connections, increasing engagement and strengthening students' academic progress and connection to their school community.

#### **Projects/Tactics for Strategy 2.2b**

- Expand student-centered learning experiences that increase relevance, voice, collaboration, and real-world connection.
- Increase inclusive access to extracurricular, leadership, and enrichment opportunities across schools.
- Expand student leadership, extracurricular, and enrichment opportunities based on student interests and participation data.
- Establish community-connected learning and mentorship opportunities that strengthen real-world relevance and belonging.

### **Strategy 2.2c: Elevating Student Voice & Leadership**

Teachers, school leaders, and student leadership groups establish regular feedback systems and leadership opportunities for students to inform and shape school culture and decision-making.

#### **Projects/Tactics for Strategy 2.2c**

- Conduct a student interest and engagement survey to guide programming and opportunity design.
- Use student voice, participation data, and community partnerships to strengthen engagement and belonging.
- Create a communications and outreach plan to ensure students and families are aware of available opportunities.
- Develop a participation tracking system to monitor involvement in extracurricular, enrichment, and leadership opportunities.
- Pilot student-centered interdisciplinary or project-based learning experiences tied to community issues, careers, or student interests.

## **Objective 2.3: Consistent Care & Support**

Students experience greater success, safety, and belonging through a positive school culture and climate built on fair, aligned, and consistently implemented student-centered supports and practices.

### **Strategy 2.3a: Student Voice & Belonging**

Division leaders, school administrators, teachers, student support teams, and community partners establish aligned expectations, student voice opportunities, and recognition systems for students to feel respected, valued, and engaged, strengthening their sense of belonging and increasing daily attendance.

### **Projects/Tactics for Strategy 2.3a**

- Establish aligned expectations for student engagement, behavior, and belonging across all schools.
- Create regular structures for student voice, feedback, and leadership. Establish student voice structures such as surveys, advisory groups, and listening sessions.
- Implement consistent recognition systems that celebrate student growth, attendance, leadership, and positive contributions.
- Build staff capacity to apply expectations and recognition practices consistently and supportively.
- Use attendance, climate, and student feedback data to improve belonging and engagement efforts.

### **Strategy 2.3b: Aligned Behavior Expectations**

Division leaders, school administrators, teachers, and student support teams establish and monitor clear, consistent disciplinary frameworks and transition supports for students to experience consistency in behavioral expectations as they move between classrooms, schools, and school levels.

### **Projects/Tactics for Strategy 2.3b**

- Establish clear, division-wide behavior expectations and disciplinary practices across all schools.
- Strengthen transition supports for students moving between classrooms, schools, and school levels.
- Build staff capacity and monitoring systems to ensure consistent implementation.
- Create family-facing materials that explain behavior expectations, disciplinary processes, and available supports.

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## **GOAL 3: PURPOSE-DRIVEN PEOPLE**

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LCS employees are collaborators, dedicated to continuous professional growth, and committed to our community through a shared sense of purpose.

### **Objective 3.1: Professional Growth & Collaboration**

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Staff learn, lead, and grow professionally together to best support student learning and success. Staff engage in data-driven collaboration and feel empowered to share learning with their colleagues.

#### **Strategy 3.1a: Equitable Professional Growth Pathways**

Develop and sustain a comprehensive, equitable professional growth system that provides all employees with access to high-quality, role-aligned professional learning, required training, and opportunities for continued education and career advancement.

#### **Projects/Tactics for Strategy 3.1a**

- The Human Resources and Teaching and Learning teams will collaboratively create a division-wide professional learning framework.
- Human Resource Team will implement a professional learning opportunity and participation tracking and accountability system.
- Expand equitable access to professional learning opportunities by analyzing a broader range of LCS roles and identifying/designing opportunities for growth, training, and job advancement.
- Establish or expand tuition reimbursement and advancement pathways.
- Strengthen professional growth planning resources and expectations for LCS employees and their supervisors.

