



Strategic Plan

2024-2027

Los Alamos Public Schools

Letter from the Superintendent

Dear Los Alamos students, parents, staff, and community members,

I am excited to introduce the Los Alamos Public Schools strategic plan. The district is dedicated to the vision that 100% of the Los Alamos students will meet or exceed expectations in 3 key areas -- Academic Success, Social-Emotional Wellbeing, and Civic Responsibility.

For too long, we have worked hard to achieve incremental gains that still leave some students out. That is not acceptable. We made the decision to focus our strategic plan on achieving success for EVERY student we serve. This is a lofty goal and will require a lot of hard work, but we believe our students and families deserve nothing less. I am confident that we have the exceptional staff and strong community support required to meet this goal.

The strategic plan is the result of collaboration and input from staff, students, parents, and community members who have worked together over the past year to provide feedback, gather data, review district practices, and provide advice on strategies to better meet the needs of our students. We believe that by working together, we can create a comprehensive plan to ensure the success and growth of our school district.

Implementing our strategic plan will require collective effort and ongoing collaboration over the next 3-5 years. We are committed to regularly assessing our progress, adjusting our strategies as needed, and ensuring accountability for achieving our goals.

At LAPS, we exist to provide a safe, engaging learning environment that honors diversity and ensures every student thrives. I encourage you to review the strategic plan. I am proud of the process that we engaged in and am appreciative of everyone who contributed to the process over the last year. Thank you for your continued support. Together, we can ensure that we meet the needs of 100% of our students.

Sincerely,

Jennifer Guy

Table of Contents

Letter from the Superintendent	1
Los Alamos Public Schools	3
Introduction	4
The Strategic Planning Process	5
The Excite Stage.....	5
The Explore Stage.....	6
The Engage Stage.....	7
The Expect Stage.....	7
The Evaluate Stage.....	8
The Embed and Extend Stage.....	8
How to Read This Plan	9
Strategic Goals	10
Goal One: Academic Excellence:.....	12
Goal Two: Social-Emotional Wellbeing.....	13
Goal Three: Civic Responsibility.....	14
Timelines	15
Goal One: Academic Excellence.....	16
Goal Two: Social-Emotional Wellbeing.....	18
Goal Three: Civic Responsibility.....	20
100% of students develop the skills and dispositions to be productive and responsible citizens and treat each other civilly both now and in the future.....	20
Implementing the Plan	22
Acknowledgements	23

Los Alamos Public Schools

Vision:

100% of LAPS Students will meet or exceed grade level expectations in Academic Excellence, Social-Emotional Wellbeing, and Civic Responsibility.

Mission:

Los Alamos Public Schools exist to provide a safe, engaging learning environment that honors diversity and ensures every student thrives.

Core Values:

Stay Meaningfully Engaged
Be Accountable for Every Child
Address the Root Causes
Ensure Student Have a Voice in the Process
Filter all decisions through the lens of the whole child

Introduction

In 2023, Los Alamos Public Schools (LAPS) decided to do something groundbreaking. Instead of developing a strategic plan that focused on making incremental gains, we chose to develop a strategic plan that held us accountable for helping every student in the district be successful.

LAPS has long enjoyed a reputation for being a high-performing school district and is considered one of the top districts in the state of Nevada. However, we recognize that not every student in our district has enjoyed the same experience or success. We are committed to changing that.

Our first step was to partner with Mindsteps Inc. in 2023 to conduct an in-depth analysis of our district both to discover and build on the bright spots, and to uncover and address the key challenges that pose a threat to the district vision, mission, and core values.

The findings of that analysis were then used by the diverse group of students, staff members, parents, and community leaders who agreed to serve on the Strategic Planning Committee as a starting point to identify three district goals, the important milestones for each goal, and key strategic actions the district will take in order to achieve these milestones. Their charter was to formulate a strategic plan that would position the district to be able to achieve its vision, mission, and core values in the next 5 years.

Throughout the process, the Strategic Planning Committee sought feedback from students, parents, teachers, staff members, and the community to build a plan that directly addressed the concerns those stakeholders prioritized and to provide both transparency and accountability in the process. They consulted multiple sources of data, researched national best-practices, and solicited and responded to feedback from stakeholders throughout the process.

