La Grande School District Strategic Plan
2019-2024

Love, Care, Serve
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Message from Superintendent Mendoza

La Grande is a community in which we have much to be thankful for and proud of...One of the greatest sources of pride in our community is our children, students, and school system! Our district is known for having a strong reputation as a school system that outperforms the states on a variety of metrics and indicators centered on graduation, attendance, and academic achievement.

La Grande School District is continually striving to provide a high quality, engaging, and personalized education experience for all students. With this topic in mind our district took the time to develop a five-year Strategic Plan that will better focus our staff and funding in how we serve and educate our students.

The strategic planning process allowed our district to gather input from a wide range of community groups including parents, staff, various business and industry partners, EOU, school board members, and students. The process took over seven months to complete. Our focus was to first understand our strengths and weakness; determine core values, then create new vision and mission statements based on those values. From there our talented committee helped establish goals and achievement indicators for our district to focus on over the next five school years.

The Strategic Plan is designed to be updated on an annual basis, the district will review the plan with our school board on at least two occasions each school year and we will be in contact with our strategic plan committee as well as community members to get feedback as we update the plan annually. The intent of the plan is to ensure our district provides a high quality, state of the art education. Our primary goals are to ensure we have strong programs and services that ensure students are ready to learn, academically successful, as well as engaged life-long learners. Should you wish to visit, ask questions, or share concerns around the district’s strategic plan our district administrative team will make ourselves available to you.

Sincerely,

George Mendoza

La Grande SD Superintendent
La Grande School District is located in the Grande Ronde Valley of Eastern Oregon. The district includes the communities of La Grande and Island City and accounts for a combined population of approximately 14,000 residents. La Grande is the Union County seat, home to Eastern Oregon University and serves as a regional education hub. The area has access to a unique blend of cultural, athletic, recreational and entertainment amenities.

One can ski, hike, camp, fish, bike, hunt, boat and golf within an easy drive of La Grande or explore nearby areas such as Morgan Lake, Ladd Marsh, Mt. Emily Recreation Area, Elkhorn Mountains, Anthony Lakes and renowned Wallowa Lake. The numerous streams, rivers and lakes are home to salmon, steelhead and native trout. La Grande was one of the famous pioneer stops on the historic Oregon Trail.

Farming and ranching are important sources of income in the Grande Ronde Valley. Some key employers include Grande Ronde Hospital, Woodgrain Millwork, Barreto Manufacturing, Northwood Manufacturing, Eastern Oregon University and the Union Pacific Railroad. Annual events of note are the Eastern Oregon Film Festival, Ladd Marsh Bird Festival, Eastern Oregon Livestock Show, Union County Fair and the EOU sponsored Indian Arts Festival/Spring Powwow.

La Grande School District staff is proud to serve over 2,350 students and their families. LGSD embraces the idea that students are best served in schools close to where they live. Central, Greenwood and Island City Elementary schools provide this opportunity for K-5 students and families. La Grande Middle School meets core instructional needs of students and starts extending learning beyond the classroom by providing outdoor school, art, career and technical education, choir, band, computer science and competitive athletic programs. La Grande High School is a comprehensive high school that extends the programs
listed above and provides students an opportunity to pursue their passion(s) and start their path to post-secondary education, trade school, the military and the workforce. The committed staff of over 300 employees is focused on student excellence in and out of the classroom.

La Grande School District is committed to the safety and caring of students. Its focus is on social and emotional needs as well as emphasizing strong academic programs. The district’s effective communication and collaborative partnerships are essential. These partnerships help provide quality training and experiences for students, parents and the community. This multi-year strategic plan was designed to allow students to reach their individual potential, the staff to thrive and the greater La Grande community to prosper.
Process Used for Strategic Plan Development

The strategic planning process was initiated at a meeting on July 12, 2018 by a commitment from La Grande School Board members and Superintendent George Mendoza to undertake a rigorous, comprehensive and inclusive future visioning effort. The process commenced with a review of district strengths and areas to consider for improvement and transitioned into the creation of a multi-year, strategic plan by a district appointed team. The plan will start in September 2019 and is projected to remain in place, with necessary yearly modifications, through the 2023-24 school year. The district contracted with Colonna Strategic Planning Services to facilitate the process.

Members of the District Strategic Planning Team were selected with broad representation in mind. They represented and spoke for the many district and community interest groups. Below is a list of the LGSD Strategic Planning Team members:

George Mendoza, Superintendent, La Grande School District
Jerry Colonna, Facilitator, Strategic Plan Committee
Donna Beverage, Union County Commissioner
Cody Bowen, Deputy, Union County Sheriff’s Office/School Resource Officer
Carol Byron, Director, Special Education, La Grande School District
Stacey Candlish, Bank Manager, U.S. Bank
Scott Carpenter, Director of Education Programs, La Grande School District
Ian Gregory, Paraeducator, La Grande School District
Erin Lair, Director of Teaching and Learning, InterMountain Education Service District
Chris Leavitt, Music Teacher, La Grande School District
Alec McHaddad, Executive Director, United Way of Eastern Oregon
Joelene Peasley, Parent and R.N., SBHC, LHS
Wendy Roberts, Senior Director of Administrative Services, Grande Ronde Hospital
Chris Wagner, Assistant Principal, La Grande School District
Danelle Wilson, Board Member, La Grande School District

The full team participated in 35 hours of meeting time from August 8, 2018 to April 2, 2019 to develop the data and concepts for this report. The first task was to organize a community-wide series of focus groups
from which to collect district baseline information. On September 10, 11 and 12 staff members, students, parents and various other groups participated in 12 separate sessions held throughout the community. A total of 381 individuals attended the focus groups. Because many community members were unable to participate in the scheduled meetings, the district posted a survey on its website with the same focus group questions. Forty-seven individuals used the electronic survey. In addition to those who spoke at the meetings, 334 individuals responded to the focus group questions by writing answers on forms distributed at the meetings.

After the *La Grande School District Strategic Plan Focus Group Report* was completed in November 2018, community and staff members along with the facilitator started developing each component of the strategic plan as listed in the table of contents at their monthly meetings.
Introduction to Focus Group Process

On September 10, 11, and 12, 2018, the La Grande School District staff, students, parents, and various community members participated in 12 individual focus groups. The 12 groups were made up of the following audiences in order of when their focus group met:

- Certified and classified staff (morning group)
- Senior citizens
- Lions Club
- Eastern Oregon University representatives
- Certified and classified staff (afternoon group)
- Community member forum
- La Grande High School students
- La Grande Middle School students
- Local Community Advisory Council and Early Childhood Partnership Team
- Business and industry representatives
- School District parent forum
- Rotary Club

A total of 381 individuals took part in the 12 focus groups.

Because many La Grande community members were not able to attend scheduled focus group meetings, the district posted a survey on its website with the same five questions that focus group participants answered. 47 individuals contributed 25 pages of electronic data. An additional 334 individuals responded to the questions by writing answers on forms distributed at the meetings. No focus group or La Grande School District website survey comment revealed the identity of any individual’s written, oral or online submission unless the individual disclosed their own identifying information. Every word from each respondent was read several times and carefully considered for inclusion in this report.

