



IXE ADVISING

2026 - 2029

Strategic Plan

Shaping Our Future Together



**Learning Community
Charter School**

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Overview

The Learning Community Charter School (LCCS) Strategic Plan 2026–2029: Shaping Our Future Together represents the shared vision, insight, and commitment of LCCS board members, school leadership, faculty, staff, families, and community partners. Ixe Advising, LLC developed this strategic plan in collaboration with the LCCS Strategic Planning Committee, guiding the process of data synthesis, stakeholder engagement, and goal alignment to ensure the plan reflects the diverse voices and shared vision of the LCCS community.

Over the past several months, we engaged in reflective discussions, analyzed data, and listened carefully to the voices within the LCCS school community. This plan captures what we heard: a deep commitment to excellence, belonging, and innovation. It is both a roadmap and a promise — a guide for how the LCCS community will grow together, support one another, and ensure every student at LCCS has the opportunity to thrive.

As we look ahead to the next three years, the priorities are clear: to elevate academic outcomes, strengthen communication and trust, invest in our people, and align the school structure and resources with its shared mission.

LCCS History

LCCS was founded in 1997 by a group of parents, educators, and community leaders. For 12 years, it was located inside the old Boys and Girls Club on Canal Street in Downtown Jersey City. In 2009, the school purchased its own building on JFK Boulevard to expand its enrollment and provide a better facility for its students. Today, LCCS serves 639 students in PreK through 8th grade and is recognized as one of the most diverse charter schools in New Jersey.

LCCS Mission and Vision

LCCS develops students who possess the academic, social, and emotional skills necessary to positively impact our community. At LCCS, we strive for growth, hold one another accountable, and show compassion.

CIRCLE Values

LCCS is grounded in six core values known as the CIRCLE values. These values are not a mantra but a motivation, embedded in every goal, every decision, and every interaction across the school community.

- **Community** — belonging and shared purpose come first.
- **Independence** — students develop agency, confidence, and self-direction.
- **Respect** — for one another, for difference, and for the learning environment.
- **Courage** — to take risks, to challenge injustice, and to grow.
- **Leadership** — students are prepared to lead in their communities and beyond.
- **Effort** — growth comes through persistence and hard work.

Strategic Plan Foundation

This plan is grounded in data collected from the LCCS community during the 2025–2026 school year, including 2024 NJSLA assessment results, the Spring 2025 Panorama student and faculty surveys, board SWOT analysis, and stakeholder engagement through site visits, focus groups, a board retreat, and a board gallery walk.

LCCS enters this planning period from a position of genuine academic strength: ELA proficiency averages 77.3%, approximately 26 points above the New Jersey state average, and math proficiency averages 52.6%, approximately 14 points above state. At the same time, the data identifies clear areas requiring urgent attention:

- Math proficiency gaps among Black students, economically disadvantaged students, and students with IEPs
- Grade 8 Regular math cohort at 0% proficiency
- Chronic absenteeism at 13.9%
- Middle school student sense of belonging at 47% favorable, in the bottom 20th percentile nationally

The goals that follow are designed to protect what is working and address what is not.

Cultivate a learning environment where academic excellence and social-emotional wellness work together to ensure every student is challenged, supported, and equipped to thrive.

Learning Community Charter School will build a coherent system that elevates high-quality instruction, embraces the whole child, and closes opportunity gaps through intentional teaching, meaningful relationships, and equitable access to enriching experiences.

To advance this strategic goal, LCCS will pursue the following SMART goals over 2026–2029.

SMART Goal 1: Improve Academic Outcomes for Historically Underserved Students

S — Specific

LCCS will strengthen instructional practices, targeted academic interventions, and inclusive classroom strategies in order to significantly improve academic outcomes for historically underserved student groups.