This Strategic Plan is a result of an honest assessment of where we are as a district, robust debate, candid feedback from multiple stakeholder perspectives, and a careful delineation of key actions we need to take as a district in order to achieve our goals. Ultimately, this plan is a reflection of our unswerving commitment to ensure that every student in this district is successful. We have a ways to go to get there, but our vision, mission, and core values reflect our determination to hold ourselves accountable to achieving 100% student success.

The Strategic Planning Process

Because we were developing a strategic plan that focused on 100% of students, we employed a 6-part process that:

- Built stakeholder ownership and capacity throughout the process while keeping everyone focused on 100% student success.
- Determined the true root cause of the district challenges and proposed strategies that will resolve those challenges once and for all
- Remained focused on setting ambitious goals for ALL students
- Outlined a specific plan for how the district will achieve its goals and offered opportunities for periodic review to ensure the process stays on track.
- Recognized and mitigated the very real challenges that come with change management.
- Maintained a steady but manageable pace with clear milestones throughout.
- Kept the process itself aligned with the District Vision, Mission, and Core Values.

Each phase of the process built on the prior phase and included key communication checkpoints and specific outcomes that ensured that the process remained on track. We didn't rush the process. Before moving to the next stage, we first determined that the outcomes for the current stage had been met, checked in with the key stakeholders to ensure they remain engaged, and reflected on the process to ensure that we remained in alignment with the district Vision, Mission, and Core Values.

The individual stages of the Process are outlined below:

The Excite Stage

Generating Stakeholder Ownership and a Sense of Urgency

During the Excite Stage we set everyone's expectations for the Strategic Planning process, helped everyone understand the unique role they play in the process, and generated from the start the transparency and engagement we needed from everyone in order to shape the future of the district and own that future together.

Specifically, we will start by revisiting and refining the Vision, Mission, and Core Values of the district. Then, we will work with the district Leadership Team to design an overall Strategic Planning Map that outlined the entire process, designed a robust and inclusive engagement process that maximized stakeholder input, and crafted a preliminary schedule.

The Explore Stage

Examining the current state and surfacing challenges

The purpose of the Explore Stage was to purposefully surface the critical challenges and opportunities involved as we pursued our 100% goal. Therefore, it was critical during the Explore stage to hear from our stakeholders. At the same time, we needed to ensure that everyone's involvement was productive. We didn't want to thoughtlessly ask everyone's opinion only to open the floodgates of competing opinions and complaints. Doing so would have not only been unproductive, it would exacerbate underlying challenges instead of surfacing them and solving them for good.

Thus we used a focus group process to get clear guidance from stakeholders around the critical challenges the district faces. Additionally, we conducted a deep dive into academic, demographic, and climate data. This included an analysis of student performance on state assessments, graduation rates, and other academic indicators. We also examined demographic data on student enrollment, race and ethnicity, socio-economic status, and other relevant factors to identify trends and patterns that may impact student outcomes. And we examined district-wide climate data to assess the current district climate.

Third, we reviewed historical data to understand the district's trajectory over time and to identify areas of improvement or growth. This included analyzing data on past academic performance, funding levels, staff turnover, and community engagement. To round out these data, we also interviewed School Board Members and members of the Superintendent's cabinet to gain a contextual understanding of the data.

Data analysis was conducted using both quantitative and qualitative methods, including statistical analysis and thematic coding of focus group transcripts. In addition to traditional data analysis methods, we used Microslicing® to gain deeper insights into the root causes of the data. This technique involved distinguishing between symptoms and root causes and allowed us to identify patterns and trends that may not be visible at a higher level of analysis. This comprehensive data analysis approach allowed us to identify specific areas where targeted interventions could have the most significant impact on student outcomes.

Overall, the data analysis process provided a rich and nuanced understanding of the Los Alamos Public School District, enabling us to identify the most salient bright spots and pinpoint the key challenges facing the district. The insights gleaned from the data analysis informed the development of strategies and recommendations for the district moving forward.