At the start of each focus group all participants were given a form with the five questions in this report. Gaye Young, Assistant to the
Superintendent/Board Secretary, and Laurie Batten, Personnel Administrative Assistant, recorded comments from each meeting for each question.

The reason for the time, planning, resources, and energy put into the focus group process is to assist the district in development of a multi-year strategic plan. The focus group comments will help form the District’s core values. The core values will create a foundation for the plan’s mission, vision, strategic goals, and performance indicators.

La Grande School District’s strategic plan could have been created by a group of its leaders during a few work sessions and this is done quite often. Instead, school board members and Superintendent Mendoza decided on a more comprehensive approach projected to be completed on or before June 2019.

This report is not a copy of the eventual strategic plan the District Strategic Planning Team will produce. Rather, it provides background information, a summary of trends, and key oral comments obtained from each focus group meeting. It also includes focus group written comments and information submitted online. Some direct quotes have been slightly modified, where necessary, for clearer understanding and use of proper grammar. Throughout the report the term “staff” is used; it is meant to include support (classified) employees, teachers, and administrators. Also, the abbreviation “LGSD” is often used in place of La Grande School District.

The La Grande School District Office, located at 1305 Willow, has the complete, original papers for all responses submitted. This information can be made available to anyone who requests any or all parts of the data gathered by calling (541) 663-3202.
General Trends for Each Question from Focus Group and Website Survey Responses

The District Strategic Planning Team created the survey questions and determined which groups should be selected to take part in the focus group sessions; they did not select individual participants. The Planning Team is made up of 18 representative members and Jerome Colonna, strategic planning consultant, who was hired by the School Board to assist in the overall strategic planning process.

Readers should be aware that the majority of comments under the first four questions, as compared to question five, include more general and frequently offered responses. Also, the information throughout this report is not listed in priority order nor does it represent an all-inclusive list of replies for any of the five individual questions.

**Question 1: How can the School District better connect with our community to increase communications, involvement, and help individuals gain a greater sense of ownership in La Grande’s public schools?**

The district wants to communicate with as many members of its community as possible. Effective communication is difficult for smaller school districts because they lack personnel and necessary technology to adequately do the job. However, it is more important than ever for public schools to communicate accurately, comprehensively, and in a timely manner. Although communication has improved, it is a given that more effective district communication and greater community involvement create a broader sense of ownership with constituents. A major concern LGSD has is the ability to communicate with students who are truant, with community members who do not have children in local schools, and with parents who are either unable or uninterested in being informed. This statement was backed up by those participants who feel some community members are apathetic about what is going on in their schools and uninterested in becoming more engaged. Many of the suggestions from the data for this question were similar and are listed as common trends at the end.
Representative Quotes and Answers to Question 1:

- Use more modes of communication but especially utilize Facebook to advertise school events and keep the District website updated with easy to follow links. Make the website more user friendly. Have a questions/concerns interactive link on the website. “There is a lack of communication related to bus routes, calendars, delays, pick-up times, etc.” Broadcast board meetings on La Grande Alive TV. Put all public documents on a public platform; use pre-recorded videos and text messages. Do more web-based surveys like this one. “A separate extracurricular web page is needed.” Advertise, make more use of community billboards and school reader boards. Class Dojo received high marks from parents and teachers.

- For those individuals who are difficult to involve, provide a greater variety of activities where schools/staff/students are more visible in the community instead of asking these individuals to come to the schools. “If events such as pep rallies could take place downtown instead of in the school gyms they would be visible and accessible to more community members.” Allow more use of district buildings and property by civic groups. Consider waving gate fees or publicizing promotions for those individuals we are not currently attracting. Celebrate the start of a new school year with a parade down Adams Avenue with the school bands and a police escort. Where feasible, make space for a community garden on district facility grounds. Sponsor community barbecues and potlucks. Implement cost effective, logistically practical ways for staff to do home visits before school starts. Have a LGSD information booth at the Farmer’s Market, Fair, extracurricular activities, and other community events. Consider events such as parent-teacher conferences, for example, with dinner and child-care. Showcase student work in downtown business windows.

- Consider adding a full time communication/media specialist position. The job description could include responsibility for keeping the district website up-to-date. Community members need both information and an informed District person to interact
with. One person wrote, “Today EOU, BHS, UO, and OSU sports were on the news but nothing about LHS was mentioned even though six or our sports played.”

- Businesses give a great deal of time and resources to the schools. “It would be nice to give back through our students doing more community service projects,” (Student lead community cleanup days were mentioned often). Partner with businesses to sponsor breakfast meetings about the schools, businesses, and the community. Have specific businesses adopt each school. Strengthen the connection between businesses and the schools regarding job fairs, job shadowing, mentoring, internships, and business tours.

- At the high school level, revamp parent-teacher conferences and consider open house nights that include a mini-class schedule.

- “Our schools employ a number of interesting and educated people. We should find ways to offer free, one night classes for the public on a variety of different topics. For example, offer English classes for non-English speaking parents.”

- “Be aggressive about encouraging more volunteers in the schools, especially senior citizens,” i.e., SMART reading program. “Most people only need to be asked.” Having students formally invite individuals to volunteer can be productive for both the students and those who are asked. Consider more alumni projects.

- “I’d like to see school administrators or even teachers at community-based meetings and have relevant agency representatives invited to more district meetings.” “I would like the board to be more visible in our schools and community.” “Have School Board meetings in the schools occasionally.”

- “Some of our biggest critics are home-schooled kid’s parents. What can we offer them?”

- Create more connections with the district’s farming community and form an FFA alumni group to support the LHS FFA Chapter.
• Encourage students to perform civic duties. They could offer free lawn mowing, woodcutting, and snow removal to community members in need through an organized community service program.

• “Provide parent education for all parents, not just those with problem behavior children.”

• Based on Title I status, there may be opportunities to provide more social services for families on site at eligible district schools.

• “Parents need to feel they are welcome, valued, and contributing members of their schools.”

• “Communicate to the community that public schools are still controlled and influenced by local control.”

• Consider student designed and created community murals.

**Trending Suggestions for Question 1 in No Priority Order:**

1. Expand the use of various types of social media, especially Facebook, for all communication purposes.
2. Even though the district recently reformatted and updated its website, it was mentioned that it is not as user friendly or up-to-date as many want. Some indicated the website does not include items that should be posted i.e., calendars for each school, extracurricular activity events, bus routes, etc.
3. Do more outreach to the community through building community gardens, holding pep rallies downtown, allowing more use of district facilities, sponsoring barbecues, etc.
4. Add a communications/media specialist position.
5. Expand student opportunities for community service at all grade levels.
6. Create more partnership opportunities and connections with local businesses and Eastern Oregon University. Strengthen existing job fairs, job shadowing, mentoring, internship and business tour programs.
7. Implement a more comprehensive volunteer in the schools program.
8. Increase board member and district leadership presence at community events, in schools, and at community partner meetings.

