Lake Oswego School District
Strategic Planning Document: Board Ends & Metrics,
Staff Goals, Action Steps, Measurements, Resources
2017 - 2020

Mission
To be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens.

ENDS 1: DIVERSITY EQUITY & INCLUSION

Blue Dot Statement: LOSD engages its community to create a safe and welcoming environment for every family, student, staff and community member by celebrating diversity, including all, and using an equity lens to make decisions. We do this in order to facilitate the development of culturally informed students and community members by diminishing misconceptions and prejudices that fuel discrimination. The result is a community that creates better world citizens.

Background: Equity is understood to be the removal of structural, cultural and systemic barriers that lead to diminished opportunities for students. It acknowledges historical imbalances and adjusts for those imbalances by using an equity lens in the decision-making process. LOSD celebrates the diversity each student and family brings to the district. Different cultures, races, religions, beliefs, life-styles, and abilities are all celebrated and welcomed. Inclusion is the act of ensuring that all students are provided the academic and social supports and structures needed for them to thrive and succeed.

Board Metrics:
1) The board will adopt a diversity, equity, and inclusion policy that supports the work of and aligns with the Leadership Project, the Diversity, Equity, and Inclusion committee, and district and school-based cultural and equity initiatives by March 2018.
2) The board will regularly engage the community in diversity, equity and inclusion discussions through the Board’s Diversity, Equity, Inclusion Advisory Committee in order to receive guidance and feedback in order to support the superintendent and his/her staff’s initiatives.
## Ends 1: Diversity, Equity and Inclusion at Lake Oswego School District

A. Every family, student and staff member feels welcomed and safe at our schools

B. Diversity is celebrated, all are included, and decisions are made using an equity lens

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<th>Goal</th>
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<tbody>
<tr>
<td>Eliminate communication barriers.</td>
<td>1. Post and format information to take advantage of built-in web translation tools 2. Provide instructions to parents as needed for accessing online translation tools. 3. Send emergency information in multiple languages. 4. Meet 508 compliance requirements to ensure website access for all.</td>
<td>1. In fall 2017, all schools will receive guidelines for formatting translation-friendly newsletters and providing instructions to parents. 2. In 2017-18, provide translated emergency communications to 95% of families whose primary language is not English. 3. By January 2018, launch 508 compliance remediation program.</td>
<td>Contractor, Communications department, EA staff</td>
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<td>Safe and inclusive learning environment for students.</td>
<td>1. Develop mentor programs (&quot;invisible mentors&quot; or &quot;visible mentors&quot;) to guarantee each student has a meaningful connection to an adult in the school. 2. Develop peer mentor programs to guarantee each student has a meaningful connection to a peer.</td>
<td>1. By 2018-19, secondary schools will develop an adult-to-student mentor program. 2. By 2018, secondary schools will develop a peer mentor (or similar) program.</td>
<td>Link Crew, Pacer Crew, Advisory period at elementary schools; adult/student matching</td>
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<td>Safe and inclusive learning environment for students.</td>
<td>1. Provide/require staff training on culturally-responsive schools. 2. Continue the work of creating welcoming and safe schools using empathy-based practices. 3. Provide training for working with diverse students, with a focus on equity.</td>
<td>1. List of trainings provided and attendance numbers. 2. Climate/culture school/district surveys or focus groups. a. What is the baseline? b. TELL, AdvancedEd surveys, YouthTruth</td>
<td>Contractor Equity assessment process for each school</td>
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<tr>
<td>Safe and inclusive learning environment for students.</td>
<td>3. Work with directors to provide appropriate training for required DEI and implicit bias training</td>
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<td><strong>Priority:</strong> Schools and district develop a systemic culture of empathy using an equity lens and a diversity-aware posture.</td>
<td>1. Work to ensure curriculum is free from majority culture bias. 2. Ensure school-based activities are welcoming for all students from all backgrounds.</td>
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<td>1. Task force/committee reports. 2. Regular updates on school activities or school newsletters. 3. Assess baseline level of majority culture bias</td>
<td>November PD NEP Title IIA Hire Extanto to review textbooks</td>
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<td>Safe and inclusive learning environment for students.</td>
<td>1. Student leaders and leadership groups co-design positive, welcoming, and safe school cultures with staff.</td>
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<td><strong>Priority:</strong> Student leaders are empowered to affect positive school culture.</td>
<td>1. Increased opportunities for students to be involved in the development of positive school culture. 2. Increased culturally-sensitive curricular and co-curricular opportunities for all students.</td>
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<td>Equity groups at each school</td>
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<td>Safe and supportive professional environment for staff.</td>
<td>1. Aggressively recruit and actively support teachers and staff from diverse backgrounds and cultures.</td>
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<td><strong>Priority:</strong> Attract and retain the best teachers and staff by providing teacher mentoring, coaching, training, and opportunities for professional growth.</td>
<td>1. Increased percentage of diverse staff members in all employee categories. 2. Improved retention rate of diverse staff members. 3. Closing the gap between the percent of diverse students and the percent of diverse staff [staff reflects student population].</td>
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<td>Recruiting budget may be needed</td>
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<td>Safe and supportive professional environment for staff.</td>
<td>1. Implement a teacher mentor program for new teachers to LOSD.</td>
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<td>1. By 2018-19, the district will have fully implemented its mentoring program for new teachers to LOSD.</td>
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<td>Priority: Attract and retain the best teachers and staff by providing teacher mentoring, coaching, training, and opportunities for professional growth.</td>
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<td>Attract and retain the best teachers and staff by providing teacher mentoring, coaching, training, and opportunities for professional growth.</td>
<td>Provide meaningful and effective coaching and professional growth opportunities for all staff. These could include: Culturally responsive trainings, Instructional Rounds, supports for ELL &amp; SPED students in Tier 1, trauma-informed practices, teaching with an equity lens.</td>
<td>Provide culturally responsive trainings at each building.</td>
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<td>Provide culturally responsive trainings at each building.</td>
<td>Survey staff on their perceptions of PD November, assess their perception of Instructional Rounds, and PLC time.</td>
<td>Survey/report of PTA/PTO/PTSO activities from all schools. TELL survey, spring 2018.</td>
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<td>1. Survey/report of PTA/PTO/PTSO activities from all schools. TELL survey, spring 2018.</td>
<td>1. Students will create meaningful partnerships with parents so they will gain an understanding of the standards, goals and outcomes as well as student progress to career and college readiness.</td>
<td>1. Curriculum nights/back-to-school nights.</td>
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<td>2. SAC/SSPAC, TAGAC</td>
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<td>2. SAC/SSPAC, TAGAC</td>
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**Title IIA NEP**
ENDS 2. COLLEGE & CAREER SUCCESS