The Engage Stage

Determining how we will engage in the change process

Once the key challenges and opportunities were surfaced, a diverse group of students, staff members, parents, and community leaders agreed to serve on the Strategic Planning Committee to develop the strategic plan. The Strategic Planning Team took the prioritized challenges that surfaced during the Explore Stage and identified the inherent opportunities within those challenges. The Team then used those opportunities to develop the District Strategic Goal Statements and Outcomes and sought feedback from key Stakeholders to ensure that the Goal Statements accurately addressed the needs surfaced during the Explore Stage. The Team then analyzed this feedback in light of the District Vision, Mission, and Core Values and made adjustments as needed.

The Expect Stage

Setting new District expectations

The Strategic Planning Committee Subcommittees looked at best practices and strategies to identify those that they believe will best help the district achieve its goals in the next 5 years. Then the committee then developed an Action Plan for each goal that outlines the new District Expected behaviors needed to accomplish the goals, as well as the resources needed to put the Action Plan into action.

The Strategic Planning Committee was also intentional about soliciting feedback from the community at large by engaging various stakeholder groups throughout the process and inviting stakeholders to provide feedback during public School Board Meetings. The Strategic Planning Committee analyzed this feedback and incorporated it to guide revisions to the final plan.

The challenge of course is that no one really knows what will happen over the next 5 years. In the same way the Los Alamos Public Schools works to prepare students to thrive in an ever changing world, we must also work to ensure that the Strategic Plan can thrive in an ever-changing environment.

So, the Strategic Planning Committee focused less on specific strategies and more on developing a plan of action that is specific enough to offer direction to the district and yet flexible enough to ride the waves of change. The Resulting Strategic Plan therefore sets an expectation for what the work will look like, without rigidly prescribing every single step leaving the door open to institutional learning, innovation, and environmental changes.

The Evaluate Stage

Monitoring the process and staying on track

The next stage in the process was to identify the key measures the District will use to keep everyone accountable to the planned Outcomes. The goal of the monitoring process is to continually measure how the District is doing relative to the District Goals so that the District can make real-time adjustments as needed in order to better position itself to achieve the Strategic Outcomes.

Thus, the district identified both leading and lagging indicators in order to measure progress as well as results. The District will use these indicators to develop a District Scorecard and 90-Day Monitoring Cycle to help the District monitor the progress of the Strategic Plan, receive regular feedback on the process, and ensure that the Strategic Plan remains in alignment with the District Vision, Mission, and Core Values.

The Embed and Extend Stage

Implementing the Plan and Making change stick

A plan is only as good as its execution. Thus, to ensure that the district executes on its Strategic Plan, we have put in place the following process:

Year One: Establish

The Strategic Objectives and corresponding Action Plans will require that the District do things differently. Thus year one of the Strategic Plan execution will be devoted to putting the Action Plans into place and realigning the District to the Strategic Plan.

Years Two-Four: Execute

Unlike most strategic plans which introduce something new to implement each year, this Strategic Plan will focus year two on executing all the strategies and upgrades that were implemented in year one. That way, the district has the opportunity to evaluate the effectiveness of the strategies and develop a level of expertise in the strategies that will move the district further towards its goals.

Year Five: Extend

During the execution phase, the district will learn a lot about what is working and what isn't working. Thus, during year five, the district will continue to build on what is working, and make the necessary adjustments to correct those things that are still not working so that the district can close the final gap between where they are at this point and their goal for all students.

How to Read This Plan

The LAPS vision outlines three **Goals** to be achieved in the next 3-5 years. These goals specifically align to the district vision, mission, and core values. To ensure that we achieve these goals, we've broken down each goal into specific **Milestones** that define what progress looks like. For each milestone, we have identified **Key Strategic Actions** that outline the specific steps we will take to achieve each milestone. These Key Strategic Actions reflect the district's commitment to address the root causes and to filter every decision through the lens of the whole child. Additionally, it should be noted that each strategic action will involve an opportunity for student voice. In order to hold ourselves accountable for each Key Strategic Action, we have identified how we will measure success with each action. We have also included a **Timeline** by which we will take each of these strategic actions. As you read the plan, please remember to filter each element through the district's core values in order to truly understand what they mean and how they are to be implemented.

