

# LANISING

## CENTRAL SCHOOL DISTRICT

Strategic Plan 2025 - 2028



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# Strategic Planning



## University of Rochester Partnership



**WARNER**  
SCHOOL OF EDUCATION  
UNIVERSITY OF ROCHESTER

**Dear Lansing Strategic Planning Committee,**

I want to extend my deepest gratitude to all who contributed to the development of our strategic plan alongside Dr. Marla Iverson, Director of Leadership and Organizational Development at the Center for Professional Development & Education Reform at the University of Rochester Warner School of Education. Your thoughtful insights, dedication, and collaboration were instrumental in shaping a vision for our District that reflects who we are and who we aspire to become.

Thanks to your efforts, it is clear that LCSD students will flourish as engaged learners, empowered leaders, and empathetic citizens; students who lead with love, embrace curiosity, and remain deeply connected to their community and the world around them. Your work ensures that our students are not only prepared for success but are also inspired to make a meaningful difference.

**With sincere appreciation,**

**Chris Pettograsso**  
**Superintendent**

**ENGAGED LEARNERS.**  
**EMPOWERED LEADERS.**  
**EMPATHETIC CITIZENS.**

# Strategic Planning



## Committee

Amy Bowman, Administrative Assistant  
Becky Phillips, Administrative Assistant  
Sarah Valentino, Elementary Assistant Principal  
Kate Heath, Assistant Superintendent for Business  
Ami Stallone, Board of Education  
Susan Tabrizi, Board of Education  
Brenda Zavaski, Community Member  
George Fenner, Director of Grounds & Facilities  
Laura Larkin, Director of Special Services  
Melissa Ferris, Director of Transportation  
Lorri Whiteman, Elementary Principal  
Courtney Osborne, ES Teacher - Classroom  
Meghan McVey, ES Teacher - Classroom  
Pam Bryce, ES Teacher - Literacy/ Math  
Connie Dee-McCullough, ES Teacher - Speech  
Colleen Ledley, Facilitator  
Pat Hornbrook, High School Principal  
Katie Crandall, HS Assistant Principal and Director of Athletics  
Carina Norberg, HS School Counselor  
Andrea Schneider, HS Teacher - Science  
Reed Dewey, HS Teacher - Special Education  
Mike Lockwood, Lansing Administrator and Supervisor Organization & Director of Technology  
Francesca Garrison, Lansing Faculty Association & Teacher  
Laura Davis, Lansing Support Staff Association & Administrative Assistant  
Brett Hotchkiss, Middle School Dean of Students  
Colleen Valletta, MS Teacher - Literacy  
Jenn McCrory, MS Teacher - Special Education  
Lee Iannone, MS Teacher - Art  
Melody Wilder - MS Teacher - Classroom  
Christa Downey - Parent  
Kirsten Eynav - Parent  
Nick Guest - Parent  
Kelly Miller - HS Student  
Leah Clark - HS Student  
Chris Pettograsso - Superintendent

# Strategic Planning



**Process: Summer 2024 - Fall of 2025**

**Strategic Meetings**

**Data Analysis**

**Inventories  
(what we currently do)**

**Academic  
Data Collection**

**Anecdotal  
Surveys**

# Strategic Planning



## Lansing Bobcats: Themes

Engaged.  
Collaborative.  
Communicative.  
Consistent.  
Joyful.

Safe.  
Healthy.  
Respected.  
Compassionate.  
Supported.



High quality  
educators and  
support staff  
across all  
positions.

Equitable access  
to the same high  
quality services  
and experiences  
for All.

Supports and  
services to  
address  
achievement  
gaps.

# VISION

Lansing Central School District is a joyful, inclusive, and compassionate community where empathy shapes relationships, curiosity fuels learning, and character guides actions. We cultivate safe, engaging environments where every person grows as a learner, a leader, and an empathetic citizen prepared to thrive in a changing world.



# MISSION

Lansing Central School District nurtures curiosity, character, and empathy; cultivating engaged learners, empowered leaders, and empathetic citizens.