### **Strategy 3.1b: Collaborative Learning & Staff Leadership**

Foster a culture of collaborative professional practice by building structures for data-informed teamwork, peer-to-peer learning, and staff leadership that empower employees to share expertise and improve outcomes for students.

#### **Projects/Tactics for Strategy 3.1b**

- Develop a framework for collaborative team learning, job-embedded professional practice, and staff leadership opportunities.
- Establish regular team collaboration and professional learning community structures.
- Launch a staff-led professional learning model.
- Develop an annual division-wide professional learning mini-conference where different departments invite employees to submit professional learning sessions, resources to share across their role and/or with other schools, and/or tutorials to help colleagues in their roles.
- Create systems for sharing effective practices across schools and departments including peer modeling and professional development facilitation processes, professional learning community structures and resources, digital job resources repository, etc.
- Design recognition and incentives for inter and cross-school and division professional collaborations and leadership in professional learning.

### **Strategy 3.1c: Job Embedded Professional Learning, Implementation, & Evaluation**

Increase job-embedded professional learning through coaching, mentoring, peer observation, and collaborative planning embedded within daily work structures. Monitor the effectiveness of professional learning by gathering feedback on staff growth and application of strategies, using results to guide future training, encourage shared leadership, and recognize staff who model effective implementation of new practices.

#### **Projects/Tactics for Strategy 3.1c**

- In collaboration, representatives from Human Resources and Teaching and Learning, and School-Based Administration, will develop a framework for job-embedded professional learning and implementation support.
- Representatives from Human Resources, Teaching and Learning, School-Based Administration, and teachers will establish coaching, mentoring, peer observation, and collaborative planning opportunities structures within daily work.
- Create a feedback and evaluation system for monitoring implementation and impact.
- Monitor implementation and effectiveness of job-embedded professional learning through staff feedback and evidence of practice and growth.
- Develop leadership and recognition systems for staff who model and support effective practice.

## **Objective 3.2: Workplace Community & Culture**

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LCS has strong retention and a stable and professional work culture that promotes accountability, responsibility, and high performance. Our staff grows through clear expectations, ongoing professional development, and consistent performance support and recognition.

### **Strategy 3.2a: Structured Onboarding, Mentoring, & Retention Monitoring**

Human Resources, School Administrators, School Leadership, and Department Leaders implement and monitor structured onboarding, mentoring, and stay interview processes (30-60-90 check-in) for new and high-need staff to strengthen engagement, identify retention risks early, and improve long-term employee retention.

#### **Projects/Tactics for Strategy 3.2a**

- Develop a standardized 30-60-90 day onboarding roadmap for all new hires, including checklists, key contacts, and role-specific expectations.

- Assign each new hire a mentor or buddy from day one to provide guidance and social support.
- Provide orientation sessions on school culture, policies, and professional development opportunities within the first month.
- Track completion of onboarding activities and gather feedback from new staff via onboarding surveys at 30, 60, and 90 days.
- Recognize and celebrate mentor and mentee achievements to reinforce positive outcomes and motivation.
- Design and implement a comprehensive onboarding and mentoring framework for principals and other school leaders to ensure a smooth transition into leadership roles and promote long-term success.

### **Strategy 3.2b: Comprehensive Employee Retention & Support Framework**

Human Resources and Executive Leadership develop and sustain a comprehensive employee retention and support framework for licensed and non-licensed staff to reduce turnover, strengthen workplace culture, and ensure employees feel valued, supported, and professionally accountable.

#### **Projects/Tactics for Strategy 3.2b**

- Conduct annual retention risk assessments to identify staff at high risk of leaving.
- Use exit interviews and engagement surveys to analyze trends and inform framework improvements.
- Provide role-specific coaching and mentoring for all staff, particularly those in shortage or high-turnover areas.
- Implement a formal recognition program for employees demonstrating high performance, collaboration, or innovation.
- Develop and implement an end-of-year staff recognition celebration that includes certificates of appreciation and opportunities for recertification points to acknowledge professional growth and contributions.