M — Measurable

Progress will be demonstrated when:

- State assessment data from 2026–2029 show measurable academic growth for all historically underserved student groups compared to performance between 2022–2025
- All historically underserved student groups rank within the top 40% of the state in academic performance by 2029
- At least one historically underserved student group ranks within the top 15% of the state based on statewide assessment performance by 2029
- Attendance disparities between historically underserved student groups and the overall student population are eliminated by 2029

A — Achievable — Ownership

This work will be stewarded by the Head of School and Assistant Heads of School, with support from Teacher Curriculum Team Leaders, grade-level and department leaders, Math and Special Education consultants, and instructional teams implementing targeted academic supports.

R — Relevant

Improving outcomes for historically underserved students directly supports LCCS's mission to ensure that all students have access to rigorous and equitable learning opportunities.

T — Time-Bound

Benchmarks will be reviewed annually with key milestones in 2027, 2028, and 2029.

SMART Goal 2: Strengthen Professional Learning to Support Inclusive Instruction

S — Specific

LCCS will implement a comprehensive professional development model that equips educators with effective instructional strategies to support diverse learners and foster joyful, inclusive classrooms.

M — Measurable

Success will be demonstrated when:

By June 2027:

- 80% of teachers have participated in professional learning focused on:
 - inclusive instructional practices
 - culturally responsive teaching
 - differentiated instruction to support all learners.
- LCCS establishes a formal classroom observation and walkthrough cycle f in ELA and math, using a shared instructional rubric. 100% of teachers receive a minimum of [2] formal observations annually, and baseline data on implementation of differentiated instruction and inclusion strategies is documented.

By June 2028:

- Faculty survey data demonstrates increase to 70% in positive perceptions related to:
 - Professional autonomy
 - Career progression
 - Peer collaboration
 - Leadership opportunities
 - Satisfaction with professional growth opportunities.
- 50% of classroom observations demonstrate increased implementation of effective instructional strategies that support diverse learners.
 - By June 2028: Classroom observation data demonstrates measurable improvement from the 2027 baseline in implementation of differentiated instruction and inclusion strategies in ELA and math, with improvement targets set following the completion of the Year 1 baseline cycle.

A — Achievable — Ownership

This work will be led by the Head of School and Assistant Heads of School, with support from:

- Curriculum team leaders
- Instructional coaches and professional learning facilitators
- External consultants, when appropriate.

R — Relevant

Strengthening teacher expertise directly improves classroom instruction and supports the academic success and well-being of all students.

T — Time-Bound

2027: Launch professional learning framework.

2028: Evaluate implementation and refine programs.

2029: Demonstrate measurable improvements in instructional practice and teacher satisfaction.

SMART Goal 3: Promote Student and Faculty Well-Being

S — Specific

LCCS will design and implement initiatives that support both student and faculty well-being, strengthening relationships, belonging, and engagement across the school community.

M — Measurable

Faculty Well-Being

Success will be demonstrated when:

- The percentage of teachers experiencing two or more leadership retention strategies annually increases from 58% (2025 baseline) to 75% by 2027, meeting and exceeding the 61% national average
- The percentage of teachers who report that leadership identified opportunities for their professional growth increases from 16% (2025 baseline) to 35% by 2028
- Faculty surveys in 2027 and 2028 show measurable increases in professional satisfaction, educator autonomy, collaboration, and leadership support from the 2025 Panorama baseline

Student Well-Being

Success will be demonstrated when:

- LCCS implements a student well-being program that strengthens:
 - Student connections with teachers
 - Participation in clubs and extracurricular activities
 - Academic support systems
 - Executive functioning development
 - Healthy physical and mental habits.
- By 2028, student surveys demonstrate improved ratings of 75% or greater in:

- Sense of belonging
- Trust in teachers and school leadership.
- Student academic performance and attendance improve across all groups.

A — Achievable — Ownership

Two ad-hoc committees will oversee development and implementation:

- Faculty Well-Being Committee
- Student Well-Being Committee

These committees will include:

- Head of School
- Assistant Heads of School
- HR representatives
- Faculty members
- Counseling staff

Additional support will include Friends of LCCS, which will help develop micro-grant opportunities to support faculty well-being initiatives.