Strategic Goals

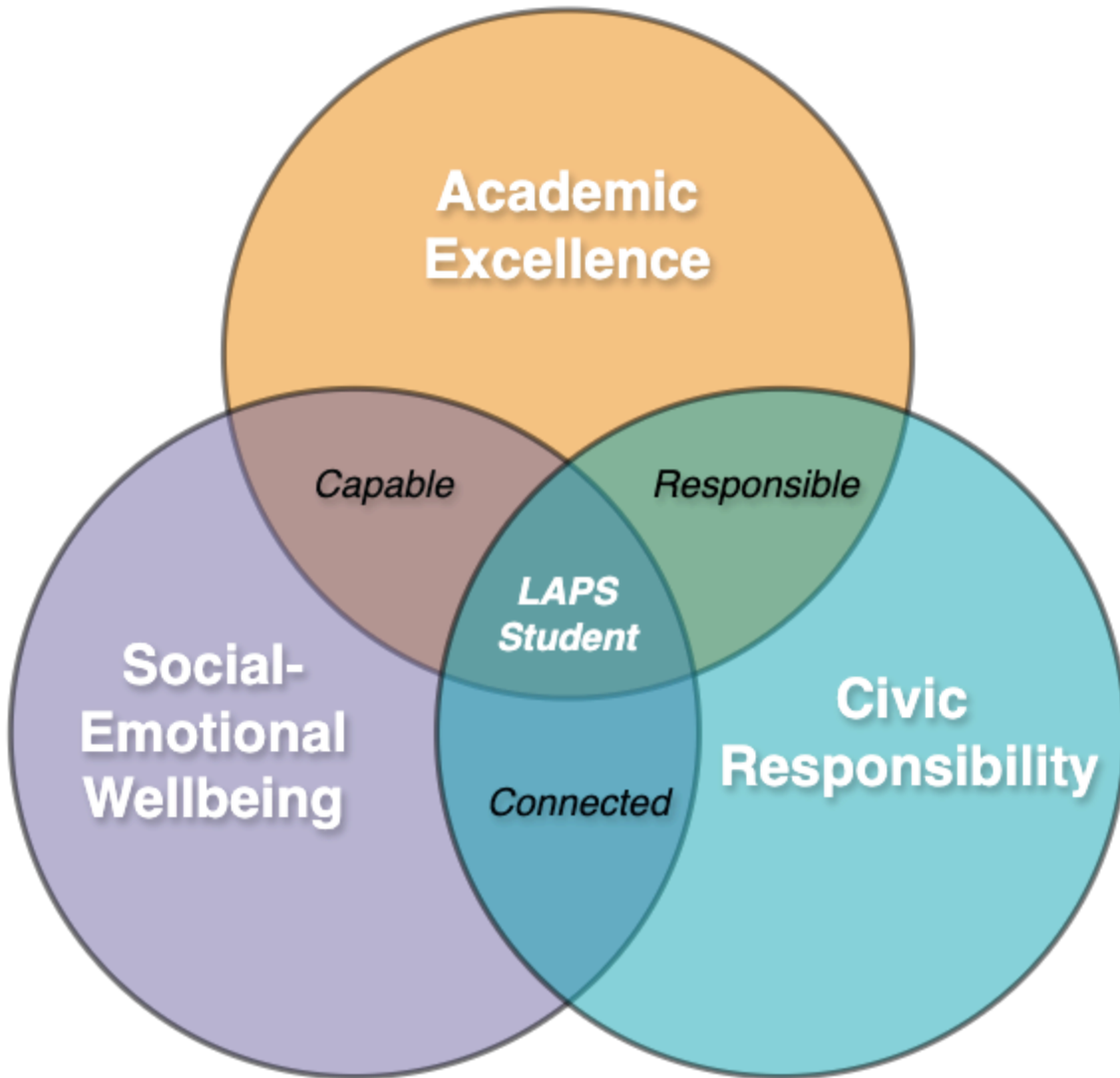
Goal One: Academic Excellence: 100% of students will meet or exceed grade level expectations in Early Literacy, Language Arts, Math, Science, and Graduation Rates.

These categories were selected because these are the key academic indicators that are currently tracked by the district. The goal is for 100% of students to be proficient or above in these four academic categories and for the district to achieve a 100% graduation rate. We believe that if a student achieves academic success in these areas, that student will become an adult who is capable of learning and thinking critically about different concepts, and one who continues to seek knowledge and growth in their passion and craft.