### **Strategy 3.2c: Mentorship, Coaching, & Professional Growth Pathways**

Human Resources, Teaching & Learning, and School Leaders expand mentorship, coaching, and professional growth pathways for teachers and staff to increase satisfaction with mentoring experiences, build professional capacity, and retain employees in critical shortage areas.

#### **Projects/Tactics for Strategy 3.2c**

- Develop a tiered mentorship program pairing early-career or high-need staff with highly effective, experienced mentors.
- Schedule regular mentor-mentee training & check-ins (monthly or bi-monthly) and provide conversation guides to ensure productive coaching.
- Map career progression and skill growth opportunities for teachers and staff—including advanced certifications, leadership tracks, and specialized roles—and provide personalized professional learning plans aligned to staff interests, retention risk, and division priorities.
- Promote career ladder participation as a recognized retention strategy, linking growth to mentoring and coaching support.

### **Strategy 3.2d: Career Ladder & Professional Advancement System**

Human Resources and Division Leadership design and promote a transparent career ladder and professional advancement system for employees to increase participation in career development opportunities, support skill growth, and strengthen long-term commitment to Lynchburg City Schools.

#### **Projects/Tactics for Strategy 3.2d**

- Offer targeted training, certifications, and leadership development programs that align with each employee's career stage and advancement goals.
- Publish career ladder guides and resources to ensure employees understand the advancement opportunities, required skills, experiences, and qualifications for advancement across all employee groups (licensed and non-licensed).

- Conduct information sessions or webinars for staff to explain the career ladder, promotion criteria, and professional development alignment.
- Track and report employee participation in career development opportunities and correlate with retention and satisfaction metrics.
- Integrate career ladder progression with mentorship, coaching, and retention monitoring programs to support employees in critical shortage areas.
- Provide advanced professional growth, leadership, and recognition opportunities for veteran and highly experienced educators to maintain engagement, utilize their expertise, and support retention of high-performing staff.

## **Objective 3.3: Talented Staff Recruitment**

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LCS workplace culture and our comprehensive recruitment and hiring systems attract and select highly effective, qualified, and diverse staff who value and support each other and our students.

### **Strategy 3.3a: Strategic Recruitment Pipeline Development**

Human Resources, Division Leadership, and School Leaders develop and sustain strategic recruitment pipelines with universities, career transition programs, technical schools, and community partnerships for prospective educators and staff to increase the fill rate of vacant positions and attract highly qualified and diverse candidates to Lynchburg City Schools.

#### **Projects/Tactics for Strategy 3.3a**

- Establish formal partnerships with regional universities and educator preparation programs to create consistent teacher candidate pipelines through student teaching placements and internships.
- Expand residency-style programs that allow instructional assistants and long-term substitute candidates to complete yearlong placements in LCS schools with mentorship and potential employment upon completion.
- Participate in university advisory boards to align teacher preparation programs with LCS workforce needs and shortage areas.
- Develop recruitment pathways for career changers and non-education majors through partnerships with alternative licensure programs.
- Attend recruitment fairs and host networking events, school tours, and career transition sessions to expand candidate pools and highlight pathways into education for high-need and career-changing candidates.
- Provide certification guidance, mentoring, and onboarding support to help career changers successfully transition into teaching roles.
- Create Grow-Your-Own initiatives that support paraprofessionals, substitutes, and other classified staff in obtaining teaching credentials.
- Partner with local colleges to offer tuition assistance or cohort programs for employees pursuing licensure or specialized certifications.
- Provide high school educator pathway programs to encourage local students to pursue careers in education and return to work in LCS.
- Build partnerships with community organizations, workforce development agencies, and regional employers to recruit diverse and qualified staff.
- Collaborate with local chambers of commerce and community groups to promote LCS employment opportunities.
- Maintain a candidate pipeline database to track and communicate with prospective educators and staff.
- Provide conditional offers or early recruitment commitments for strong candidates identified during student teaching or internship placements.
- Track recruitment metrics, including applicant pool size, diversity, and vacancy fill rates, conduct annual reviews of recruitment partnerships, and adjust strategies based on data trends and staffing needs to ensure effective recruitment for critical roles.

