# WHAT DID WE LEARN?

Looking across the **Composite Vision Survey findings** and then at the **Proposed Preferred Future Statement**, I think the survey gives the Strategic Plan Team substantial evidence that the proposed direction is aligned with what stakeholders are asking LT to become.

### How the Vision Survey Informs the Proposed Preferred Future Statement

The Vision Survey did not point LT toward an entirely different future. Instead, it **clarified, strengthened, and sharpened the direction of the Proposed Preferred Future Statement**.

Across stakeholder groups, six messages consistently emerged.

### 1. PREPARE STUDENTS FOR MORE THAN GRADUATION

Stakeholders define future readiness broadly. They want graduates prepared not only academically, but with the **critical thinking, problem-solving, communication, adaptability, resilience, life skills, confidence, and responsibility** necessary to succeed in college, career, life, and community.

**What this tells us:** LT's Preferred Future should describe **what students will become**, not simply whether they graduate prepared.

**Where we see it in the Proposed Preferred Future:** The Graduate Portrait explicitly identifies the Critical Thinker & Problem Solver, Effective Communicator & Collaborator, Adaptable & Resilient Learner, Empowered & Self-Directed Leader, Empathetic & Responsible Citizen, and Future-Ready Graduate.

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### 2. MAKE LEARNING MORE RELEVANT TO THE REAL WORLD

One of the strongest messages across the survey was the desire for **real-world, hands-on, project-based, career-connected, and meaningful learning**.

Respondents were not asking LT to abandon academic excellence. They were asking LT to make that excellence **more relevant and applicable**.

**What this tells us:** The future LT experience should connect rigorous learning more intentionally to **real problems, careers, community, and life beyond high school**.

**Where we see it:** The proposed mission promises **"engaging, innovative, and supportive learning experiences,"** while the vision explicitly includes **Engaging & Relevant Learning** and Future-Ready Learners.

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## 3. STUDENTS NEED GREATER VOICE, CHOICE, OWNERSHIP & LEADERSHIP

The composite findings—and particularly the student findings—show strong interest in students becoming **active participants in their learning**.

Stakeholders support voice and choice, but they also connect empowerment with **ownership, responsibility, initiative, goal setting, and leadership**.

**What this tells us:** Empowerment should move beyond being an aspiration and become something students actually **experience and demonstrate**.

**Where we see it:** The proposed Core Values include **Voice, Choice & Leadership**, while the Graduate Portrait calls for an **Empowered & Self-Directed Leader** who exercises voice and choice, takes ownership, demonstrates initiative, and leads with purpose.

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## 4. BELONGING AND RELATIONSHIPS ARE CONDITIONS FOR SUCCESS

The survey consistently reinforced the importance of students being **known, valued, respected, safe, connected, and supported**.

This is not separate from academic achievement. Stakeholders appear to see relationships, belonging, well-being, and support as conditions that enable students to learn and thrive.

**What this tells us:** LT's Preferred Future needs to describe not only **what students achieve**, but also **the environment in which they achieve it**.

**Where we see it:** The proposed Core Value **Belonging & Well-Being** says every person will be "known, valued, respected, supported, and connected," while the vision includes **Well-Being, Belonging & Support**.

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## 5. EXCEPTIONAL PEOPLE & CULTURE MATTER

The survey reinforces that LT's future cannot be created through programs, courses, facilities, or technology alone.

Stakeholders value **exceptional educators, strong relationships, trust, respect, collaboration, continuous growth, and a positive culture**.

**What this tells us:** A Preferred Future should acknowledge that the people of LT are essential to creating the student experience.

**Where we see it:** The proposed vision explicitly identifies **Exceptional Staff and Culture**, while the Core Values emphasize collaboration, trusting relationships, continuous learning, and stewardship.

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## 6. EXPAND CONNECTIONS BEYOND THE WALLS OF LT

Families, community organizations, businesses, careers, colleges, and other partners emerged as important resources for creating the future student experience.

The stakeholder groups differ somewhat in emphasis—staff particularly emphasized families and communication, while other groups placed considerable emphasis on career and community connections—but the overall message is consistent:

**Learning should increasingly connect LT with the world beyond LT.**

**What this tells us:** Partnerships should be viewed not simply as a communication strategy, but as a way to **expand opportunities and experiences for students**.

**Where we see it:** The proposed vision identifies **Strong Families and Community Partnerships**, while the Core Value **Collaboration & Community** calls for authentic partnerships among students, staff, families, and community.