Goal Two: Social-Emotional Wellbeing: 100% of students will demonstrate

social-emotional wellbeing. Continuing with the District's focus on the social emotional wellbeing of students, the district will help students develop meaningful connections with themselves and others and become empowered self advocates. We believe that if a student achieve social-emotional wellbeing, that student will in adulthood be able to navigate complicated emotions internally and externally in order to have meaningful interactions and will recognize how emotion plays into different social interactions so that they can successfully navigate complicated situations without letting anger or frustration rule their actions to the detriment of others around them.

Goal Three: Civic Responsibility: 100% of students develop the skills and dispositions to be productive and responsible citizens and treat each other civilly both now and in the future. This goal will ensure that students leverage their education to develop good characters and be productive citizens who meaningfully contribute to their worlds. It also encompasses the district's priority that 100% of LAPS students are physically, academically, and emotionally safe. We believe that if a student becomes civically responsible, that student will be able to take responsibility within their communities, families, work groups, etc., and positively impact the world around them.



Goal One: Academic Excellence:

100% of students will meet or exceed grade level expectations in Early Literacy, Language Arts, Math, Science, and Graduation Rates.

Milestones <i>Where will we be by 2028?</i>	Measures <i>How will we measure progress?</i>	Key Strategic Actions <i>What actions will we take to achieve each milestone?</i>
Milestone One: 100% of LAPS teachers will teach grade-level standards using district adopted curriculum with fidelity.	Walk-through Data Teacher Evaluations	Develop a unified understanding (teachers, students, and families) of the following terms and concepts: Curriculum- including grade-level learning standards, instructional scope and sequence, and instructional materials Develop and implement methods of measurement for implementation with curriculum with fidelity (setting clear expectations). Develop and administer embedded and ongoing training on the implementation of adopted curriculum/instructional materials.
Milestone Two: 100% of LAPS teachers will use instructional practices that provide students with daily opportunities to engage in learning through speaking, writing, or doing.	Walk-through Data Teacher Evaluations	Develop and implement differentiated professional learning strands designed to help teachers understand the language and strategies required to create a learning environment that encourages active participation. Develop and communicate to teachers how active engagement will be measured. Embed active engagement strategies into the curriculum. Use active engagement data to inform instructional practices within and across teaching lessons.
Milestone Three: 100% of LAPS schools have built-in systems with structures and schedules to support fidelity to the adopted curriculum and active learning, to ensure an equitable education for all students.	Master Schedule Audit (semi-annually) Site-based Data Analysis	Gather and analyze data related to systems with structures and schedules currently implemented and needed for academic success. Develop a comprehensive system for staff to effectively and efficiently disaggregate and utilize student data in order to inform instructional practices. Develop and implement professional learning designed to help instructional staff understand what data to use and how to use data to inform instructional practices in an efficient and effective way. Implement MLSS instruction and intervention in order to provide fluid and targeted instruction and intervention Identify site-level data analysts (on-site staff skilled with data collection and analysis) to lead data analysis through PLC (Professional Learning Communities) teams and provide support with data collection and analysis.

Goal Two: Social-Emotional Wellbeing

100% of students will demonstrate social-emotional wellbeing.

Milestones <i>Where will we be by 2028?</i>	Measures <i>How will we measure progress?</i>	Key Strategic Actions <i>What actions will we take to achieve each milestone?</i>
Milestone One: 100% of students will demonstrate proficiency with social-emotional skills.	Social-Emotional Panorama Survey SEL Assessment results	Identify key SEL standards for students by grade level and align with State standards Train 100% of students to standards Create an assessment cycle to regularly assess student’s social-emotional proficiency.
Milestone Two: 100% of students will be able to self-advocate	Student Survey	Create a developmentally appropriate self-advocacy curriculum and train students on self-advocacy skills.
Milestone Three: 100% of LAPS staff will be knowledgeable and competent in the aspects of Socio-Emotional Wellbeing and how to integrate it into their classroom practices and student supports in order to address the needs of the whole child.	SEL Classroom Practices Audit	Identify training for each grade level and staff group and develop ongoing training plan including frequency of delivery Train 100% of teachers and staff groups and provide structural supports to help them implement the training. Integrate SEL into classroom practices and student support
Milestone Four: 100% of LAPS students will feel connected to school in some way (e.g., activity, club, team, class, etc.) and can identify a trusted adult in the school setting.	Student Survey	Continue periodic surveying of students, expanding grades and including questions that capture multiple potential connections to the school community. Determine a way to identify students without a connection to an activity, class or trusted adult and create a database and process for analyzing and sharing data. Develop a process to respond and plan for every student to ensure that each child has a connection with a trusted adult in the school setting. Establish staff that will train to serve as resources and advocates for student affinity groups. Identify affinity groups and clubs that will best support students and their interests and are appropriate to each level. Develop and implement a process to publicize affinity group opportunities and help students connect to them. Track student engagement with and attendance at affinity groups and other opportunities for connection. Develop a process to share student successes from all areas and ensure coverage regularly goes beyond academics and athletics.