R — Relevant

Strengthening teacher expertise directly improves classroom instruction and supports the academic success and well-being of all students.

T — Time-Bound

2027: Committees established and programs launched.

2028: Midpoint review using faculty and student survey data.

2029: Demonstrated improvements in well-being, engagement, and attendance.

Long-Term Outcome

Successful implementation of these goals will position Learning Community Charter School as a national model for excellence in academic achievement, inclusive instruction, and student well-being, and will support LCCS in becoming a strong candidate for designation as a National Blue Ribbon School.

Build on LCCS's established culture of purpose-driven giving and transparent budgeting by expanding flexible funding models and selectively pursuing grants and partnerships that align with the school's mission and operational realities.

SMART Goal 1: Strengthen Fiscal Sustainability and Revenue Diversification

S — Specific

LCCS will strengthen long-term fiscal resilience by maintaining a reserve fund equal to at least three months of operating expenses plus two years of planned capital expenditures while strategically diversifying revenue sources to support capital improvements, programming, and organizational sustainability.

M — Measurable

Success will be demonstrated when:

- Reserve fund maintained at or above the target throughout the plan period, with quarterly SBA reporting to the board beginning Year 1 (2027)
- By June 2029: at least one new multi-year funding source secured and/or at least three new one-time funding opportunities (each > \$5,000), with each source allocated to a defined expenditure category (capital, programming, or staffing).
- User-friendly and accessible budget published in English by end of Year 1; becomes one of the top five most visited website sections; annual family survey establishes stakeholder understanding baseline.
- Budget available in English, Arabic, and Spanish by June 2027

A — Achievable — Ownership

The Head of School, School Business Administrator, and Board Finance Committee will collaboratively oversee financial planning, capital forecasting, grant exploration, and partnership development aligned with LCCS's mission and operational capacity.

R — Relevant

This goal supports LCCS's commitment to financial independence, sustainable growth, equitable programming opportunities, and preparedness for future operational and facility-related needs.

T — Time-Bound

Reserve benchmarks and funding exploration strategies implemented by Year 2, with diversified funding targets achieved by June 2029.

By June 2029, LCCS will establish a governance and leadership growth model by evolving its organizational structure and adopting comprehensive recruitment and training practices. Led by the Board of Trustees and the Head of School, this initiative will ensure leadership is equipped with core governance proficiencies and a succession-readiness framework for all critical roles, directly supporting student success and the school's shared vision through any leadership transitions.

S — Specific

LCCS will strengthen organizational effectiveness and long-term sustainability by conducting a comprehensive organizational audit, redesigning leadership and administrative structures to address critical operational needs, and establishing governance and leadership continuity systems aligned with the school's mission, vision, core values, and history.

M — Measurable

Success will be demonstrated when:

- By end of Year 1: organizational audit completed; 85% succession readiness achieved for all critical roles including Head of School, defined by documented transition plan and designated pipeline.
- By end of Year 1: 100% of leadership and administrative roles have updated, mission-aligned job descriptions and documented annual KPIs;
- By June 2029: digital Governance Handbook published; Board Succession Plan formally adopted; leadership mentorship program active with at least three participants.
- Annual climate surveys demonstrate a 15% increase in staff and family ratings of leadership stability and operational transparency from the 2025 baseline.
- 100% Board of Trustees participation in bi-annual governance professional development
- 100% participate in the board self assessment survey

A — Achievable — Ownership

The Head of School, Board leadership, and HR committee will collaborate to assess organizational needs, redesign structures, develop governance systems, and implement leadership continuity strategies that support operational effectiveness and student success.

R — Relevant

The Head of School, Board leadership, and operational leadership teams will collaborate to assess organizational needs, redesign structures, develop governance systems, and implement leadership continuity strategies that support operational effectiveness and student success.