**Engaged learners. Empowered leaders. Empathetic citizens.**



# BOBCAT CORE BELIEFS



**Learning with Joy & Curiosity** – Education should spark curiosity, joy, and a lifelong love of discovery.

**Leadership with Character & Courage** – Students grow through challenges, risk-taking, and reflection, building confidence, resilience, and purpose.

**Belonging & Inclusion** – Safe, welcoming environments honor every student's identity and ensure they feel seen, valued, and included.

**Partnership & Connection** – Strong relationships among school, family, and community enrich learning and empower student success.

**Empathy & Respect** – Compassion, diverse perspectives, and understanding guide how we learn, lead, and live together.



# DIVERSITY IS OUR STRENGTH

The diversity of our community is a strength and should be reflected in our culture and represented in our curriculum.



## EQUITY IN EDUCATION

Students have a right to an equitable and rigorous education, regardless of a person's race, color, weight, nationality, ethnicity, religion, disability, sexual orientation, gender (which includes gender identity and/or expression), or sex.

## CULTURE OF CARE

Lansing will lead with love, ensuring a culture of care and fostering an environment where everyone feels a sense of connection and belonging.

***It's a great day to be a***

***Bobcat***

# Bobcat Commitments



## **Success Ready Students**

Empowering all students to be college-and-career ready while cultivating their growth as lifelong, globally minded learners.

## **Teaching, Learning and Wellness**

Inspiring academic and personal growth by supporting educators, embracing innovation, creating equitable opportunities, and maintaining positive classroom environments that are safe, inclusive, and conducive to teaching and learning, ensuring every student can thrive.

## **Community Engagement & Collaborative Culture**

Building meaningful partnerships through open and timely communication and collaboration with students, families, staff, and community members to build trust, strengthen connections, enhance learning, and cultivate a thriving community.

## **Organizational Excellence & Efficiency**

Serving as responsible stewards of district resources by leading with integrity, maximizing efficiency, and ensuring that every decision supports the success and well-being of our students and community.

**LANSING**  
CENTRAL SCHOOL DISTRICT

# Governing Priorities



## **Governing Priority #1:**

Success Ready Students: Academic Excellence,  
Student Achievement

## **Governing Priority #2:**

Excellence in Teaching, Learning, and Wellness

## **Governing Priority #3:**

Community Engagement and a Collaborative  
Culture

## **Governing Priority #4:**

Organizational Excellence and Efficiency

***It's a great day to be a***

***Bobcat***



# Governing Priority #1

## Success Ready Students

Empowering all students to be college-and-career ready while cultivating their growth as lifelong, globally minded learners.

**Frameworks Embedded:** NYS Portrait of a Graduate • NYS Standards • NYS Inspires • NYSED Culturally Responsive-Sustaining Framework

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# Governing Priority #2

## Excellence in Teaching and Learning

Inspire academic and personal growth by supporting educators, embracing innovative practices, creating equitable opportunities, and maintaining positive classroom environments that are safe, inclusive, and conducive to teaching and learning, ensuring every student can thrive.

**Frameworks Embedded:** NYS Portrait of a Graduate • NYS Standards • NYS Inspires • NYSED Culturally Responsive-Sustaining Framework

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# Governing Priority #3

## Community Engagement and Collaborative Culture

Building meaningful partnerships through open and timely communication and collaboration with students, families, staff, and community members to build trust, strengthen connections, enhance learning, and cultivate a thriving community.

**Frameworks Embedded:** NYS Portrait of a Graduate • NYS Standards • NYS Inspires • NYSED Culturally Responsive-Sustaining Framework

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# Governing Priority #4

## Organizational Excellence and Efficiency

Serving as responsible stewards of district resources by leading with integrity, maximizing efficiency, and ensuring that every decision supports the success and well-being of our students and community.

**Frameworks Embedded:** NYS Portrait of a Graduate • NYS Standards • NYS Inspires • NYSED Culturally Responsive-Sustaining Framework

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# **STRATEGIC PLAN**

## **ANNUAL REVIEW AND ASSESSMENT**



# **STRATEGIC PLAN**

## **APPENDIX**

Lansing's Strategic Plan is a living document, not a once-a-year checkpoint. The four Governing Priorities, Success Ready Students; Excellence in Teaching, Learning & Wellness; Community Engagement & Collaborative Culture; and Organizational Excellence & Efficiency, are reviewed annually, but the review itself is built on the same five-week Data-Driven Instruction (DDI) cycle we already use to monitor student outcomes throughout the year. The Annual Review is where that ongoing work gets rolled up, assessed against the Plan, and used to set direction for the year ahead.

