La Grande Continuous Improvement Supplemental Questions

The La Grande Continuous Improvement Plan is also our District Strategic Plan that was adopted by our board June 2019. During the 2018/19 school year, La Grande School District went through and exhaustive process of meeting with over 13 community groups/businesses, students, staff, and administration to collect data from our community on the strengths and weaknesses of our district and the goals we will have over the coming years. The strategic plan was created in a public process and after it adoption is being communicated to the public in the following ways:

Visual: Posters in every classroom and school offices
Written: Posters, District Profile and Focus Guide, and printed formal Strategic Plan Documents.
Online: posted on our website (see below).

https://lagrandesd.org/strategic-planning

La Grande School District provides time each week for all staff to meet in grade-level and department Professional Learning Communities (PLCs). Scope and Sequence documents are at the core of these teams’ work and are updated frequently throughout the year based on best practice and student data. Additionally, as part of our Title II program, La Grande SD has annually provided additional time for teachers to work on their Scope and Sequence. These documents are maintained in team folders on our district intra-net and reviewed with administration frequently to assure that teachers are teaching to the standards.

1. La Grande School District has a strong evaluation system that requires multiple informal and formal observations with a focus on student-centered learning.

2. Regular learning walks and peer-to-peer meetings to address best practices.

3. Our New Teacher Professional Development Programs focuses on relationships and routines that engage 100% of students in the classroom.

4. La Grande School District uses multiple instructional coaches from IMESD and from within our district to promote engaging learning and best practices with teachers in a non-evaluative and non-threatening way.
Instructional coaching and the Impact Cycle are used in the following ways:

1. New Teacher Program - new teachers interact with three IMESD coaches that regularly observe their classrooms, set goals, and provide feedback.

2. Technology /STEM/Science - all teachers have access to 2 instructional coaches from Eastern Oregon University to promote NGSS standards, engagement, and excitement. Coaches work directly with teachers to develop units that have high degree of STEM and engage students in hands on or project-based learning.

3. Math Coach - our district employs a full-time math coach that helps teachers access the curriculum to fidelity and to help provide teachers with best practices in providing core and RTI instruction for all students in an inclusion model.

4. Admin. Observations and Evaluation - provide feedback to staff in-line with best practices and help maintain high standards within classrooms. Admin also attend weekly PLCs and help drive conversations and actions of PLCs to better student outcomes.

5. Continued Professional Development - La Grande School District provides PD, conferences, and resources to teachers to help them know, understand, and embrace best practices. Currently, PD is focused on improving student outcomes in Math and Writing in our district.

La Grande School District staff spend March - July reviewing observations, district data, and state data to determine weaknesses in our district and where we can improve. After determining areas of focus, district staff work to align the professional development calendar to these identified weaknesses. For example, in 2017/18, we found that Math scores (Grade 3-8) were significantly behind the state average. In 2018/19, our district spent much of our Title II allocation on Math and developing more skills and fidelity with our curriculum. As a result, in some grade Math scores improved more than 20%. In 2019/20, professional development is focused on Math and Social Emotional Learning (SEL) as many of our students are struggling with trauma and behaviors that are impacting their learning. Our system is a reflective process on what we (i.e. teachers, admin, classified, etc.) are seeing and feeling in classrooms and professional development funds are used to fill these needs.
Currently, we look at state assessment data and look at the achievement and growth gaps in our special populations. We look to see if these subgroups experienced growth, gaps in achievement to other populations, and services they are provided. We work to use General Fund, Title, Special Education, and other state and grant funds to close these gaps and provide additional programming for these populations to meet needs.

Annually, we complete Title paperwork that requires us to look at and document teacher experience across our district. In 2018/19, we reported that teacher experience was basically flat across our district and that no student population was being neglected by the district by providing ineffective or inexperienced teachers to special populations that exist in our district.

1. All school promote students to be involved in clubs, sports, or activities and to remove barriers for students and parents in accessing these. Clubs/Sports help student form powerful connections to their peers and coaches (generally teachers) and provide safe space to grow and play. It is a goal (Indicator 3A) in our district to have all of our students connected to school in this way.

2. We have spent many resources to become more trauma-informed and help our front offices, classrooms, and staff provide well-regulating spaces and practices so that students can access learning and thrive. Additionally, these same practices help parents feel comfortable when they enter school as well.

3. We have involved parents and students in building leadership teams/programs, site councils, and district strategic planning initiatives. Parents have ready access to documents and building/district leaders to ask questions, make suggestions, and be part of the process of making our district better.

1. Provide a Youth In Transitions (YIT) program for our Homeless students that includes a food pantry, Friday backpack program, clothing, and transportation so that students access resources and be ready to learn.

2. CARE Coordinator helps support families and students access public services like housing, food, medical insurance, etc. so students' needs are met and they can attend school and learn.

3. The District sponsors adult learning opportunities for parents that want to learn English and Trauma Informed Practices.
4. District provides scholarships for students to participate in sports, dual credit classes, and summer programs so that all students have access and opportunity.

1. District strategic plan Goal 1 focuses on improving our trauma informed systems, attendance, safety, and providing a pre-school so that students can more easily access education within an inclusion model without overuse of discipline and removal from classrooms.

2. Discipline is regularly reviewed at the building and district level for trends and discussed when trends emerge. New bullying guidelines were created in 2018/19 out a need to address a problem area in our district.

1. Participation in district strategic plan - over 500 individuals and 13 community groups
2. Regular interactions and meetings on various committees (including the strategic planning committee)
3. Regularly meetings with private schools
4. Invitations to review strategic plan goals, values, and indicators before adoption by the board.
5. Continued work on over 8 community committees to represent the district and hear stakeholder feedback
6. Building site councils and PTO meetings.