Goal Three: Civic Responsibility

100% of students develop the skills and dispositions to be productive and responsible citizens and treat each other civilly both now and in the future.

Milestones <i>Where will we be by 2028?</i>	Measures <i>How will we measure progress?</i>	Key Strategic Actions <i>What actions will we take to achieve each milestone?</i>
<p>100% of students will be responsible and civil participants within their school and community.</p>	<p>Disciplinary Data Civic Participation Data</p>	<p>Define what it is to be a responsible and civil participant.</p> <p>Update school rules and systems to include these definitions.</p> <p>Identify and address priority areas of improvement at each site. Track incident types and frequency.</p> <p>Identify additional anti-bullying training for students and identify and track bullying data district-wide.</p> <p>Identify school-community partnerships that can connect students to the wider community and develop programs that foster these relationships.</p> <p>Define and implement ongoing training that helps staff members address bullying incidents effectively.</p>
<p>100% of schools will demonstrate competency with restorative practices.</p>	<p>Program Audit</p>	<p>Create a common understanding of the purpose of restorative practices.</p> <p>Identify and put in place a team to support restorative justice implementation.</p> <p>Develop a tool and database for collecting and analyzing data.</p> <p>Create and implement professional development in restorative justice for all professional staff.</p> <p>Establish restorative language and culture.</p> <p>Inform all stakeholders of the shift to restorative practices.</p> <p>Develop a preventative component so that focus is not solely on reacting to incidents and conflicts.</p>
<p>100% of LAPS students and staff will participate in education and training on how to recognize, intervene and respond to racist and discriminatory actions.</p>	<p>Say Something Student Surveys YRRS</p>	<p>Collect data on frequency of reports about discriminatory actions in the school community.</p> <p>Update student surveys to include questions about experiences of discrimination and support received/ available.</p> <p>Define and implement an accountable action system for dealing with student reports of bullying and racism</p> <p>Identify and implement training on discrimination and intervening in discrimination (e.g., upstander training) appropriate to all levels and roles.</p>

Timelines

The following timelines show the specific actions the district will take to achieve each of the milestones for the three goals. This timeline is designed to ensure that we remain meaningfully engaged throughout the process in order to achieve our goals.

Timeline Coding:

1- Establish: The district will begin to put this action item into place including building the capacity through training, gathering the resources, and developing a plan for implementation.

2- Execute: Having everything in place, the district will begin implementing the action item.

3 - Embed: The district will examine preliminary data, make adjustments as indicated by the data, and embed the practice into the district's operations and culture.

4 - Extend: The district will examine impact data and look for opportunities to extend the practice further for greater impact.

Goal One: Academic Excellence

100% of students will meet or exceed grade level expectations in Early Literacy, Language Arts, Math, Science, and Graduation Rates.

- **Milestone One:** 100% of LAPS teachers will teach grade-level standards using district adopted curriculum with fidelity.
- **Milestone Two:** 100% of LAPS teachers will use instructional practices that provide students with daily opportunities to engage in learning through speaking, writing, or doing.
- **Milestone Three:** 100% of LAPS schools will have built-in systems with structures and schedules to support fidelity to the adopted curriculum and active learning, to ensure an equitable education for all students.