### **Strategy 3.3b: Competitive Compensation & Benefits Strategy**

Human Resources and Executive Leadership evaluate and align compensation and benefits structures for licensed and classified staff to remain regionally competitive, attract high-quality candidates, and strengthen long-term employee retention.

#### **Projects/Tactics for Strategy 3.3b**

- Conduct annual salary and benefits benchmarking by job classification, experience, and critical shortage areas to identify gaps and guide competitive compensation adjustments for staff.
- Regularly review and present compensation analysis to leadership and the school board, updating salary scales, step increases, and experience credit policies to maintain regional competitiveness and support long-term staff retention.
- Provide targeted recruitment and retention incentives, including salary supplements, for positions in critical shortage and high-need areas to attract and retain highly qualified staff.
- Evaluate, enhance, and annually review benefits—including insurance, wellness, leave, retirement, and professional growth opportunities—and communicate the total package to attract, retain, and remain competitive for highly qualified staff.
- Collect employee feedback on compensation and benefits, use insights to guide adjustments that improve recruitment and retention, communicate changes transparently, and monitor outcomes to evaluate impact.

### **Strategy 3.3c: Internal Talent Development & Advancement**

Human Resources, Department Leaders, and School Leadership implement internal talent development and advancement pathways for certified staff, classified staff, career changers, and non-education majors to build a sustainable workforce and increase internal promotions to full-time and licensed positions.

#### **Projects/Tactics for Strategy 3.3c**

- Provide skill-building workshops, certification courses, and cross-department exposure to broaden experience.
- Develop and expand “Grow-Your-Own” programs to support certified and classified staff in pursuing teaching, administrative, and technical credentials or advanced roles.
- Partner with alternative licensure programs and local colleges to provide clear entry pathways for career changers and non-education majors.
- Offer promotion readiness incentives, such as completion bonuses or recognition events, for employees who advance to full-time or licensed positions.
- Offer tuition assistance, flexible scheduling, and mentoring to support career transitions into licensed roles.

### **Strategy 3.3d: Employee Engagement & Retention Support**

Human Resources, School Leadership, and Department Leaders implement coordinated employee engagement, training, and support initiatives for all staff to strengthen workplace culture, reduce turnover, and maintain retention rates aligned with national benchmarks.

#### **Projects/Tactics for Strategy 3.3d**

- Conduct annual employee engagement surveys and targeted pulse surveys to assess workplace culture, satisfaction, and support needs.
- Establish staff advisory groups or focus groups to provide input on workplace improvements and division initiatives.
- Encourage school and department leaders to regularly recognize staff achievements and milestones.
- Celebrate employee longevity, accomplishments, and contributions to student success through formal and informal recognition.

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## GOAL 4: SAFE & SUSTAINABLE SYSTEMS

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LCS ensures safe, welcoming, and well-managed learning environments and operational systems that support well-being, collaboration, and trust.

### Objective 4.1: Safe & Healthy Learning Environments

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Staff and students work and learn in secure and sustainable learning environments. Students have the essential resources to learn with nutritious food, safe and reliable transportation, and well-maintained facilities to maximize their health and safety.

#### Strategy 4.1a: Integrated Facilities, Safety, & Operational Monitoring Strategies

The Informational Technology department will implement an integrated operational dashboard to centralize key facilities, safety, and operational indicators and support effective division-wide monitoring.

##### Projects/Tactics for Strategy 4.1a

- Informational Technology and Operations Teams integrate data from work order, preventative maintenance, and inspection data from operational software.
- Operations (Facilities and Maintenance team) provide Operations Dashboard data to incorporate drill scheduling and compliance data from student safety management system, Fire Marshal report findings and follow-up actions.
- Nutrition and Transportation teams collaborate with IT to integrate operational indicators such as meal participation, bus performance, bus discipline summaries, and accidents.
- IT develops dashboard reporting and data integration routines for division and school leaders.