T — Time-Bound

The organizational audit and structural assessment will be completed by the end of Year 1, critical leadership and operational restructuring will begin in Year 2, and governance and succession systems will be fully implemented by June 2029.

Strengthen LCCS's connection with students, families, staff, and the broader school community by establishing clear, consistent, and transparent communication that builds shared understanding of LCCS's mission, programs, and impact — fostering trust, engagement, belonging, and positive school climate outcomes including improved attendance, student experience, and a welcoming school environment.

Strategic SMART Goal

S — Specific

LCCS will develop and implement a school-wide communication framework that standardizes messaging practices, ensures multilingual and multi-channel accessibility, establishes consistent protocols across all platforms and grade levels, and creates structured feedback mechanisms with families, staff, and community members.

M — Measurable

Success will be demonstrated when:

By December 2026, LCCS has adopted a unified communication framework that:

- Clearly articulates LCCS's mission, student supports, and impact narrative
- Defines core messages that all staff and board members consistently communicate
- Establishes communication standards covering frequency, tone, channel, and response timelines

By June 2027:

- 90% of major school communications are translated into families' primary home languages
- Major school communications are delivered through a minimum of three channels to accommodate varying technology access, including at minimum one low-bandwidth option such as text
- Baseline data is established through surveys achieving a minimum 60% family and 75% staff response rate, measuring school climate indicators, family engagement rates, and student average daily attendance from the 13.9% chronic absenteeism baseline

By June 2028:

- 15% increase in stakeholder-reported clarity of LCCS mission and services from the Year 1 baseline
- 10% increase in family engagement in school events and activities from the Year 1 baseline
- 10% improvement in welcoming environment and school climate survey indicators

from the Year 1 baseline

- Grades 6–8 student perception of school rules as fair improves from 39% favorable (Spring 2025 baseline) toward 52% favorable

By June 2029:

- 25% increase from the Year 1 baseline in stakeholder trust and understanding metrics through annual surveys
- 15% overall improvement in welcoming and belonging indicators from the Year 1 baseline
- 75% of families engaged in at least one school event annually
- Increase family engagement with digital platforms by at least 40%
- Improve participation rates in school communication systems and digital surveys
- Student and family ambassador storytelling initiative launched
- Annual communications review and improvement cycle institutionalized
- Communication metrics aligned to strategic plan reporting

A — Achievable — Ownership

This goal will primarily be advanced by Head of School with Board Communication Committee oversight, supported by the Assistant Heads of School as implementation leads for faculty protocol and classroom-level consistency. Ownership will be reassessed as part of the administrative reorganization currently underway, which includes the addition of two new Assistant Heads of School. Once the reorganization is complete, communications responsibilities will be formally assigned within the new structure. Contributing roles include grade-level and department leaders, counseling staff, Friends of LCCS, and all teaching staff for platform standardization and family communication practices.

R — Relevant

This goal treats families and staff not as audiences for school communications but as informed partners. PowerSchool standardization, multilingual access, and consistent messaging protocols are the infrastructure through which that partnership becomes real and measurable.

T — Time-Bound

2026: Unified communication framework adopted; channel audit complete; platforms standardized; baselines established

2027: Full implementation of communications calendar and community forums; Year 2 engagement and clarity targets met

2028: Demonstrated improvements in trust, belonging, attendance, and family engagement; PowerSchool fully active

2029: Ambassador program launched; annual review cycle institutionalized; 25% trust increase from Year 1 baseline confirmed

Engage community voice in planning and stewardship to align facilities with wellness, accessibility, and instructional needs.

Strategic SMART Goal

By June 2029, coinciding with the building's centennial anniversary, LCCS will safeguard its next chapter of academic excellence and institutional growth by executing a Facilities Strategic Plan.

S — Specific

securing the building's exterior integrity, optimizing indoor environmental quality, modernizing sanitary facilities, and maximizing spatial efficiency to expand usable square footage.