Key Strategic Actions	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Develop a unified understanding (teachers, students, and families) of the following terms and concepts: Curriculum- including grade-level learning standards, instructional scope and sequence, and instructional materials	1	2	3	3	4
Develop and implement methods of measurement for implementation with curriculum with fidelity (setting clear expectations).		1	2	3	4
Develop and administer embedded and ongoing training on the implementation of adopted curriculum/instructional materials.		1	2	3	4
Develop and implement differentiated professional learning strands designed to help teachers understand the language and strategies required to create a learning environment that encourages active participation.		1	2	3	4
Develop and communicate to teachers how active engagement will be measured.		1	2	3	4
Embed active engagement strategies into the curriculum.			1	2	3
Use active engagement data to inform instructional practices within and across teaching lessons.			1	2	3

Gather and analyze data related to systems with structures and schedules currently implemented and needed for academic success.	1	2	3	4	4
Develop a comprehensive system for staff to effectively and efficiently disaggregate and utilize student data in order to inform instructional practices.	1	1	2	3	4
Develop and implement professional learning designed to help instructional staff understand what data to use and how to use data to inform instructional practices in an efficient and effective way.	1	2	3	4	4
Implement MLSS instruction and intervention in every classroom in order to provide fluid and targeted instruction and intervention.	1	2	3	4	4
Identify site-level data analysts (on-site staff skilled with data collection and analysis) to lead data analysis through PLC (Professional Learning Communities) teams and provide support with data collection and analysis at each school.	1	2	3	4	4

Goal Two: Social-Emotional Wellbeing

100% of students will demonstrate social-emotional wellbeing.

- **Milestone One:** 100% of LAPS students will demonstrate proficiency with social-emotional skills.
- **Milestone Two:** 100% of LAPS students will be able to self-advocate
- **Milestone Three:** 100% of LAPS staff will be knowledgeable and competent in the aspects of Socio-Emotional Wellbeing and how to integrate it into their classroom practices and student supports in order to address the needs of the whole child.
- **Milestone Four:** 100% of LAPS students will feel connected to school in some way (e.g., activity, club, team, etc.) and can identify a trusted adult in the school setting.

Key Strategic Actions	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Identify key SEL standards for students by grade level and align with State standards.	1	2	3	4	4
Integrate the SEL standards into the curriculum at all grade levels and ensure that all students receive instruction in the standards.		1	2	3	4
Create an assessment cycle to regularly assess student's social-emotional proficiency.		1	2	3	4
Create a developmentally appropriate self-advocacy curriculum and train students on self-advocacy skills.		1	2	3	4
Identify student self-advocacy training for staff members at each grade level and develop an ongoing training plan including frequency of delivery.	1	2	3	4	4
Provide ongoing student self-advocacy training for 100% of teachers and staff groups and provide structural supports to help them implement the training. .		1	2	3	4
Integrate SEL into classroom practices and student support processes at all schools.		1	2	3	4
Continue periodic surveying of students, expanding grades and including questions that capture multiple potential connections to the school community.	1	2	3	4	4
Develop a process to ensure that every student has a connection with a trusted adult in the school setting.	1	1	2	3	4
Determine a way to identify students without a connection to a trusted adult in the school setting and create a database and process for analyzing	1	1	2	3	4

and sharing data.					
Identify staff that will serve as resources for student affinity groups.	1	1	2	3	4
Identify affinity groups and clubs that will best support students and their interests and are appropriate to each level.		1	1	2	3
Develop and implement a process to publicize affinity group opportunities and help students connect to them.			1	2	3
Track student engagement with and attendance at affinity groups and other opportunities for connection.			1	2	3
Develop a process to share student successes from all areas and ensure coverage regularly goes beyond academics and athletics.	1	2	3	4	4

Goal Three: Civic Responsibility

100% of students develop the skills and dispositions to be productive and responsible citizens and treat each other civilly both now and in the future.

- **Milestone One:** 100% of students will be responsible and civil participants within their school and community.
- **Milestone Two:** 100% of schools will demonstrate competency with restorative practices.
- **Milestone Three:** 100% of LAPS students and staff will participate in education and training on how to recognize, intervene and respond to racist and discriminatory actions.