As mentioned at the start of this question, improvements in communication, visibility, and community involvement have been noticed by many. However, improvements are still desired. This perception is summarized in the two quotes that follow: “I have noticed positive changes in the last year from the district. It feels like more information about how and why is coming to the public. I understand many district projects better. I have felt the district was very quiet and secretive before.” “I think the district is already doing a good job in transparency and communication with parents, but it could grow to the community at large by broadening the communication platforms used.”

**Question 2: How can the La Grande School District best assist our students to become well-rounded, contributing citizens?**

This is an interesting and complex question because the term well-rounded has a variety of meanings. To assist readers, the definition of “well-rounded” in the context of question 2 is: the ability to form meaningful relationships with others and be a productive member of society with effective social skills, high ethics, and sound character. Six themes emerged from this question. They are: offer more community service opportunities for students, expand students’ points of view, prepare students for their next step after high school, take learning outside the classroom, increase curricular offerings, and focus on emotional intelligence/character development.

**Offer More Community Service**

Community service is one of the most mentioned items in all five survey questions (Student, staff, and business leader groups referred to it the most). High school students want to have community service during the school day. Middle school students said; “We can plant trees, flowers, and vegetables for the community and be nice”. “We should have one
time a month of cleaning and helping others who need help in our community”. “Teach us how to give back without expecting something in return.” Many students in both student groups suggested fundraising and donating the money back to worthy community causes. Many would like to see meaningful community service projects as a graduation requirement. They say students will greatly benefit in later life from learning to give back to their community and to those who have provided for them. Some feel that through community service students will have a greater tendency to stay in the community instead of moving away after graduation and not returning as is happening in so many Oregon rural areas. National research on effective school districts lists a high level of community service/involvement as one of the key components for success. A number of individuals expressed great appreciation for the history, uniqueness, and sheer beauty of La Grande and its surroundings; they do not see the location or size as deficits.

A business leader said, “Community service should be required throughout the grades and not just for seniors.” A website respondent posted, “Show the importance of community service. Have the schools come together to address a community need outside the district, maybe homelessness or hunger. Helping people is a strong character builder.” A middle school student wrote, “Maybe two days a month we can clean parks, visit old folks homes, plant trees, and/or maintain a garden to grow vegetables for the community. This will allow LMS to be a huge factor in making La Grande beautiful!” A staff member suggested community service opportunities be done side-by-side with positive adult role models and suggested all sports groups be involved in community service projects.

**Expand Students’ Points of View**

In comparison to larger cosmopolitan areas in Oregon, LGSD is rural and somewhat remote. There is less diversity in culture, religion, economics, social status, and the work force. Erwin and Soodak recently published an article titled “Respecting Differences”. In it they document that when children respect themselves and others they feel better about who they are and are better prepared to live successfully in our increasingly diverse world. The last LGSD State Report Card viewed (2016-17) showed 5% of staff identifying themselves as racially or ethnically diverse individuals. Student diversity is listed at 18% but like
most other communities in Oregon, racial and ethnic demographics are changing rapidly. National research indicates diverse students are more successful when they see and can be with staff members who look like them and may have had similar life experiences.

There is a desire for LGSD students to have a greater understanding of what the world is like outside of La Grande. One website survey respondent posted, “Consider diversity in your curriculum and hiring. Are these ranch kids being exposed to a wider range of thought? Are they interacting well with their non-white fellow students? Are our non-white students feeling included and valued?” A student said, “We need a better world view and more experiences outside our community.” It was suggested that students could make junior and senior year presentations to civic organizations and social groups throughout the community. Parents and staff said the District should celebrate local cultures more, implement a strong student government organization in each school that involves students in decision-making, and increase the amount of outside speakers in classrooms.

**Prepare Students for the Next Step after High School**

Parents want the district to offer a challenging system of education that will enable their children to move successfully on to whatever the next step is after high school. Many said college after high school is highly valued. However, in today’s ever changing job market, students have more options to consider than they did just a few years ago. Trade schools, community college degree programs, the armed forces, going straight into the work force, starting one’s own business, and intern/mentorships are other possibilities for which graduates should be prepared. Staff members wrote, “Try to help students achieve whatever they have a passion for, even if it’s outside our normal scope,” and “Create a post-secondary investment/scholarship fund for all LHS grads; it would send a strong message that we will invest in their future plans no matter what they are. Another offered, “Increase the rigor and retention at all levels, especially elementary.”

A survey respondent posted, “Continue to provide experiences and opportunities that allow students to envision their lives beyond high school.” A suggestion was made for a community mentor program for students that would include graduation course credit. Job fair offerings
are popular and expansion would have a great impact on student career exploration. Business leaders said that LHS students need more job interviewing skills.

**Take Learning Outside the Classroom**
The beauty, abundant natural resources, and willing attitude of business and non-profit organization leaders, along with Eastern Oregon University within the District’s boundaries make potential outside classroom experiences both plentiful and attractive. There is a strong interest in expanding the walls of LGSD’s classrooms into the community for more “real life experiences”. In-depth senior projects, expansion of career/technical/education programs, and more involvement with community non-profit organizations were suggested.

**Increase Curricular Offerings**
One of the most difficult challenges for public schools is the ability to offer the breadth and depth of curriculum options for students who have diverse, individualized learning needs and interests. Funding is a key factor that makes it difficult to increase curricular offerings. Generally, smaller districts are finding it almost impossible to hire properly licensed personnel in certain specific areas of need. This is where use of creative partnerships, grant funding, and volunteers can assist. Some of the suggested increases include: personal finance, (highly suggested by business leaders), Girls and Boys State, arts education, culinary arts, technology, psychology, personal ethics, world languages, trauma informed instruction, expanded talented and gifted education, life skills, expanded pre-school access, more options for creativity at elementary schools, and more career and technical education classes at both the high school and middle school. Increased access to online courses and greater use of EOU were offered as strong suggestions.

A Rotary Club member said, “College is not the end all for all students, we need more CTE.” “One survey respondent wrote, “The lack of arts education across the entire eastern half of the state is very worrying.” Another wrote, “Teach more real world learning such as business classes, budgeting classes, cooking, and sewing. Just offer more real world classes that students will actually use once out of school.” A
A Greater Focus on Emotional Intelligence/Character Development

The desire for parents to have their children receive more exposure to “soft skills” was brought out in several different ways but it was usually within the context of what is referred to as emotional intelligence and character development. Emotional intelligence is the ability to manage and control emotions through self-awareness, motivation, care for others, and to recognize, understand, and influence the emotion of others. Some say emotional intelligence is a key ingredient in both personal and professional success. Character development is closely related to emotional intelligence and is interpreted as the values and actions that define who a person is and who they want to become. It is one of the most important factors in an individual’s life successes and failures. Dr. Alan Zimmerman, an expert in character development, says it is about having the right values, doing the right things, and being the right kind of person. Increasingly parents want their children to master academic skills but also grow in the areas mentioned above. One individual posted, “I would love to see districtwide character goals for students and ways they can be applied at each grade level.” Another said, “Focus on emotional intelligence and character development equal to academics and sports.” A Lion’s Cub member suggested that LGSD teach students how to think, not what to think.