M — Measurable

Success will be demonstrated when:

- Projects are completed when viewed in the project tracker and the finance history/ expenditure. Success will be measured by the completion of Board-approved capital projects and consistent investment in targeted improvements, including masonry restoration, bathroom modernization, the creation of usable space, and HVAC upgrades. By addressing environmental and spatial concerns, the school aims to quantifiably improve stakeholder satisfaction in facility-related survey results in the areas of physical space and safety. All 11 Board-approved capital projects completed by June 2029 on schedule and within budget as tracked in the project tracker and finance history

A — Achievable — Ownership

This goal will primarily be advanced by:

Head of School, Facilities Director, Facilities Committee

R — Relevant

This strategic goal aims to resolve critical infrastructure gaps and promote a preventative maintenance model.

T — Time-Bound

By June 2029, coinciding with the building's centennial anniversary, LCCS will safeguard its next chapter of academic excellence and institutional growth by executing a Facilities Strategic Plan: specifically by securing the building's exterior integrity, optimizing indoor environmental quality, modernizing sanitary facilities, and maximizing spatial efficiency to expand usable square footage. This will be achieved through a structured cycle of ongoing needs assessment, regular administrative collaboration, and proactive project tracking to ensure a safe, sustainable, and inspiring learning environment.

By June 2029, LCCS will operate an integrated, role-based digital ecosystem that provides staff and families with timely, accurate access to academic, operational, and student-support information, resulting in a 30–50% reduction in manual administrative work and improved family trust and engagement in order to strengthen student success, equity, and organizational sustainability.

SMART Goal 1: Comprehensive Educational Technology Audit & Strategic Roadmap

S — Specific

LCCS will conduct a comprehensive Educational Technology Audit to assess all existing hardware, software, digital systems, workflows, technology-related services, and operational processes across academics, administration, operations, student support, and family engagement.

M — Measurable

Success will be demonstrated when:

- 100% of technology systems and subscriptions, identifying operational gaps, redundancies, and inefficiencies
- Document all technology-related expenditures
- Produce one finalized Strategic Technology Roadmap
- Develop one centralized technology metrics dashboard
- PowerSchool enrollment audit is complete, all families have verified account access, and a baseline is established for the percentage of families actively logging in to monitor student progress between report cards

A — Achievable — Ownership

School leadership, operations staff, instructional leaders, and technology partners will collaborate to collect data, assess needs, and analyze current technology usage.

R — Relevant

The audit will provide the foundational understanding necessary to streamline systems, improve operational efficiency, and align technology investments with school priorities.

T — Time-Bound

The Educational Technology Audit and Strategic Technology Roadmap will be completed by June 2027.

SMART Goal 2: Establish a Technology Education Vision & Professional Learning Framework

S — Specific

LCCS will develop and implement a Technology Education Point of View (POV) that defines the school's philosophy regarding technology integration, AI literacy, digital citizenship, and professional learning expectations.

M — Measurable

Success will be demonstrated when:

- Complete one formal Technology Education POV document
- Define technology competencies for students
- Establish AI literacy expectations for faculty and administration
- Identify and document at least 3 model classrooms demonstrating effective technology integration

A — Achievable — Ownership

Instructional leadership, faculty, and administration will collaborate to review best practices, identify effective internal models, and align the framework to the school's mission and instructional priorities.

R — Relevant

A shared technology vision ensures consistency in instructional practice, staff development, and future technology implementation efforts.

T — Time-Bound

The Technology Education POV and model classroom documentation will be completed by June 2027, with pilot implementation beginning during the 2027–2028 school year.

SMART Goal 3: Improve Operational Efficiency Through Technology

S — Specific

LCCS will implement technology solutions that streamline critical operational processes, reduce manual administrative work, and improve information access across school systems.

