LAKESIDE MIDDLE SCHOOL

SCHOOL STRATEGIC PLAN

2025-26

Vision for Albemarle County Public Schools: Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission for Albemarle County Public Schools: Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

School Statement: At Lakeside Middle School, we're driven by a deep passion and unwavering commitment to address the unique needs of every student. We achieve this by offering an engaging and viable curriculum, providing enriching learning experiences, and ensuring our content is always meaningful and relevant.

Our core expectation is to build strong relationships—fostering trust, igniting enthusiasm, and actively partnering with our students, families, and the wider community. This collaborative approach helps us advance the overarching goals of our school division.

We believe in leading by example. As lifelong learners ourselves, the faculty and staff of Lakeside Middle School strive to be open and responsive to all individuals, creating a culturally inclusive learning environment where everyone feels valued.

Overview of Options for Priorities by Focus Area

Strand I: **Thriving Students**	**Strand II:** **Affirming and Empowering Communities**
1. Guaranteed and viable curriculum	**4. Creating positive learning environments for students and staff**
Guaranteed and Viable Curriculum with Integrity	*Employee Engagement*
Rigorous Instructional Tasks for All Learners	Student Sense of Belonging
Culturally Responsive Education in Practice	Strategic Alignment Between Roles/Levels
2. On-going assessment & analysis of student progress	Social-Emotional Learning with Integrity
Processes for Data Collection, Analysis, and Decision Making	
PLC Implementation with Integrity	
Accountability to the Theory of Change	
High-Quality Assessments and Data Sources	
3. Professional Learning	**5. Family engagement**
CRE Micro-credential	Engaged Families Around Learning, including
Professional Learning that Supports Transfer into Practice	• *Parent Conferences*
Culturally Responsive Education/Policies ACC & JBA	• *Academic Events (4)*
Teacher Leadership Capacity	• *Two-way communication*
Coaching Practices	Community Partnerships Around Learning
Principal and AP Leadership	Stakeholder Communication and Engagement
Department-Based Leadership	

Teacher Leadership Capacity	
Technology to Transform Learning	

Note. *Italicized Priorities are division-determined/required.* All others are options for schools to choose based on their context.

Definitions

Strand I: Thriving Students

1. **Guaranteed and viable curriculum**

Guaranteed and Viable Curriculum with Integrity: All students will have access to a guaranteed, viable, and inclusive curriculum, implemented with integrity to ensure equitable outcomes across the division. (Strategic Plan Goal 1 Objective 1 Strategy 1: CRE 1.3, and Bellwether)

Rigorous Instructional Tasks for All Learners: All educators will organize instruction around rigorous tasks that allow all students—including Black and Latinx students—to deeply engage with challenging, standards-aligned content and demonstrate learning in authentic ways. (Bellwether)

Culturally Responsive Education in Practice: All instructional staff will be responsive to students' culture as they create inclusive environments, ensure the curriculum reflects students' diverse identities, foster authentic relationships, and promote equity in everyday actions. (CRE Framework)

2. **On-going assessment and analysis of student progress**

Processes for Data Collection, Analysis, and Decision Making: Educators will implement data analysis and decision-making protocols with integrity in alignment with a valid, reliable, and balanced assessment system (FQL, CRE 2.1)

PLC Implementation with Integrity: All licensed staff will participate in Professional Learning Communities (PLCs) with integrity, engaging in collaborative data analysis and instructional decision making to enhance teaching and learning practices. (Strategic Plan Goal 1 Obj 1)

Accountability to the Theory of Change: All stakeholders will utilize the Theory of Change to hold each other accountable for intermediate outcomes and assess our collective effectiveness at improving student outcomes (Bellwether)

High-Quality Assessments and Data Sources: Assessments and data sources used for instructional decision making support a valid, reliable, and balanced assessment system (e.g. Quarterly, VALLS, Common Inst. Tasks, HMH, Formative, etc.) (FQL)

3. **Professional Learning**

CRE Micro-credential: District staff will collaborate with school leaders in developing, implementing, and monitoring a plan for meeting the division expectation of 100% principals and teachers obtaining the CRE micro credential by 2026.