#### Strategy 4.1b: Transportation Oversight & Optimization Plan

The Transportation Department will strengthen route efficiency, on-time performance, and student transportation oversight through data-driven monitoring, optimization, and coordinated school communication.

##### Projects/Tactics for Strategy 4.1b

- Develop a transportation dashboard to monitor on-time performance and route efficiency.
- Use routing software to optimize routes and reduce unsafe or difficult maneuvers.
- Establish a review process for weekly transportation performance and operational adjustments.
- Implement consistent bus discipline tracking and response procedures through student information system (SIS).
- Create communication protocols and training for transportation staff and school administrators.
- Create standard expectations for route safety, student behavior reporting, and school-transportation collaboration.

#### Strategy 4.1c: School Nutrition Strategic Plan

The School Nutrition team (with guidance from the CFO) will strengthen financial sustainability, operational consistency, and student satisfaction through data-driven monitoring, standardized practices, and continuous improvement.

##### Projects/Tactics for Strategy 4.1c

- Incorporate school nutrition preparation and participation data into the division's operational dashboard to strengthen planning, reduce waste, and improve service delivery.
- Monitor performance through financial management software to ensure the long-term sustainability of the School Nutrition program.
- Standardize service procedures across all schools to ensure consistent and equitable meal delivery and access.

- Use participation data to strengthen access, efficiency, and program performance.
- Gather and analyze student feedback to improve meal quality and variety and use data to raise student participation and program growth.

## **Objective 4.2: Integrated & Responsive Systems**

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Operations teams provide responsive communications and targeted support to staff, students, and families. Our technology systems are safe and accessible, and our fiscal systems have strong stewardship and transparent decisions on resource investments and allocations.

### **Strategy 4.2a: Modernizing Student Infrastructure for 24/7 Reliable Learning**

LCS IT department team modernizes, secures, and proactively monitors division technology infrastructure through real-time system monitoring, responsive support, rapid incident response, and comprehensive device lifecycle management to ensure safe, accessible, and reliable learning for all students and staff.

#### **Projects/Tactics for Strategy 4.2a**

- Proactively monitor division technology infrastructure to prevent disruptions and maintain reliable uptime.
- Strengthen incident response and technical support processes to provide timely, responsive service to staff, students, and families.
- Maintain a comprehensive device lifecycle management system to ensure reliable access to devices and core digital tools.
- Improve cybersecurity and data protection practices to safeguard division systems and user information.
- Use performance, access, and support data to guide infrastructure improvements, communication, and service priorities.
- Develop and implement a division technology modernization roadmap that identifies priority infrastructure, systems, and device upgrades.
- Replace or upgrade aging network, server, wireless, and end-user technology to improve reliability, speed, security, and scalability.
- Standardize and modernize core instructional and operational technology platforms to improve usability, integration, and support.
- Create a multi-year capital replacement plan for infrastructure and systems modernization.
- Develop division-wide standards for digital learning spaces, including guidance for responsible AI use.

### **Strategy 4.2b: Transparent & Responsive Financial Stewardship**

The Finance Department provides transparent, responsive, and data-informed financial leadership to ensure strong stewardship and equitable decisions about resource investments and allocations.

#### **Projects/Tactics for Strategy 4.2b**

- Integrate key financial indicators into the division's Operational Dashboard to improve transparency, monitor resource allocations, and support timely decision-making.
- Use data-informed budgeting to guide equitable resource allocation decisions.
- Strengthen stewardship through clear financial oversight, monitoring, and accountability practices.
- Improve transparency in budgeting and resource allocation decisions.
- Streamline financial processes to increase efficiency, accuracy, and reliability.
- Provide responsive financial guidance and support to division and school leaders.

## Objective 4.3: Collaborative Spaces

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Staff, students, and families feel welcome and prepared to participate in our physical and digital learning spaces and innovations. Operations teams create, care for, and maintain systems that enable communities to connect, engage safely, and support the learning of all students.