## Where the Goals Live

Specific, measurable goals under each Governing Priority are set and held separately at the building and department/director level, they are not embedded within the Strategic Plan document itself. Raymond C. Buckley Elementary, Lansing Middle School, and Lansing High School each translate the four Governing Priorities into building-specific action steps appropriate to their students, staff, and current starting point. Central office directors (Special Services, Transportation, Facilities & Grounds, Technology, and others) do the same for their departments. This keeps the Plan responsive to what each building and department actually needs, rather than imposing a single uniform target, and keeps the Plan itself focused on shared vision rather than a running list of implementation detail that changes throughout the year.

The Governing Priorities and the frameworks that support them (Portrait of a Graduate, Leader in Me, the NYS Culturally Responsive-Sustaining Education framework) are held in common districtwide, inside this document. What lives outside it, in each building's and department's own plans, is the specific goal, the metric, and the pace, decisions made by the people closest to the work.

## The Review Cycle

[Annual / Longitudinal Dashboard](#) → [Five-Week DDI Cycle](#) → [MTSS / Instructional Response](#) → [Next Five-Week Review](#)  
→ [Organizational Learning](#)

Every five-week review, at the building level, runs on the same nine standing questions, whether the subject is a classroom data point or progress against a Governing Priority:

- What does the evidence tell us?
- For whom is it working, and for whom is it not yet working?
- What has changed since our last review?
- What is the most likely root cause: student, instruction, curriculum, assessment, access, or system?
- What will we do differently as a result?
- Who is responsible, and by when?
- How will we know whether it worked?
- What are we learning that should change our broader system?
- What is working exceptionally well that we need to understand, celebrate, and replicate?

## From Building and Department to Board: The Annual Roll-Up

Building leaders and central office directors each bring evidence against their own goals to Cabinet at each five-week review. At the close of the school year, that building-level and department-level evidence is compiled into a single districtwide assessment, organized by Governing Priority rather than by building or department, so the Board and community can see progress against the shared vision even though none of the underlying goals live inside the Plan document itself.

- Building and department level (ongoing, every 5 weeks): Each building and central office department reviews its own goals under the four Governing Priorities using the standing nine-question protocol.
- Cabinet level (ongoing, every 5 weeks): Building leaders and directors bring evidence, root-cause analysis, and next moves to the Superintendent's Cabinet; support is differentiated based on need.
- District level (annual, end of year): Progress across all three buildings and central office departments is compiled into one report organized by Governing Priority, showing where the district is on track, where it is not yet, and why.

- Board level (annual): The compiled assessment is presented to the Board of Education alongside recommended adjustments for the coming year's building and department goals.

## Portrait of a Graduate, Leader in Me, CR-S, and LCSD District Goals

# The Framework Connection: What + How + Why + Structure

| Framework                                                | Purpose                                                                                                       | Focus                                                                                                                                             | How It Aligns to District Goals                                                                                                                                     |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Portrait of a Graduate (POG)</b>                      | Defines <i>what</i> students should know, do, and be by graduation.                                           | Future-ready competencies: critical thinking, communication, collaboration, adaptability, integrity, cultural competence.                         | Provides the <b>vision and outcomes</b> for Success Ready Students. Guides curriculum, assessment, and district mission.                                            |
| <b>Leader in Me (LIM)</b>                                | Teaches <i>how</i> students develop leadership, responsibility, and self-management through Covey's 7 Habits. | Daily behaviors: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek to Understand, Synergize, Sharpen the Saw. | Builds the <b>habits of leadership and agency</b> that make the POG competencies achievable. Embeds social-emotional and wellness practices into daily school life. |
| <b>Culturally Responsive–Sustaining (CR-S) Framework</b> | Explains <i>why</i> equity, identity, and inclusion are essential to learning.                                | Core principles: Welcoming and Affirming Environment, High Expectations, Inclusive Curriculum, Ongoing Professional Learning.                     | Ensures <b>every student's voice and identity are valued</b> , creating conditions where all learners can thrive and reach POG outcomes.                            |
| <b>District Goals</b>                                    | Provide the <i>structure</i> for implementation and measurement.                                              | Four Pillars: Success Ready Students, Teaching & Learning, Community Engagement, Organizational Excellence.                                       | Integrate POG (vision), LIM (practice), and CR-S (equity lens) into strategic planning, professional development, and continuous improvement cycles.                |