Blue Dot Statement: LOSD provides rigorous and broad academic, performing and visual arts, athletic programs, and activities programs at every grade level by meeting the educational needs of all students through multiple pathways with appropriate support and differentiated instruction. Beginning in kindergarten and continuing through graduation, every student is given the opportunity to reach their fullest potential and attain success in all facets of their life.

Background: A rigorous and broad educational experience includes using the most appropriate technology available; providing internship and apprenticeship learning experiences; and delivering accelerated learning opportunities with support systems available to all students. Early enrichment experiences are foundational for the future graduation and academic achievement targets.

Board Metrics:
Support the superintendent through clear communication, advocacy and strategic planning to ensure superintendent can lead staff in
1) Academic success
   a) Achieving a 100% 6-year graduation rate by June 2020 based on early education initiatives that provide enrichment experiences.
   b) Expecting 90% of high school students take one or more college level or advanced placement courses by the time they graduate.
2) Athletic success
   a) Ensuring that all students have the opportunity to participate in interscholastic or club sports using comparable facilities and equipment across the district.
3) Performing and Visual Arts success
   a) Providing facilities, instruction and performance opportunities for all students.
4) Career Success
   a) Establishing defined outcomes for strategic college and career capabilities, and comprehensive roadmaps and timelines to achieve those outcomes in the area of STEM, Career Technical Education and World Language
**Ends 2: Career and College Success at Lake Oswego School District**

- **A.** LOSD provides rigorous and broad academic, performing and visual arts, and athletic programs which prepares all students for success in all facets of life.
- **B.** LOSD provides multiple learning pathways so every student has the opportunity to reach their full potential – students with opportunity or achievement gaps will receive the appropriate supports, differentiated as necessary, to ensure we meet the educational needs of all students.

