

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>
100% of students will be responsible and civil participants within their school and community.	Disciplinary Data Civic Participation Data	Define what it is to be a responsible and civil participant and update school rules to reflect the definition. Each school must have an active Safe and Civil Schools Foundations team that meets a minimum of 1 time each month. Identify and address priority areas of improvement at each site. Track incident types and frequency. Identify additional anti-bullying training for students and identify and track bullying data district-wide. Identify school-community partnerships that can connect students to the wider community and develop programs that foster these relationships. Define and implement ongoing training that helps staff members address bullying incidents effectively.
100% of schools will demonstrate competency with restorative practices.	Program Audit	Create a common understanding of the purpose of restorative practices. Identify and put in place a team to support restorative justice implementation. Develop a tool and database for collecting and analyzing data. Create and implement professional development in restorative justice for all professional staff. Establish restorative language and culture. Inform all stakeholders of the shift to restorative practices. Develop a preventative component so that focus is not solely on reacting to incidents and conflicts.
100% of LAPS students and staff will participate in education and training on how to recognize, intervene and respond to racism and discriminatory actions.	Say Something Student Surveys YRRS Student focus groups	Collect data on frequency of reports about discriminatory actions in the school community. Update student surveys to include questions about experiences of discrimination and support received/ available. Define and implement an accountable action system for dealing with student reports of bullying and racism Identify and implement training on discrimination and intervening in discrimination (e.g., upstander training) appropriate to all levels and roles.



100% of LAPS students will meet or exceed grade level expectations in three key areas:
**Academic Excellence,
 Social-Emotional Wellbeing
 and Civic Responsibility.**

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



- Be accountable for every child.
- Address the root cause.
- Stay meaningfully engaged.
- Ensure students have a voice in the process.
- Filter all decisions through the lens of the whole person.

Strategic Plan 2024-2027

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 for measuring the implementation of 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 a standard for active engagement and communicate to teachers how it 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	Use the <u>CASEL Framework</u> and the Second Step Curriculum to teach key SEL standards for students by grade level. Ensure that 100% of the teachers are trained on SEL standards and implementation. Create an assessment cycle to regularly assess student's social-emotional proficiency using Panorama student surveys.
Milestone Two: 100% of students will demonstrate self-management skills including self-advocacy.	Student Survey	Use the CASEL Framework to identify developmentally appropriate self-management lessons and train students on self-management 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	Use the CASEL Framework and Second Step to provide training for each grade level and staff group and develop an ongoing training plan; including frequency of delivery and how to monitor implementation. Train 100% of teachers and staff groups and provide structural support to help them implement the training and determine how to monitor. Integrate SEL into classroom practices and supports for students including using 100% of the Second Step grade level curriculum at every school.
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. Identify affinity groups and clubs that will best support students and their interests and are appropriate to each level. Establish staff that will train to serve as resources and advocates for student affinity groups. 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.