Question 3: What does the District need to improve the most to allow all of our students to learn at their potential?

This is the most important question on the survey that the Planning Team will consider for the District’s five-year strategic plan. It is also the question that received the most comments. A key word in question three is all. Many public school districts educate certain groups of students well. Very few districts are able to have all students learning at their potential. Given five years to work on this challenge, shifting resources to help create a more equitable education system, individualizing education to the extent possible, and with the school board and district leadership guiding the way, significant progress can
be made for all students to learn at their potential. The difficulty in asking this question is it does not take into account funding. For example, lowering the number of students per teacher or adding world languages to the lower grades, would require extra resources. Many Oregon school districts are experiencing budget difficulties which means the only “new money” districts will probably be able to work with will come from funds that are moved from existing programs. This is why, especially in recent times, the strategic planning process is so valuable. It allows school board members and district leadership to focus on what constituents consider the most important components of their community’s schools in order to create a multi-year plan to implement the improvements. There is no possible way for LGSD to do all improvements suggested, but it can do some things mentioned through a rigorous prioritization process.

There were many written, verbal, and online suggestions for Question 3. While a variety of areas were offered for expansion and improvement of highly valued existing programs, there were suggestions for new programs, and comments about modifications or elimination of existing policies and practices. The vast majority of students, parents, staff, and community members view the La Grande School District positively and the preponderance of suggestions below were offered constructively. A few improvements were only offered once but were judged important enough to include. Direct quotes are used where relevant. Items are not ranked in order of priority, nor is every response received for this question represented. The topics in bold represent the most frequent responses.

“Have an expectation of differentiation for all students. When all students are individuals with different needs it takes away the negative connotation of labels. If academically low students aren’t being accommodated, it can be assumed TAG kids aren’t being challenged and the many students in between are not having their needs met.”

Identify students who are at risk as early as possible and provide them with as many services as possible. “We need additional opportunities for early childhood education. Many students enter kindergarten with no familiarity of education. This wastes lots of time for the students that did attend pre-school and are school ready.”
Help students gain a sense of belonging, feel safe, connected, and respected. Help them find their passions.

“Continue to make professional learning communities a priority.”

“**Spend less time on standardized tests** and more time on instruction.” “Teach less to the tests that have to be taken and more on learning.”

“Increase trauma informed instructional training, application, and overall district staff understanding.”

**Lower class sizes K-12** (this was the most mentioned improvement by far).

Expand the district’s offering of parenting classes. Be willing to go to where parents are to offer classes. Determine how to connect families in need of resources, skills, and supports that are available now in the community. A service agency staff member wrote, “Recognize and accept where families are socially, emotionally, financially, and academically with no judgment of children or parents.”

**Hire more para-professionals** to provide individual help for students, give them more professional development opportunities, and place more value on the position.

**Add more options for the learning environment.** “Expand the number of career/technical/education classes.” “Personalize education.” “Add more hands-on learning opportunities.” “Teach life skills.” “Offer outdoor school and more field trips.” “Find ways to have more project-based learning that incorporates all subject matter areas.” “Move from textbook learning to applied learning.” Connect the classroom (i.e. algebra) to the real world and let students know that what they are being taught can be applied. A student wrote, “We get so bummed out spending all five days a week in a desk.” Add world languages to elementary schools and a student mentor program where high school students assist elementary students.
Provide more technology tools, access, training, and 1-1 availability for students.

Provide more nutritious food served for school breakfast and lunch, less sugar and carbohydrate content, cut out sugary rewards, reduce processed food, and get students involved in a farm-to-school food program. Implement a free breakfast and lunch program at all schools.

Add more time for physical education classes and opportunities for physical movement throughout the day.

**Increase the number of counselors**, counseling services, and add more mental and behavioral resources within the schools.

“Work on being more responsive to student needs, especially those who are culturally diverse.” “Teach to the child’s potential. Kids learn in different ways. Teach to their most receptive way of learning.”

Provide more access, more courses, and more encouragement in the fine arts.

“Stop pushing college for all.”

**Expand the K-12 talented and gifted program**, identify eligible students earlier, and hire a District TAG coordinator. Educate students at their proper rate and level. “Meet them at their level and challenge them.” “TAG coordination needs help.” Remove certain class and department policies that do not allow bright, younger students to access courses that challenge them. Pull K-8 students out of classes so they can go into classes at their level. Provide more advanced placement classes for a greater variety of subject matter areas.

Build **stronger connections between EOU and LGSD**.

“The elementary schools are not equal and students do not receive the same services.” “Have equitable services among our schools.”
“The District’s direction with regard to diversity, equity, and inclusion can improve. Bullying students of color and our LGBTQ population is unacceptable; more preventive education can be done to create inclusive environments for all students. The fact that Black History Month is not addressed in LGSD is unacceptable in 2018.” A student wrote, “Provide a counselor who specializes in LGBTQ kids because you can not go to a normal counselor with LGBTQ problems; they do not understand.” A service provider wrote, “Increase the cultural competency of the staff and students.”

Students would like more access to teachers, especially in the morning to receive individual assistance. Some suggested teachers have posted office hours. A middle school student wrote, “We need more teacher one-on-one time to help not just with school work but also with personal issues.”

Students voiced concerns about the condition of their desks, inadequate air conditioning and heating in their classrooms, and needing more time to eat their lunch.

Some students said school rules should be enforced more consistently.

Question 4: What do you want the District’s greatest strength or overall purpose to be?

This question’s responses will cement the foundation of the strategic plan to be built. That is, the district’s core values and beliefs will be derived from the information below. This was a popular question and it produced many different suggestions and points of view. Readers will notice many of the answers were also identified in the first three questions. Question 4 is really two questions in one so the replies, where they can be differentiated, are listed separately into the district’s greatest strengths and its greatest overall purposes. As is true for the first three questions, not all responses are represented below nor are the two lists prioritized. A significant word in question 4 is want. This word signifies that the purposes and strengths may not necessarily be in place now.
Wanted for District’s Greatest Strengths

- Every student will have a meaningful, positive relationship with at least one staff member
- A wise administration and highly effective/committed school board
- No barriers between staff, administration, and school board
- “Students first, always!”
- A staff member wrote, “Unite all of our schools, and make us a team.”
- Operate from the premise that each student is always doing the best he/she can and we are constantly exploring ways we can make them more successful.
- A Lions Club member wrote, “Attract and hire the best teachers possible who will follow our unified purposes and desired outcomes.”
- Keep evolving; Frequently prioritize what needs to improve, and effectively implement the improvements.
- A business leader said, “The District should have an intimate connection to jobs and occupational trends and steer the curriculum toward potential employment opportunities.”
- Safety of our students, staff, schools, and community
- Exceptional principals who are able to lead strong, supportive staffs
- Professional learning communities that utilize data-based instructional methodology
- Acceptance of all students and having students who learn to accept others
- Highest graduation rate in the state; for students to have pride in their diploma; and for graduates to possess grit, confidence, and adaptability.
- Hard working, caring teachers.
- “Investments: investment in high-quality teachers, investment from children and their families to have pride in and be involved in their schools, investment from the district in our children’s well-being, and investment from the community in supporting our schools.”
- District commitment to multiple instructional delivery methods
• A school district that makes students feel welcome and cares about all of its students.
• “I want the district’s strength to be that they listen, care about, and respect staff.”
• Serve students as whole individuals; Educate them mentally, physically, and emotionally.
• Uncompromising academic and behavioral excellence imparted to graduates
• Establish and maintain an umbrella of equity so that students develop empathy and purpose.
• Outstanding basic skills education with an emphasis on literacy, which yields mastery of reading, speaking, and writing at an early age.