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# Perhaps the Most Important Learning

**Stakeholders are not asking LT to abandon its tradition of excellence. They are asking LT to broaden what excellence looks like for the future.**

The survey suggests a movement from:

**Academic Excellence Alone**

toward:

**ACADEMIC EXCELLENCE**
**+ FUTURE-READY SKILLS**
**+ RELEVANT LEARNING**
**+ STUDENT AGENCY**
**+ BELONGING & RELATIONSHIPS**
**+ REAL-WORLD CONNECTIONS**

That is a significant finding because it helps explain why the proposed Preferred Future is more expansive than the current one.

The current mission speaks of honoring LT's tradition of excellence, fostering innovation, and empowering students, while the current vision centers on students graduating prepared for college, career, and life.

The proposed framework retains those ideas but more clearly describes **the learner, the learning experience, the environment, and the relationships necessary to produce that future**.

# What Does This Mean for the Proposed Preferred Future?

Give the Strategic Plan Team four conclusions:

**PRESERVE** — LT's tradition of excellence, high expectations, strong academics, exceptional people, and commitment to student success.

**STRENGTHEN** — belonging, relationships, student support, family partnerships, communication, and the conditions that allow every student to thrive.

**EXPAND** — real-world learning, career exploration, hands-on experiences, community connections, student voice, choice, leadership, and meaningful pathways.

**REDEFINE** — what it means to be an LT graduate: not simply academically prepared, but **critical, adaptable, creative, collaborative, self-directed, responsible, empathetic, and future-ready**.

## A Strong Closing Statement for the Report

**The Vision Survey provides strong directional support for the Proposed Preferred Future Statement. Across stakeholder groups, respondents consistently called for LT to preserve its tradition of excellence while creating a more relevant, engaging, relationship-centered, student-empowered, and future-ready experience. The proposed Mission, Vision, Core Values, and Graduate Portrait translate those aspirations into a clearer picture of both the experience LT seeks to create and the graduates LT seeks to develop.**

And because of the survey-response limitation we identified earlier, I would deliberately use **"strong directional support" rather than "strong evidence of consensus."** That language recognizes the recurring patterns across stakeholder groups without overstating what the survey methodology can establish.

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Based specifically on what we learned from the **Vision Survey** and the proposed Preferred Future document, I would recommend **refinement rather than redesign**. The survey generally validates the direction you have developed.

The proposed framework already moves LT toward engaging learning, belonging, voice and choice, partnerships, future readiness, and a more explicit Graduate Portrait.

| Component | Recommendation | Why |
|---|---|---|
| **Mission** | **Minor refinement** | Strong alignment; could make real-world/future readiness slightly more visible |
| **Motto** | **Keep** | Excellence • Innovation • Empowerment continues to capture the larger direction |
| **Vision** | **Refine** | Strong and memorable, but could better capture relevance, relationships, and future readiness |

| Component | Recommendation | Why |
|---|---|---|
| **Core Values** | **Simplify/refine** | Strong concepts, but six longer values compete somewhat with the simplicity of the vision |
| **Graduate Portrait** | **Keep with minor refinement** | Probably the component most strongly validated by the survey |

# 1. Mission — Minor Refinement

**Current proposed mission:**

**We empower every student through engaging, innovative, and supportive learning experiences to grow, lead, thrive, and make a difference in the world.**

I like the direction. It captures empowerment, experience, support, and **GROW • LEAD • THRIVE**.

The one survey finding that is not as visible as I would like is **relevance**. Across the surveys, connecting learning to real life was one of the strongest recurring findings.

## I would consider:

**We empower every student through engaging, relevant, innovative, and supportive learning experiences to grow, lead, thrive, and make a difference in the world.**

That is a **one-word change**, but an important one.

**ENGAGING • RELEVANT • INNOVATIVE • SUPPORTIVE** captures much of what respondents described.

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# 2. Motto — KEEP

**Excellence. Innovation. Empowerment.**

I would **not change it**.

The survey actually helps redefine these three words for the future:

**Excellence** → rigorous learning + future-ready graduates
**Innovation** → relevant, authentic, real-world learning
**Empowerment** → voice + choice + ownership + leadership

That gives an established LT motto contemporary meaning without replacing it.

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# 3. Vision — This Is Where I Would Make the Most Significant Change

The proposed vision is:

**GROW • LEAD • THRIVE**
**Together, we inspire every learner to grow, lead, and thrive in an ever-changing world.**

I really like **GROW • LEAD • THRIVE**. I would absolutely retain it.

But the sentence beneath it is so broad that it doesn't capture some of the strongest ideas emerging from the survey—particularly **relevant learning, relationships, agency, and preparation for the future**.

Consider:

**GROW • LEAD • THRIVE**

**Together, we create relevant, engaging, and relationship-centered experiences that empower every learner to grow, lead, and thrive in an ever-changing world.**

That gives the vision a little more substance while remaining concise.