### Strategy 4.3a: Instructional Digital Learning Spaces

Instructional Technology, Teaching and Learning, and school leadership teams create, maintain, and support division-supported digital learning spaces and innovations integrating AI that enable teachers, students, and division and school leaders to use digital tools and platforms effectively for instruction, assessment, collaboration, learning, and student engagement.

#### Projects/Tactics for Strategy 4.3a

- Maintain high-quality, accessible digital learning spaces that support instruction, assessment, collaboration, and student engagement.
- Strengthen educator and leader capacity to use division-supported digital tools, including AI-enabled tools where appropriate, effectively for teaching, learning, assessment, and instructional planning.
- Use feedback, usage data, and instructional priorities to improve digital platforms, resources, and support over time.
- Audit division-supported digital learning platforms and resources for quality, accessibility, consistency, and instructional alignment.
- Create training, coaching, and support resources for teachers and school leaders on effective use of digital tools and AI enabled innovations for instruction, assessment, and collaboration.
- Develop and implement standards for the design, organization, and use of digital learning spaces across the division.

### Strategy 4.3b: Operational Digital Access & Engagement

Informational Technology, Communications, and Operations teams create, maintain, and support accessible division-supported digital systems, communication tools, and appropriate AI-enabled resources that enable operations staff and school-based staff to use LCS digital spaces effectively for connection, engagement, learning, and work.

#### Projects/Tactics for Strategy 4.3a

- Maintain reliable, accessible digital systems and appropriate AI-enabled tools that support daily operational work, communication, and problem-solving.
- Strengthen staff capacity to use division-supported digital tools and AI-enabled resources effectively, responsibly, and efficiently.
- Standardize digital communication platforms, workflows, and guidance for appropriate AI use across schools and departments.
- Audit key LCS digital systems and spaces for accessibility, usability, consistency, and opportunities for appropriate AI integration.
- Create training and support resources for high-use operational digital tools and approved AI-enabled applications.
- Streamline digital workflows for common operational requests, forms, communications, and routine tasks, including the use of AI where appropriate.

### Strategy 4.3c: Create a Welcoming Environment

Operations, Human Resources, School Leadership, and Communications teams create welcoming, responsive, and well-maintained school environments through consistent service, feedback, and facility standards.

#### Projects/Tactics for Strategy 4.3c

- Implement welcoming standards and responsive service expectations for operational staff across schools and departments.

- Provide role-specific training for clerical, transportation, and facilities staff on customer service and welcoming practices.
- Establish a consistent “First Impressions” feedback system to gather input from families and community visitors about school climate and first impressions.
- Use feedback data to identify and address barriers to welcoming physical and digital environments.
- Maintain proactive facility care and aesthetic standards that reflect respect, safety, and school pride across all learning spaces.

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## GOAL 5: TRUSTED PARTNERSHIPS

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Families, students, staff, and community partners experience trust, connection, and shared purpose through meaningful partnerships and transparent communication.

### Objective 5.1: Family Connections

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LCS actively cultivates strong relationships and creates meaningful opportunities for families and the community to engage, contribute, and partner with schools in ways that build trust, confidence, and authentic connection.

#### Strategy 5.1a: Build Family Engagement Capacity

LCS Communications & Engagement and school family engagement personnel provide resources and professional learning opportunities for staff to increase family involvement in schools.

##### Projects/Tactics for Strategy 5.1a

- Design and provide professional learning on effective family engagement practices, relationship-building, and two-way communication.
- Develop resources and toolkits for school-based staff that support consistent school-family outreach and involvement.
- Implement a feedback process to gather family input on communication, involvement opportunities, and school partnerships.
- Use family feedback and participation data to improve engagement practices across schools.

#### Strategy 5.1b: Listen & Report Back

LCS Communications & Engagement seeks input from families on division decisions, events, and initiatives and reports results to build trust and connection.

##### Projects/Tactics for Strategy 5.1b

- Create consistent opportunities for families to provide input on division decisions, events, and initiatives.
- Establish clear processes for reviewing, using, and responding to family feedback.
- Communicate back to families what was heard and how feedback informed decisions.
- Develop a division-wide family feedback framework and annual engagement calendar.
- Establish a “You Said, We Did” report-back process.
- Create standard feedback tools and participation tracking systems.