Wanted for District’s Overall Purpose

• A staff member said, “Our students should feel loved.”
• For the university, greater community, and La Grande School District to be united.
• “Enrich the lives of all students while providing safe, empowering, learning environments that will ensure positive contributions and outcomes for the rest of their lives.”
• “Enable our students to be capable, well-rounded members of society so they can support themselves and their families through passion for their occupation, pride in themselves, their family, their community, and our country.”
• To produce job, college, and life-ready young adults.
• Create a joy for learning by educating students so that they love learning and know how to efficiently and effectively learn on their own.
• “Motivating students to be lifelong learners, philosophers, and teachers as compared to being the most well trained and conditioned rats in the maze who just happen to have the standardized test questions memorized.”
• Producing enlightened students who seek to better society.
• To teach students how to think, not what to think.
• Exposing students to “real life learning” through teaching them to be good citizens, providing good role models, and making mentorships available.
• To help each of our students reach their full potential while making our schools exciting, innovative, enjoyable, and effective places to learn.
• To treat each and every student as an individual with their own skills, talents, and opinions.

The items below represent the most frequent responses to question four. Some responses have been combined. They are not prioritized.

1. Safety for students, staff, and facilities features along with appropriate training, policies, and procedures

2. The success and desired continuation of Professional Learning Communities

3. High graduation rates

4. Caring teachers who use instructional strategies that help each student reach his/her potential

5. All students feel welcome, are treated as individuals, and are cared for

6. An umbrella of equity

7. Basic skills mastery

8. Students are well-rounded, productive, respectful members of society

9. Students develop a love of learning

10. Students are exposed to “real life learning”
Question 5: What other suggestions, comments, concerns or commendations do you have that were not already mentioned?

This is a wide open question that was selected as a placeholder in case there was time left in the focus group meetings once the first four questions were answered. Some on the 12 focus group individual meetings did not have time to answer this question orally but many wrote answers on the forms each participant was given. The majority of the online participants (44 of 47) did post answers to this question. The most creative replies were submitted for this question. Many are off the topics that the first four questions were based on. In some cases the responses are complaints. A few of the responses are paraphrased from oral comments while others are direct quotes. No item below was included if it was already listed under the first four questions. The responses are not prioritized.

“The Oregon economy is riding a wave right now...I worry about the trough. The financial picture of the district scares me.”

“I love the new tone of caring in our district.”

We need equality for all athletic programs and the programs should reach all ages.

“Just want to say taking this step, asking for input, is huge. I hope all the answers are at least looked at. Thank you.”

“Stop being cheerleaders about how wonderful everything is and just acknowledge improvement is needed and work toward the improvements.”

“My primary concern is always the well-being of students. I think LGSD gets it and is moving in the right direction. Thanks.”

“Hiring needs to bring in people with more diverse and outside experiences.”
“The district should seriously consider a four-day week to align with surrounding school districts.”

“LHS should consider removing its pay-for-play policy.”

“Please eliminate Monday late start.”

“I work at EOU. Currently, incoming freshman lack information literacy and research skills necessary to be successful in college.”

“I would like to see a committee formed to assist the district with identifying a long-term infrastructure plan.”

“This survey will do no good if it is met with defensive, hurt feelings and if readers pick and choose what suggestions they personally feel worthy of listening to.”

“We have a wonderful positive attitude. Thank you.”

“Administrators and teachers should have parent and possibly student input into their job reviews.”

“Put cursive writing instruction back in the curriculum.”

“Home and family values are central for a solid foundation for a better future.”

Give students access to public speaking skills.

“I have noticed over the years that there is an almost completely mandatory requirement to use more digital technology, while there has been a lack of real-life skills and morals.”

“Improve relations with families who home school their children.”

Expand the conscious discipline and growth mindset programs.

“Less formulaic teaching of mathematics. Worksheets are a sure way to instill a dislike of mathematics.”
“Stronger science program in elementary schools. My daughter’s second grade science was the YouTube channel.”

“Eliminate the practice that students must have all fees paid before they can participate in commencement.”

“Never have I seen a front page article on academics, yet there are always big write-ups on sports. Makes me mad.”

Place a full-time, licensed psychologist in each school.

More school and community after-school programs.

Make the budget and budget building process more transparent and understandable to the average citizen.

“What can we stop doing? We cannot do more with current staffing and funding.”

Add longer school days and shorter school weeks.

Allow principals and teachers to have more time in the buildings/classrooms and less time at meetings.

“We need to show deep and genuine value for our staff by helping them with wellness and promoting their worth in the community.”

Improve communication between schools, especially at the elementary level.

Market the district more.

Consider a junior ROTC program.

**Brief Conclusions**
The majority of participants among the 12 focus groups were highly engaged and expressed genuine appreciation for the opportunity to express their thoughts, suggestions, questions, and opinions about La Grande’s public school system. There were pointed concerns submitted but there were many more positive comments as well as constructive ideas and questions offered. A number of participants said they were very supportive of the process the district is going through to plan for its future. 381 participants took part in the focus group/online survey process and they submitted 359 pages of data. The information within this report will be given to the district’s Strategic Planning Team to use as an important reference document and it will be presented to the board on or before its December school board meeting. There is no way LGSD can implement all suggestions submitted but it can implement some of them. This is what strategic planning is designed to do...determine what the most important things are to improve and figure out how to make them happen.

Thank you to all those who contributed to the focus group process, especially Gaye Young, George Mendoza, Casey Hampton and Laurie Batten. It will serve the district well and provide a tremendous amount of helpful data for the strategic plan.
Tagline

*Love, Care, Serve*

These three words are a brief description of the values, mission, vision and strategic goals of the La Grande School District. The desired effect is to attach significant and lasting meaning to the brand of the district. This tagline will be put on district reports, the website, letterheads, end of digital messages, banners on the entrance of district facilities and anywhere else appropriate. The idea is to sum up and reinforce the components of the La Grande School District Strategic Plan in as few words as possible. The tagline is meant to be concise, memorable and positive and help all audiences understand the desired culture this report represents. Readers should notice that *love, care and serve* if not written outright are inferred in the various components of this strategic plan.
Core Values

Core values support the ethics and ideals an organization hold that form the foundation of its culture. They are the basis from which work is performed and how employees are expected to conduct themselves. La Grande School District has a number of core values. However the four listed below were determined to be so important that they will be systematized, district-wide over the five-year period this strategic plan is meant to be carried out. Even in Oregon’s ever-changing landscape of public education these four core values should stay constant and impact all aspects of the district’s business. They represent the compass from which the district will navigate its mission, follow its vision, achieve its strategic goals, measure its progress, utilize its resources and make major decisions.