There is also an organizational issue I would address. The proposed document currently lists **eight areas** beneath the vision, including Future Ready Learners, Engaging & Relevant Learning, Well-Being/Belonging/Support, Student Voice/Choice/Leadership, Strong Families/Community Partnerships, Exceptional Staff/Culture, Innovation/Resources/Sustainability, and Graduate of the Future.

Based on all the work you have subsequently done, I would replace those eight with the **six themes supported by the survey**:

**Future-Ready Graduates • Relevant & Engaging Learning • Student Agency & Leadership • Belonging, Relationships & Support • Exceptional People & Culture • Family & Community Connections**

That would be a significant improvement in coherence.

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# 4. Core Values — I Would Simplify Them

The proposed document currently has:

**Student-Centered Excellence**
**Belonging & Well-Being**
**Voice, Choice & Leadership**
**Innovation & Future Readiness**

**Collaboration & Community**
**Integrity, Growth & Stewardship**

These are well aligned with the survey. A concern isn't content. It is **function**.

Some of these read more like strategic priorities than enduring core values. For example, "Voice, Choice & Leadership" and "Innovation & Future Readiness" overlap considerably with the vision themes and Graduate Portrait.

### EXCELLENCE

We pursue high expectations, continuous growth, and exceptional outcomes.

### INNOVATION

We embrace curiosity, creativity, and new possibilities to improve learning.

### EMPOWERMENT

We create voice, choice, ownership, and opportunities to lead.

### BELONGING

We ensure every person is known, valued, respected, supported, and connected.

### INTEGRITY

We act responsibly, ethically, and with accountability.

### CONNECTION

We build strong relationships and partnerships that strengthen learning and community.

This creates a cleaner architecture:

**Motto:** Excellence • Innovation • Empowerment

**Core Values:** Excellence • Innovation • Empowerment • Belonging • Integrity • Connection

There is intentional continuity rather than competing terminology.

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# 5. Graduate Portrait — KEEP

The proposed Graduate Portrait may be the component **most strongly validated by the survey**.

Its seven competencies are:

**Critical Thinker & Problem Solver**
**Effective Communicator & Collaborator**
**Creative & Innovative Thinker**
**Adaptable & Resilient Learner**
**Empowered & Self-Directed Leader**
**Empathetic & Responsible Citizen**
**Future-Ready Graduate**

They map remarkably well onto the recurring survey findings: critical thinking and problem solving, communication, adaptability/resilience, voice/choice/ownership, responsibility, leadership, and preparation for college/career/life/community.

### One possible refinement

Consider whether **Future-Ready Graduate** is really a seventh competency or the **culmination of the first six**.

Conceptually:

**A Future-Ready LT Graduate IS:**
a Critical Thinker & Problem Solver
an Effective Communicator & Collaborator
a Creative & Innovative Thinker
an Adaptable & Resilient Learner
an Empowered & Self-Directed Leader
an Empathetic & Responsible Citizen

That may actually make the Portrait more powerful.

Rather than seven equal boxes, you could have:

**THE FUTURE-READY LT GRADUATE**

surrounded by the **six competencies that define that graduate**.

That eliminates some redundancy because "Future-Ready Graduate" currently describes the outcome produced by the other competencies: possessing the knowledge, skills, confidence, and adaptability needed to pursue opportunities in college, career, life, and community.

# The Bigger Opportunity: Create One Coherent Architecture

More important than changing individual words is making the pieces clearly work together.

Structure the Preferred Future this way:

**OUR MOTTO — What anchors us**
**EXCELLENCE • INNOVATION • EMPOWERMENT**

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**OUR MISSION — Why we exist**
Empower every student through engaging, relevant, innovative, and supportive learning experiences.

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**OUR VISION — Where we are going**

## GROW • LEAD • THRIVE

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**OUR SIX VISION THEMES — What the future experience will look like**
Future-Ready Graduates • Relevant & Engaging Learning • Student Agency & Leadership • Belonging, Relationships & Support • Exceptional People & Culture • Family & Community Connections

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**OUR CORE VALUES — How we will work together**
Excellence • Innovation • Empowerment • Belonging • Integrity • Connection

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**OUR GRADUATE PORTRAIT — Who students will become**
Critical Thinkers • Communicators • Creative Thinkers • Adaptable Learners • Self-Directed Leaders • Responsible Citizens

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## THE FUTURE-READY LT GRADUATE

That is the change I would prioritize. **The survey does not tell you that you have the wrong It tells you that you have the right ideas—and the opportunity now is to make them simpler, more coherent, and unmistakably connected.**