Key Strategic Actions	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Define what it is to be a responsible and civil participant.	1	2	3	4	
Update school rules and systems to include these definitions.		1	2	3	4
Identify and address priority areas of improvement at each site. Track incident types and frequency.		1	2	3	4
Identify additional anti-bullying training for students and identify and track bullying data district-wide.		1	2	3	4
Identify school-community partnerships that can connect students to the wider community and develop programs that foster these relationships.			1	2	3
Define and implement ongoing training that helps staff members address bullying incidents effectively.		1	2	3	4
Create a common understanding of the purpose of restorative practices.	1	2	3	4	
Identify and put in place a team to support restorative justice implementation.	1	2	3	4	
Develop a tool and database for collecting and analyzing data.	1	1	2	3	4
Create and implement professional development in restorative justice for all professional staff.		1	2	3	4
Establish restorative language and culture.		1	2	3	4
Inform all stakeholders of the shift to restorative practices.		1	2	3	4
Develop a preventative component so that focus is not solely on reacting to incidents and conflicts.			1	2	3
Collect data on frequency of reports about discriminatory	1	2	3	4	

actions in the school community.					
Update student surveys to Include questions about experiences of discrimination and support received/ available.	1	1	2	3	4
Define and implement an accountable action system for dealing with student reports of bullying and racism	1	2	2	3	4
Identify and implement training on discrimination and intervening in discrimination (e.g., upstander training) appropriate to all levels and roles.		1	2	3	4

Implementing the Plan

To ensure that this Strategic Plan will be implemented with full transparency and accountability over the next five years, the district has committed to a monitoring process that will continually measure how the District is doing relative to the Strategic Plan Goals. This monitoring process will include both leading and lagging indicators so that we can make real-time adjustments to achieve the Strategic Outcomes.

One of the key priorities of the district is to create as many opportunities for student voice throughout the process. Thus, a critical step to implementing this plan is to identify and provide multiple opportunities for diverse student voices as we develop the training, systems, and supports outlined in the key strategic actions. We are committed to being intentional about involving students in as much of the process as we can and filtering every action through the lens of the whole child.

Additionally, we will continue to work closely with a diverse group of stakeholders including students, parents, staff members, and the School Board to solicit feedback, collaborate around solutions, and tap into the collective talents and resources of our District on behalf of students. Thus we can ensure that the Strategic Plan remains in alignment with the District Vision, Mission, and Core Values.

Acknowledgements

This plan is the result of almost a year of hard work by the staff, students, parents, and school board of Los Alamos Public Schools. Undertaking a bold process such as the one we employed required the ability to take an honest look at where we were, participate in candid conversations, research best practices, hear and consider multiple perspectives, and thoughtfully plan for the success of all students.

We appreciate the commitment shown by the members of our Strategic Planning Committee who met for months (even over the summer) to carefully craft the key action items, solicit and respond to feedback, and make countless revisions until the plan truly reflected the vision, mission, and core values of the district.

To the students and families who shared your feedback in surveys, focus groups, sub-committees, and public comment during board meetings we appreciate your candor. We learned so much from you and your feedback helped us to consider how we could do things better. In particular, we want to thank the students who took the initiative to serve on the Steering Committee, the School Board, and the student focus groups for representing the concerns of your peers so admirably. Your insight and your sense of responsibility to the process not only provided us with your valuable perspective, it also reminded all of us why we do this work in the first place.

This plan began as the vision of the Superintendent to focus on success for 100% of students, but that vision could not have moved forward without the adamant support of the LAPS administrators and teachers who will ultimately be responsible for making this vision a reality. Although 100% student success feels daunting, the staff and administrators of LAPS have committed themselves to making it happen even when doing so will represent major changes and at times, some discomfort as we attempt new things on behalf of our students. Your commitment to success for every student is not just lip-service. You have demonstrated it tangibly through your support of and commitment to this plan.

In an educational landscape where school boards and the Superintendent are often at odds, we have been fortunate that the school board has wholeheartedly embraced the vision for 100% student success. Their commitment to and support of this planning process and the resulting plan means that we can confidently move forward together on behalf of students.

Now, it is imperative that we courageously move forward with this Strategic Plan and that we continue to remain meaningfully engaged until we reach our goals. Just as the creation of this plan required our collective effort, the success of this plan requires our collective commitment moving forward. Together we can ensure that every LAPS student is academically, social-emotionally, and civically successful both now and in their future.