After many hours of discussion to improve clarity and style, the District Strategic Planning Team selected these frequently mentioned values as
documented in the *La Grande School District Focus Group Report* that was completed in November 2018 and is available at lagrandesd.org.

**The La Grande School District is Committed to:**

*Safety and Caring*
We strive to create high-quality, integrity-driven, equitable education experiences by providing safe and caring environments in which to learn and grow.

*Social Emotional and Individual Well-Being*
We focus on the well-being of all students and staff members. This includes social, emotional and academic needs.

*Relationships*
We aspire to have effective communication and respectful relationships in all school district and community interactions.

*Real World Education*
We believe exceptional education creates life-long learners, develops students to their potential and builds positive character traits and job skills. In addition, we highly value involvement in meaningful community service and beneficial partnerships.

Over the five-year implementation of this plan the active participation of LGSD employees along with development of systems supported by district leadership will establish a district-wide, value-based future.
Mission Statement

The La Grande School District mission statement identifies its purpose, indicates why it exists and why it was originally founded. In one sentence it is intended to clearly communicate what has heart and meaning in the district. It was created and designed to capture the district’s intended culture in a few carefully selected words. It is a brief 14 words so it can be remembered easily and used often. The statement is more about what the district wants to be known for rather than how to carry out the meaning of its individual words.

Mission statements are difficult to create. They must be succinct, memorable and unique. In designing this statement the planning team
collected trend data from the La Grande School District Strategic Plan Focus Group Report, considered ideals from the district core values and reviewed other public and private sector mission statements.

**LGSD Mission Statement**

*Empower La Grande’s learners to learn, staff to thrive and our community to prosper.*

**Vision Statement**

The District’s vision statement is a concise, nine-word description of what it wants to achieve during the next five school years (2019-2024). Its purpose is to inspire, energize, motivate and stimulate all facets of La Grande School District. It is intended to serve as a guide for selected current and future actions LGSD is highly recommended to take. The statement focuses on the district’s most hopeful, successful and ideal future. It is not about what is already in place or what might easily be implemented. The words challenge the status quo and demand significant system changes. Like the district mission statement, it is designed to say a lot in just a few words. While the sentence does not indicate how the district will achieve its desired future, it does set a
definite philosophical direction for the overall strategic improvement process.

The Strategic Planning Team selected concepts for the vision statement from the *La Grande School District Strategic Planning Focus Group Report*, its core values, the district mission statement, team participants’ experience and from other public and private sector vision statement examples.

**LGSD Vision Statement**

*Preparing all La Grande students for their brightest future!*

**Strategic Goals, Performance Indicators and Measures**

**Strategic Goals**

The District Strategic Planning Team realized that if this plan is to be successful, challenging but reachable goals had to be set. Goal identification was a lengthy and important process for the team. The team limited the number of goals to only three so that the three following goals can be high priorities and aligned with adequate and sustainable resources. An emphasis was placed on focus group input, relevance, clarity, brevity and achievability. The goals were formed from and connected to the district’s core values, mission and especially the
vision statement. La Grande School District strategic goals are a roadmap for achievement of the vision over the 2019-2024 school years. With limited resources, being strategic forces the district to make extremely difficult choices about what to start doing now and even more challenging about what to stop doing now.

**Performance Indicators**

Each goal has up to four performance indicators. Performance indicators break goal efforts into manageable units and represent steps in the implementation process. They are the major activities but not the only ones the district will use to achieve its multi-year goals. Without performance indicators this plan, more than likely, would fail since the district would not have accurate, real-time data to measure progress. Performance indicators are the most significant component to use for periodically reporting the status of strategic goals to district constituents and specifically to LGSD Board members.

**Measures**

Strategic measures are quantitative factors used to track progress made from certain points in time on performance indicators. The metrics not only chart progress or lack thereof, they also provide a quantitative tool to determine if adjustments to the goals, indicators or measures themselves should be made. To help monitor success this strategic plan’s progress must be regularly reported out. The start, middle and end of each school year are suggested reporting time frames. This frequency of reporting will allow the strategic goals to be adequately assessed over the strategic plan’s five-year life.

**Goal 1: Ensure all students are ready to learn**
**Indicator 1A:** By 2024, Culture of Care strategies will be fully implemented with effective tiered interventions and a robust health and wellness program.

**Assigned Administrator(s):** Ryan Westenskow

**Method(s) of Measurement:**

1. 100% of staff trained in current trauma-based barriers to learning and strategies to increase resilience and performance (e.g. ACEs, Conscious Discipline, Collaborative Problem Solving, Zones of Regulation)

2. Increase health/mental services by 5 positions to provide increased counseling, behavior and nursing support.

**Indicator 1B:** By 2024, The district will improve daily attendance rates to 96% and reducing chronic absenteeism to 10% (17 or more absences in a school year).

**Assigned Administrator(s):** Chris Wagner

**Method(s) of Measurement:**

1. Chronic absenteeism will decrease by 2% each year as measured by SIS/ODE reports.

2. 100% of schools will develop attendance plan that includes goals, supports, communication, and parent involvement.

**Indicator 1C:** The district will continually update its comprehensive safety plan, enhance relationships with emergency services, and provide ongoing training for all staff and students.

**Assigned Administrator(s):** Scott Carpenter, Joseph Waite, & Cody Bowen

**Method(s) of Measurement:**

1. LGSD Emergency Operations Plan will be completed, reviewed with local emergency response agencies, and annually updated.
2. 100% school staff will be trained on all emergency procedures annually.

**Indicator 1D:** By 2024, 60% of all students will have pre-kindergarten learning experiences.

**Assigned Administrator(s):** Suzy Mayes and George Mendoza

**Method(s) of Measurement:**

1. LGSD will have 5% increase per year in children accessing pre-kindergarten learning from 40% to 60% over 5 years as measured by surveys/reports.

   
   
   (Y1 50%, Y2 55%, Y3 60%, Y4 65%, Y5 75%)

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**Goal 2: Foster increased academic success**

**Indicator 2A:** By 2024, 95% of high school freshman will be on-track (6 or more credits) for graduation/completion of diploma or certificate.

**Assigned Administrator(s):** Brett Baxter

**Method(s) of Measurement:**

1. Freshman On-Track rate at LHS will increase by 2.5% as measured by SIS/ODE Report Card.

   
   
   (Y1 85%, Y2 87.5%, Y3 90%, Y4 92.5%, Y5 95%)

2. 100% of all LMS students will develop a Transition Plan by or during their 8th grade year.

