High Expectations

OBJECTIVE

LCPS will provide high quality, meaningful, rigorous, relevant, equitable and challenging instructional learning experiences.

Critical Initiative	Intended Outcomes	Key Measures
Ensure all teachers are implementing the adopted curriculum with fidelity, using evidence-based instructional strategies that challenge and engage students in both Math and ELA.	All teachers implement adopted Math and ELA curricula with consistent fidelity while actively challenging and engaging every student	Percentage of classrooms where curriculum fidelity and evidence-based instructional strategies are observed during structured walkthroughs — tracked s
Establish a consistent cycle of assessing student progress in Math and ELA, analyzing results collaboratively, and adjusting instruction to respond to identified gaps.	Teachers and instructional leaders establish a consistent, school-wide cycle of assessing student progress	Percentage of completed assessment cycles where collaborative analysis meetings produce documented instructional adjustments — tracked separately for
Provide teachers with focused, ongoing professional development tied directly to the adopted curriculum and the instructional strategies students need most in Math and ELA.	Teachers receive focused, ongoing professional development that is directly and explicitly connected to the adopted Math and ELA curricula	Percentage of professional development sessions with documented evidence of direct application to adopted curriculum and identified student instructi

Talent Development

OBJECTIVE

LCPS will hire and retain highly qualified teachers

Critical Initiative	Intended Outcomes	Key Measures
Partner with local teacher preparation programs to create a structured pathway student teachers, residency placements, and early hire commitments.	LCPS establishes a sustainable, structured talent pipeline through formalized partnerships with local teacher preparation programs	umber of structured partnership agreements established with teacher preparation programs, tracked alongside the number of student teachers and residen
Define and communicate what LCPS specifically offers beyond salary: mentorship, reduced non-instructional burden, planning support, and a clear professional growth track.	LCPS establishes and communicates a clearly defined, authentic value proposition that articulates the specific professional conditions it offers	Teacher retention rate tracked year over year, alongside survey data from current staff measuring the degree to which they experience the communicated
Build a structured first-year and second-year experience for primary hires — with mentors, regular check-ins, and a sense of professional community.	First and second year teachers at LCPS experience a structured, supported entry into the profession	Percentage of first and second year teachers who complete the full structured support program — tracked alongside their year-over-year retention rate

Impact of Instruction

OBJECTIVE

LCPS will provide researched based programs, diagnostics, structures, and resources to meet the needs of all students

Critical Initiative	Intended Outcomes	Key Measures
Establish a recurring data review cycle where STAR results are used to group students by need and adjust Open Court instruction accordingly.	Teachers use STAR results as a consistent, actionable tool to form flexible student groupings and make targeted adjustments to Open Court instruction	Percentage of instructional cycles where student groupings and Open Court instructional adjustments are documented as directly tied to most recent STA
Ensure teachers are not just delivering Open Court but implementing it with fidelity and flexibility. Targeted professional learning, not one-size-fits-all training, is the lever here.	Teachers move beyond surface-level delivery of Open Court toward confident, skilled implementation	Percentage of teachers demonstrating Open Court implementation fidelity with evidence of instructional flexibility — measured through targeted walkth
Create a structured process — regular check-ins, data walls, or grade-level reviews — so progress toward STAR benchmarks is visible, tracked, and acted on consistently across the school.	Progress toward STAR benchmarks becomes a shared, visible, and consistently acted-upon priority across the school	Percentage of scheduled progress monitoring check-ins, data wall updates, and grade-level reviews completed as planned — tracked alongside the percent

Impact of Intsruction

OBJECTIVE

LCPS will use ACAP data to evaluate and adjust instruction to help students achieve to their highest potential.

Critical Initiative	Intended Outcomes	Key Measures
LCPS will analyze ACAP mathematics data at the 2nd grade level to identify the specific standards where student performance is lowest,.	Develop a standards-level understanding of where math performance is lowest, enabling targeted instructional decisions.	Number of identified priority mathematics standards with documented instructional response plans — tracked from the initial ACAP data analysis through
LCPS will ensure 2nd grade mathematics teachers implement evidence-based instructional strategies — including concrete-representational-abstract progressions and formative checks during lessons	Second grade mathematics teachers consistently implement concrete-representational-abstract progressions and embedded formative checks	Percentage of second grade mathematics classrooms where CRA progressions and formative checks are observed during instructional walkthroughs — tracked
LCPS will implement a structured, recurring data review process in which 2nd grade teachers and instructional leaders examine progress data together	Second grade teachers and instructional leaders establish a shared, consistent practice of examining mathematics progress data together	Percentage of second grade students demonstrating growth on identified priority mathematics standards, measured at each progress monitoring checkpoint

Stakeholder Engagement

OBJECTIVE

LCPS will foster positive communication and involvement between students, parents, teachers, and all other stakeholders to support a positive learning environment

Critical Initiative	Intended Outcomes	Key Measures
Establish consistent, accessible channels for students, families, and staff to share feedback and receive timely responses.	Students demonstrate a measurable increase in their sense of safety, connection, and belonging at school, reflected in engagement in learning	Percentage of students who respond positively to belonging and safety indicators on a school climate survey, administered at the beginning and end of
Create intentional opportunities for families to understand what their students are learning and how to support it at home	Families develop an understanding of learning goals/gl expectations, and are equipped with concrete strategies to actively support their students	Percentage of families who attend at least one structured learning partnership event per quarter — such as a curriculum night, learning workshop, or g
Build school-wide structures that help students feel known, valued, and safe	Every student has at least one consistent, trusted adult relationship within the building, and school-wide structures	Percentage of students identified as having a named, trusted adult relationship at school, tracked through staff-reported data at the beginning, middl