*Together, these frameworks ensure that every Lansing learner becomes an engaged, empowered, and empathetic citizen, ready to lead with love, learning, and purpose.*

**POG = What we aim for**

**LIM = How we get there**

**CR-S = Why it matters**

**District Goals = How we measure and sustain it**

# Guiding Resources



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.



## Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



## Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.



## Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.



## Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.



## Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



## Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

# Guiding Resources



## Leader in Me: 7 Habits of Leadership Stephen Covey

### 1. Be Proactive

Have the courage to take risks, accept new challenges and proactively move things forwards in a positive and purposeful way - *"If it's to be it's up to me"*

### 2. Begin with the End in Mind

Set realistic goals and bring projects to completion, inspire yourself and others with a shared vision - *"What do I ultimately want to achieve?"*

### 3. Put First Things First

Focus on getting the most important things done first; - *"I'm efficient when I do things right; and I'm effective when I do the right things"*

### 4. Think Win-Win

Encourage conflict resolution, seek mutual benefits and increase group momentum for mutual problem solving - *"Working together means 2+2=5"*

### 5. Seek First to Understand... Then to Be Understood

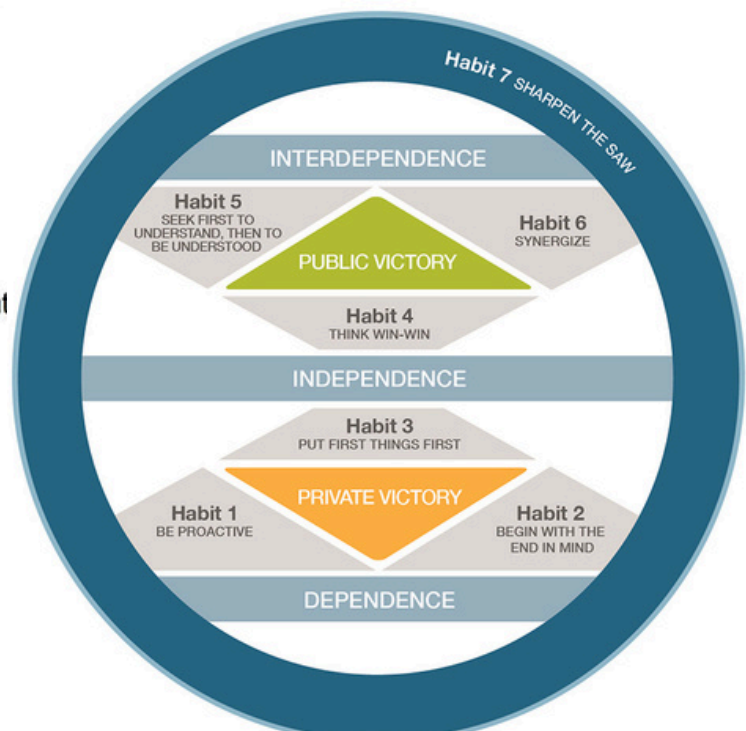
Actively listen, put yourself in the shoes of others, promote better communications leading to successful problem-solving  
... develop 'Response-Ability'

### 6. Synergise

Ensure greater 'buy-in' from others and leverage the diversity and strengths of individuals to produce even higher levels of group and individual success

### 7. Sharpen the Saw

Promote continuous self-improvement and development of your capability, safeguard against 'burn-out' and preserve future personal productivity



# Guiding Resources



## New York State: Culturally Responsive-Sustaining Education Framework



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**