Professional Learning that Supports Transfer into Practice: Schools and departments will engage in a systematic approach to adult learning that combines workshop-based PD, job-embedded coaching, and PLCs to support staff, at all levels, to develop the skills to continuously improve instruction. (Bellwether)

Culturally Responsive Education/Policies ACC & JBA: School leadership teams, Equity Coordinators, and DRTs will collaborate to determine a plan that includes identifying and implementing professional learning needed to support staff with the use of CRE Strategies.

Teacher Leadership Capacity: Identified teacher leaders have the necessary capacity to support teacher professional learning (Bellwether)

Coaching Practices: Job-embedded PL supports (e.g. Instructional Coaches, LTIs, etc) target support with the schools and/or teachers that need it most, with a focus on transforming instructional practices and teacher actions (Bellwether)

Principal and AP Leadership: Principals and APs have the necessary capacity to serve as instructional leaders such that they can pair instructional vision with their ability to serve as a coach to their teachers and instructional staff (Bellwether)

Department-Based Leadership: Identified central staff / department members have the necessary capacity to support educator professional learning (Bellwether)

Technology to Transform Learning: Equitably accessible technology resources and aligned professional learning transform learning experiences and opportunities for all students (Strategic Plan: Goal 3, Obj 3)

Strand II: Affirming and Empowering Communities

4. Creating positive learning environments for students and staff

Employee Engagement: 24-25 Gallup item or cluster that they think will be most impactful to increase engagement in 25-26.

Student Sense of Belonging: Schools will analyze data on a regular basis (at least biweekly) to optimize student attendance and sense of belonging, as well as reduce discipline infractions.

Strategic Alignment Between Roles / Levels: What is held "tight" and "loose" across a school, department, and/or division is clearly defined; where structures are "tight," guiding resources provide direction that promotes shared commitment and agency. (Bellwether)

Social-Emotional Learning with Integrity: Educators implement with integrity a social-emotional learning curriculum, including Responsive Classroom and Developmental Designs, in grades K-12 (Strategic Plan: Goal 1 Obj 2)

5. Family engagement

Parent Conferences. Schools will partner with families to stay abreast of individual student progress through holding fall and spring parent-teacher conferences as well as providing progress reports at the midpoint of each nine weeks.

Academic Events. Schools will host 4 academic family events focused on reading, math, and/or content.

Communications. Schools will develop and implement a communications plan to include regular updates from the principal and maintenance of updated websites and social media with consideration for culturally and linguistically diverse families. (CRE 3.2)

Engaged Families Around Learning: Families engage in opportunities for increased visibility into what students are learning, what "on-track" looks like, and what strategies they can use at home to support their students. (Bellwether, CRE Framework 3.2)

Community Partnerships Around Learning: Educators invite the cultural wisdom of the community into the classroom and build on community funds of knowledge to support the education of all students (CRE Framework 3.3)
Stakeholder Communication and Engagement: Effective communications and approaches to community engagement develop asset-based partnerships with stakeholders in our school community (including those without children in our schools) (Strategic Plan Goal 2 Obj 3)

Plan for Operationalizing School Priorities for 2025-26

Strand 1: Thriving Students			
SMART Goal: As measured by SOL results, every enrollment group in the school will meet state accreditation targets or reduce the previous failure rate by 10% (R-10) in all tested subjects.			
Current State: [insert data link]			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
On-going assessment and analysis of student progress *(PLC Implementation w/Integrity)*	Administration Teachers	There will be an increase in teacher (unit) level common assessments. Teachers will report an increase in regularly utilizing student performance data to make instructional decisions.	Administration Lead Teachers
CRE Micro-credential *(Professional Learning)*	Administration Non certified teachers	There will be an increase in the number of staff that complete and make progress towards their CRE certification.	Administration

Strand 2: Affirming and Empowering Communities			
SMART Goal(s): We will foster a positive school climate for students and staff as demonstrated through high levels of engagement and satisfaction on the Gallup survey (staff) and the Panorama survey (students and families).			
Current State: [Link Gallup and Panorama Survey data linked here]			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
Employee Engagement (Creating Positive Learning Environments for Students and Staff)	Administration Teachers	Increase in Gallup survey results in the area of progress feedback.	Administration
Engaged Families around Learning: Parent Conferences, Academic Events (4), Communication	Administration Teachers	Increase in participation rates of all Academic Events. Communication plan to set expectations of Family Engagement weeks. Scheduling of events.	Administration