### **Strategy 5.1c: Boost Family Participation**

LCS strengthens family and community connections through consistent communication, welcoming school experiences, meaningful engagement opportunities, and responsive two-way partnerships that build trust, confidence, and authentic connection.

#### **Projects/Tactics for Strategy 5.1c**

- Develop a division-wide family participation framework and school engagement plans.
- Launch a welcoming schools initiative and family partnership event series.
- Establish family information sessions, workshops, or learning nights that help families support student learning and navigate school resources.
- Implement a participation tracking and improvement process for family engagement efforts.

## **Objective 5.2: Meaningful Partnerships**

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Division and school staff intentionally build mutually beneficial relationships with community partners to support student success. Community partners provide impactful opportunities and experiences for students.

### **Strategy 5.2a: Strategic Partnership Framework**

LCS Communications & Engagement develops a framework to cultivate mutually beneficial partnerships with local businesses, nonprofits, and civic organizations for students to access meaningful learning experiences that align with division priorities.

#### **Projects/Tactics for Strategy 5.2a**

- Develop a division-wide strategic partnership framework that defines goals, criteria, roles, and processes for community partnerships.
- Create consistent processes for partnership outreach, coordination, and communication.
- Develop school-facing guidance and tools for staff to identify, manage, and sustain partnership opportunities.
- Build a tracking and coordination system for partnership opportunities and outcomes.
- Monitor partnership quality, participation, and impact to strengthen effectiveness over time.

### **Strategy 5.2b: Expanded Student Experiences**

LCS Communications & Engagement and School Leadership collaborates with community partners to provide ongoing career exploration opportunities and expand student participation in partnership experiences.

#### **Projects/Tactics for Strategy 5.2b**

- Expand student access to meaningful partnership experiences such as mentoring, service learning, internships, enrichment, and career exploration.
- Increase communication and outreach so students and families are aware of available opportunities.
- Reduce barriers and use student participation data to expand access to different career pathways and partnership experiences.
- Develop a division-wide calendar and communications plan for partnership experiences.
- Create a coordination and tracking system for career exploration and community partnership opportunities.
- Expand local partnerships and access supports to increase student participation.

## **Objective 5.3: Consistent & Transparent Communication**

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Teachers and division staff communicate clearly, consistently, and in a timely manner to keep families well-informed. Families consistently respond to and participate in two-way communication, serving as collaborative partners in their child's academic success.

### **Strategy 5.3a: Supporting Clear & Consistent Communication**

LCS Communications & Engagement and School Leadership develop and implement clear guidance and training for teachers and staff so families experience consistent, timely, and transparent communication. School leaders leverage division-approved communication platforms to increase responsiveness and two-way communication.

#### **Projects/Tactics for Strategy 5.3a**

- Develop a division-wide family communication framework that defines expectations for timely, clear, and transparent communication.
- Create communication toolkits for teachers and staff, including templates for updates, academic progress, event reminders, and follow-up messages.
- Deliver professional learning for teachers, school leaders, and staff on effective family communication, relationship-building, and responsiveness.
- Expand access to two-way communication by supporting multilingual, accessible, and family-friendly communication practices.
- Implement a monitoring process to review platform usage, response rates, and engagement trends across schools.

### **Strategy 5.3b: Strengthen Family Communication Participation**

LCS Communications & Engagement and School Leadership provides ongoing support and monitoring so that families can communicate, give feedback, and actively participate in their child's education.

#### **Projects/Tactics for Strategy 5.3b**

- Provide clear, accessible, and timely information to families about learning, services, and opportunities for involvement.
- Establish consistent two-way communication and feedback processes across schools.
- Promote communication routines that encourage families to respond, ask questions, and engage as partners in student learning.
- Monitor family participation and feedback to identify barriers and improve engagement efforts.
- Build staff capacity and expectations for effective family communication and outreach.