M — Measurable

- Implement at least 3 high-priority operational technology improvements
- Reduce manual administrative processing by 30–50%
- Reduce duplicate data entry and paper-based workflows
- Improve system interoperability and workflow efficiency

A — Achievable — Ownership

The school will prioritize implementation efforts based on findings from the Educational Technology Audit and provide training and support to staff throughout implementation.

R — Relevant

Improving operational efficiency will allow staff to spend more time supporting students, families, and instructional priorities.

T — Time-Bound

Implementation efforts will begin during the 2027–2028 school year, with target outcomes achieved by June 2029.

SMART Goal 4: Establish Data Monitoring & Technology Effectiveness Measures

S — Specific

LCCS will establish systems and processes to monitor the effectiveness, usage, and impact of technology systems across academics, operations, and family engagement.

M — Measurable

- Establish baseline measures for operational efficiency, technology usage, and family engagement
- Conduct annual stakeholder feedback assessments
- Track progress related to technology adoption and system effectiveness

A — Achievable — Ownership

Head of School, Technology Committee, Facilities Director, Technology Director, and AHOS for Curriculum & Instruction will identify key performance indicators and develop consistent reporting and review processes.

R — Relevant

Monitoring measurable outcomes ensures continuous improvement and accountability for technology-related investments and initiatives.

T — Time-Bound

Baseline metrics and reporting systems will be established by May 2028, with ongoing annual review thereafter.

Closing Statement

The LCCS 2026–2029 Strategic Plan is more than a roadmap; it's a collective commitment. It calls us to grow together, to lead with purpose, and to ensure that every decision, space, and dollar reflects our core belief:

Cross-Cutting Commitments

LCCS is based around six large concepts known as our CIRCLE values. The word CIRCLE stands for the values of community, independence, respect, courage, leadership, and effort. LCCS can expand on the CIRCLE culture by embedding this in every entity of the school community. Not just as a mantra but as motivation to meet all identified goals.

Equity & Inclusion	Every decision advances fairness and belonging.
Innovation & Data	Technology and evidence drive improvement.
Collaboration	Families, staff, and partners work together as one learning community.
CIRCLE Values	Community, Independence, Respect, Courage, Leadership, and Effort are embedded in every goal.

Accountability & Plan Monitoring

This strategic plan is a living document. The following accountability structure ensures that progress is reviewed consistently, course corrections are made when needed, and the commitments made here remain visible and actionable throughout the three-year period.

Activity	Description	Frequency	Owner
Annual plan review	Head of School and Board of Trustees convene full review of all six goal areas using KPIs, NJSLA results, and annual survey data.	Annually, June	Head of School + Board
Goal lead progress reports	Each goal area lead provides quarterly progress updates to the Head of School covering milestones, obstacles, and targets requiring adjustment.	Quarterly	Goal area leads
Annual stakeholder surveys	Annual surveys of families, faculty, and staff. Target: ≥ 60% family and ≥ 75% staff response rate.	Annually, spring	Head of School + Data lead

Board reporting	Strategic plan progress is a standing board agenda item. Comprehensive annual report each fall; mid-year updates at two additional board meetings.	Ongoing; annual report each fall	Head of School
Data review sessions	NJSLA results, Panorama survey data, and attendance figures reviewed with instructional leadership each fall. Findings adjust Year 2 and Year 3 targets.	Annually, fall	Head of School + Assistant Heads
Plan updates	Plan formally updated each year. Updated versions shared with staff, families, and community partners and published on the school website.	Annually	Head of School + Ixe (Year 1)
Community transparency report	Plain-language summary of strategic plan progress shared annually with families and community partners.	Annually	Head of School + Comms Lead

Moving Forward Together

This plan is a living document, one that will evolve as our community grows. Together, we will continue shaping a future where every student feels seen, supported, and inspired to succeed. Through collaboration, reflection, and shared accountability, we will ensure that LCCS remains a place of belonging, innovation, and excellence for all.