**Indicator 2B:** By 2024, the district will exceed state average the State of Oregon in English Language Arts and Math assessment benchmarks and annually improve achievement/growth rates.

**Assigned Administrator(s):** John Tolan & Scott Carpenter

**Method(s) of Measurement:**
1. As measured annually by ODE Report Card and Smarter Balanced Reports.

**Indicator 2C:** By 2024, 98% of students in the 2020 freshman class will graduate/complete high school with a diploma or certificate.

**Assigned Administrator(s):** Brett Baxter

**Method(s) of Measurement:**

1. Increase rate of students graduating/completing high school with a diploma or certificate from 92 to 98%.
   
   (Y1 94%, Y2 95%, Y3 96%, Y4 97%, Y5 98%)

2. Increase rate of students in special education graduating/completing high school with a diploma or certificate from 84 to 98%.
   
   (Y1 87%, Y2 90%, Y3 93%, Y4 96%, Y5 98%)

**Goal 3: Develop civic-minded, engaged, life-long learners**

**Indicator 3A:** By 2024, all students will participate annually in community service, clubs, sports, and/or activities within their school or community.

**Assigned Administrator(s):** Kyle McKinney

**Method(s) of Measurement:**

1. Participation in school sports, clubs, and activities will incrementally increase 5% annually from the baseline developed by Spring 2020 through the year 2024.

2. Participation in community service will incrementally increase from baseline developed by Spring 2020 to 100% through the year 2024.
**Indicator 3B:** By 2024, community and regional partnerships will be expanded to support students in developing into college and career ready adults.

**Assigned Administrator(s):** Brett Smith

**Method(s) of Measurement:**

1. By 2024, La Grande School District will increase CTE Pathways completer rate from _____ to _____% in building career ready adults.

2. By 2024, Junior and Seniors participating in ASPIRE will increase from _____ to _____% to promote post-secondary culture.

**Indicator 3C:** The district will develop a plan to improve student competency in financial literacy and job/soft skills. (individual accountable is?)

**Assigned Administrator(s):** Brett Smith

**Method(s) of Measurement:**

1. 100% of students will complete financial literacy curriculum/course before graduation.

2. 100% of CTE classes at LMS and LHS will have integrated soft skills curriculum into their courses or Programs of Study.

La Grande School District

**2019/2020 Strategic Plan**

**Tiered Goals and Action Plan**

The LGSD 2019/20 Strategic Plan is the first of a series of annual strategic plans over the next five years to accomplish the goals overarching district strategic plan. Indicators in this strategic plan are divided into two tiers (i.e. priority and secondary) to focus district efforts where they are most needed with limited resources.
**Tier I: Priority Goals and Indicators**

**Goal 1: Ensure all students are ready to learn**

**Indicator 1A:** By 2024, Culture of Care strategies will be fully implemented with effective tiered interventions and a robust health and wellness program.

**Assigned Administrator(s):** Ryan Westenskow

**Method(s) of Measurement:**

3. 100% of staff trained in current trauma-based barriers to learning and strategies to increase resilience and performance (e.g. ACEs, Conscious Discipline, Collaborative Problem Solving, Zones of Regulation)

1. Increase health/mental services by 5 positions to provide increased counseling, behavior and nursing support.

**Key Action Items:**

<table>
<thead>
<tr>
<th>Action Item</th>
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<tbody>
<tr>
<td>Each building will develop and carry out a plan to train staff using the Culture of Care Tiers of Support Pyramid and Resource Packet. Building training plans will focus on establishing school-wide norms and strategies for Tier I, with emphasis for 2019-20 on “Regulation”.</td>
</tr>
<tr>
<td>Committee will complete initial work on Culture of Care Resource Packet by providing key components, examples, lessons, and resources.</td>
</tr>
<tr>
<td>Conscious Discipline training will be provided for up to 40 certified and 40 classified staff. Trainings will occur in two cohort groups (Fall/Spring) and will be provided through in-district trainers.</td>
</tr>
<tr>
<td>Collaborative Problem Solving training for Secondary Staff</td>
</tr>
<tr>
<td>Provide initial ACEs &amp; Trauma-Informed Practices training to all new teachers</td>
</tr>
<tr>
<td>District administrators will visit Gladstone SD for SEL Learning Walk. Team will look at, learn from, and compares systems and recommend goals and next steps.</td>
</tr>
</tbody>
</table>
**Indicator 1B**: By 2024, The district will improve daily attendance rates to 96% and reducing chronic absenteeism to 10% (17 or more absences in a school year).

**Assigned Administrator(s)**: Chris Wagner

**Method(s) of Measurement**:

3. Chronic absenteeism will decrease by 2% each year as measured by SIS/ODE reports.

1. 100% of schools will develop attendance plan that includes goals, supports, communication, and parent involvement.

**Key Action Items**:

| Establish a Building Attendance Committee consisting of an Administrator, Counselor, District Attendance Committee member, and (if applicable) attendance secretary. |
| Initiate a Schoolwide/District-wide communication campaign with the Every Day Matters for Oregon Schools Initiative. |
| Have homeroom teacher/advisory teacher/teacher with relationship (High School) make contact with families of kids who were chronically absent in the previous year, sometime in the first week of school. This designated person will make further contacts throughout the year as needed based on the students' attendance. |
| Daily attendance rate will improve 0.5% per year as measured by SIS/ODE reports. |

**Indicator 1C**: The district will continually update its comprehensive safety plan, enhance relationships with emergency services, and provide ongoing training for all staff and students.

**Assigned Administrator(s)**: Scott Carpenter, Joseph Waite, & Cody Bowen

**Method(s) of Measurement**:

3. LGSD Emergency Operations Plan will be completed, reviewed with local emergency response agencies, and annually updated.
1. 100% school staff will be trained on all emergency procedures annually.

**Key Action Items:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Complete Emergency Operation Plan with peer review process with committee, law enforcement, and community agencies.</td>
</tr>
<tr>
<td>Train all certified and classified staff on Emergency Operation Procedures</td>
</tr>
<tr>
<td>Maximize technology systems (i.e. phone, intercom, camera and door technologies) to improve security and response to safety and emergent issues.</td>
</tr>
<tr>
<td>Implement new radio system within the district.</td>
</tr>
<tr>
<td>Develop essential resource list for building and classrooms and provide resources to classrooms for use during an emergency.</td>
</tr>
<tr>
<td>Develop communication tools for students and parents on emergency operation procedures and hold community forums in 2019/20 school year.</td>
</tr>
<tr>
<td>Engage in 1 tabletop discussion on reunification and 1 active shooter drill with local emergency response partners.</td>
</tr>
</tbody>
</table>

**Goal 2: Foster increased academic success**

**Indicator 2A:** By 2024, 95% of high school freshman will be on-track (6 or more credits) for graduation/completion of diploma or certificate.

**Assigned Administrator(s):** Brett Baxter

**Method(s) of Measurement:**

2. Freshman On-Track rate at LHS will increase by 2.5% as measured by SIS/ODE Report Card.

   (Y1 85%, Y2 87.5%, Y3 90%, Y4 92.5%, Y5 95%)

2. 100% of all LMS students will develop a Transition Plan by or during their 8th grade year.

**Key Action Items:**
Explore and analyze the data for what is working and what the needs are for all groups of students

Establish process for identification of at-risk students

Learn capabilities of Synergy SIS - especially “early warning” reports

Plan and implement HS peer mentorship for at-risk 8th grade students

Research suitability/cost/needs for implementation of AVID Grades 6-9

Investigate Freshman Academy for at-risk students

Investigate high-achieving schools’ advisory schedules at high school level

Ensure transition meetings happen with families, admin, counselors for those entering REACH or with IEP or 504 plans, or any at-risk student

Augment and improve spring pre-registration processes for 8th graders

Use Tiger Ambassadors to help orient and mentor frosh at LHS

Continue Success 101 course for all freshmen and investigate revitalization of curriculum

Implementation of PBIS and SEL supports and strategies at LMS and LHS

All 8th graders will meet with counselor(s) at LMS to develop MS/HS transition plan

**Indicator 2B**: By 2024, the district will exceed state average the State of Oregon in English Language Arts and Math assessment benchmarks and annually improve achievement/growth rates.

**Assigned Administrator(s)**: John Tolan & Scott Carpenter

**Method(s) of Measurement**:

1. As measured annually by ODE Report Card and Smarter Balanced Reports.

**Key Action Items**:

State and District assessments in ELA (Fountas and Pinnell) and Math ( IReady) will be analyzed fall and winter.

Teachers will utilize adopted ELA and Math curriculum with fidelity.
Schools will foster a productive climate of collaboration (PLCs) where staff in each building will analyze 2019 SBAC student data. Teachers are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning.

Identification, training and implementation of best-practice instructional strategies for new teachers and targeted teachers.

Quarterly review of goal progress with Admin team.

**Indicator 2C:** By 2024, 98% of students in the 2020 freshman class will graduate/complete high school with a diploma or certificate.

**Assigned Administrator(s):** Brett Baxter

**Method(s) of Measurement:**

1. Increase rate of students graduating/completing high school with a diploma or certificate from 92 to 98%.
   
   (Y1 94%, Y2 95%, Y3 96%, Y4 97%, Y5 98%)

2. Increased rate of students in special education graduating/completing high school with a diploma or certificate from 84 to 98%.

   (Y1 87%, Y2 90%, Y3 93%, Y4 96%, Y5 98%)

**Key Action Items:**

<table>
<thead>
<tr>
<th>School-based SST team will regularly review student data and provide support to identified students</th>
</tr>
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<tbody>
<tr>
<td>Administrators will work with counselors/registrar to place records correctly when students leave the district</td>
</tr>
<tr>
<td>LHS staff will continue to seek out and implement best interventions for students struggling with Essential Skills</td>
</tr>
<tr>
<td>Scheduling for Special Education students will continue to offer and promote access to elective courses, support classes, and CTE</td>
</tr>
</tbody>
</table>
Senior counselor will maintain spreadsheet for all graduation options, etc. - monitored regularly by admin and counselors

Letters mailed home to all students not on track at the end of each year

Investigate what the obstacles are to diplomas and certificates for subgroups of SPED and ELL

Shared spreadsheet of student contacts for interventions

Review SPED students’ schedules at beginning and end of the year (with families in August registration)

Develop and offer interventions for students not on track - credit recovery, scheduling changes, counseling, mentoring, etc.

Early warning system development for at-risk students

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**Tier II: Secondary Goals and Indicators**

**Goal 1: Ensure all students are ready to learn**

**Indicator 1D:** By 2024, 60% of all students will have pre-kindergarten learning experiences.

**Assigned Administrator(s):** Suzy Mayes and George Mendoza

**Method(s) of Measurement:**

2. LGSD will have 5% increase per year in children accessing pre-kindergarten learning from 40% to 60% over 5 years as measured by surveys/reports.

   (Y1 50%, Y2 55%, Y3 60%, Y4 65%, Y5 75%)

**Key Action Items:**

- Coordinate with literacy alliance committee to help promote and staff the Literacy Picnic Event on September 20, 2019.
- Implement Jump Start program across district
Each school host a Conscious Discipline Information series for families. Promote our Culture of Care Initiative through these efforts.

Goal 3: Develop civic-minded, engaged, life-long learners

Indicator 3A: By 2024, all students will participate annually in community service, clubs, sports, and/or activities within their school or community.

Assigned Administrator(s): Kyle McKinney

Method(s) of Measurement:

3. Participation in school sports, clubs, and activities will incrementally increase 5% annually from the baseline developed by Spring 2020 through the year 2024.

4. Participation in community service will incrementally increase from baseline developed by Spring 2020 to 100% through the year 2024.

Key Action Items:

<table>
<thead>
<tr>
<th>Each school will track which students participate in at least one school sponsored sport, club or activity.</th>
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<tbody>
<tr>
<td>Each school will identify requirements/opportunities for students to perform community service and track which students performed community service.</td>
</tr>
</tbody>
</table>
**Indicator 3B:** By 2024, community and regional partnerships will be expanded to support students in developing into college and career ready adults.

**Assigned Administrator(s):** Brett Smith

**Method(s) of Measurement:**

3.  By 2024, La Grande School District will increase CTE Pathways completer rate from _____ to _____% in building career ready adults.

4.  By 2024, Junior and Seniors participating in ASPIRE will increase from ______ to _____% to promote post-secondary culture.

**Key Action Items:**

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<tbody>
<tr>
<td>Meet regularly with BMCC/TVCC/EOU/OIT on dual credit options.</td>
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<tr>
<td>LMA/LHS will research AVID program, costs, and implementation.</td>
</tr>
<tr>
<td>LHS will gather data for Pathways and ASPIRE programs to build a baseline for progress</td>
</tr>
<tr>
<td>LHS will advertise pathways and ASPIRE program to students through counseling center, tiger tv, assemblies and newsletters</td>
</tr>
</tbody>
</table>

**Indicator 3C:** The district will develop a plan to improve student competency in financial literacy and job/soft skills. (individual accountable is?)

**Assigned Administrator(s):** Brett Smith

**Method(s) of Measurement:**

3.  100% of students will complete financial literacy curriculum/course before graduation.

4.  100% of CTE classes at LMS and LHS will have integrated soft skills curriculum into their courses or Programs of Study.

**Key Action Items:**
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Compose a team to research how to implement, assess, and report on financial literacy and job skills</td>
</tr>
<tr>
<td>Meet with community partners to develop a collaborative list of important skills</td>
</tr>
<tr>
<td>Identify soft skills curriculum, purchase, and provide PD</td>
</tr>
<tr>
<td>Updated curriculum guide that includes financial literacy and job/soft skills</td>
</tr>
<tr>
<td>Development and implementation of monitoring process to track completion of course(s)</td>
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</table>