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<td>Develop structure for horizontal staff communications to enable sharing across schools and grade levels.</td>
<td>1. Engage teacher task force to explore strategies for sharing lesson plan ideas, classroom and testing strategies, etc.</td>
<td>1. Appoint task force in Fall, 2019. 2. Identify three platforms to accommodate needs by Spring, 2020. 3. Select product by June, 2018. 4. Design staff training for Fall, 2020.</td>
<td>Education and academics, Connect 5</td>
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| Establish a guaranteed viable curriculum where all stakeholders have common understanding of standards, goals, and outcomes. | 1. As part of the PLC work, school and district teams will select and define priority state standards.  
   a. Curriculum adoption process that focuses on culturally responsive teaching practices | 1. By 2019-20, all stakeholders will have common understanding of standards, goals and outcomes as measured by surveys and focus groups. | EdExcellence – curriculum alignment group. |
| **Priority:** Common understanding and articulation of standards, goals and outcomes for all. | 1. Enhance the PLC time where teachers learning with each other and from each other through professionally safe, collaborative discussions and meetings.  
   2. Continue to provide PD/training opportunities for PLC and RTI systems. | 1. PLC effectiveness perception surveys/focus groups. | Hire EdExcellence to review K-8 curriculum, Hire Extanto to review bias in textbook |
| Fully supported flexible pathways with multiple entry points. | 1. Create effective programs and structures that support middle and high schools. Areas include: RTI programs designed to support students’ academic needs and goals established by our counseling teams. | 1. Each year, LOSD will analyze student performance outcomes of their subgroup populations, as compared to the overall population of students. | Measure 98 |
| Priority: Develop RTI support structures that will ensure career and college readiness outcomes for all students. | 1. Implement and assess the effectiveness of the new bell / master schedule that will provide time in the school day for students to seek out supports. | 1. Each year, LOSD will survey the students, staff and parents to provide data on the perception of the effectiveness of the new schedule. | |
| Fully supported flexible pathways with multiple entry points. | 1. All schools will partner with post-secondary schools and educational organizations to provide opportunities for students that support or extend our students learnings. | 1. By 2020, our enrollments by all students in postsecondary (CTE, AP, Community College, etc.) opportunities will increase. | |
| Priority: Develop RTI support structures that will ensure career and college readiness outcomes for all students. | 1. Schools will create meaningful partnerships with parents so they will gain an understanding of the standards, goals and outcomes, as well as student progress to career and college readiness. | 1. Curriculum nights/back-to-school nights. | |
| Priority: Community understanding and articulation of standards, goals and outcomes for all students. | 1. | 2. SAC/SSPAC, TAGAC. | |
ENDS 3: FACILITIES & INFRASTRUCTURE

Blue Dot Statement: We strive to give our students high quality facilities within our budget constraints. LOSD will have appropriate capacity, resources and technology by developing short-term and long-range facilities plans that provide for comparable academic and extracurricular facilities across the district. Our facilities are safe and secure environments that support and enable innovative, robust and rigorous instructional learning strategies, differentiated instruction and multiple learning pathways at every school.

Background: A comprehensive educational experience for our students includes highly valued assets including academics, arts and athletics. Flexibility in the use of our facilities, infrastructure and grounds is critical to the long-range planning of the district in order to meet the current needs of diverse programming, evolving curricula and unforeseen educational opportunities. The Long Range Facility Plan informs the three-bond process for the next 15 years.

Board Metrics:

1) The board and administration inspire community confidence in the bond process through successful completion of approved bond projects, transparent deliberations and engagement with the community by supporting the Bond Accountability Committee and the Long Range Facilities Planning Committee.

2) Board decisions will be based on maintaining, designing and developing equitable opportunities in all facilities.

3) Board decisions will strive to ensure that athletic facilities are safe and high quality as compared with other members of the Three Rivers League based on regular review by and recommendations emerging from the Long Range Facilities Committee.

4) The board will support the superintendent in making technology upgrades as a priority in the implementation of the bond program.

5) The board will support the superintendent in making sustainability a priority in the design, construction and operation of upcoming bond projects.
## Ends 3: Infrastructure at Lake Oswego School District

A. Every school will have updated, quality instruction and extracurricular settings that provide comparable safe and secure environments that support multiple learning pathways.

B. Every school will have appropriate resources and technology which supports innovative, robust and rigorous instructional learning strategies and different learning styles.

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| Improve and upgrade our facilities – Planning for Success. | 1. Establish functional, effective and inclusive Master Planning process.  
2. Establish comprehensive, educational specification process for middle school replacement.  
3. Convene standing Long Range Facility Committee (LRFC). | 1. Master plan created in first 4 months for overall bond program that is general as well as site specific.  
2. Working committee convened in Fall of 2017 which includes all major stakeholders. Plan adopted prior to full design of replacement LJHS.  
3. Standing LRFC created by January 2018 and meeting regularly to address facility needs. *Including athletics sub-committee | Primarily bond funds |
2. Recruit external and internal stakeholder participation.  
3. Develop clear, focused design for each project that enhances the teaching and learning process. | 1. Summer of 2017 “A” Team from A/E works from start to finish of each project.  
2. Inclusive Design Advisory Groups established to improve project design prior to design launch.  
3. Elements successfully addressed include flexibility, safety, security, technology, sustainability, and community needs - ongoing. | Primarily bond funds |
| Improve and upgrade our facilities – Create Sustainable Buildings. | 1. Match Project Delivery method with type of project i.e. CMGC, hard build, etc. | 1. Competitive bidding or alternative contracting methods selected based on best value prior to A/E selection. | Primarily bond funds |
| Improve and upgrade our facilities – Use Best Management Practices. | 2. Deliver projects according to approved scope, budget and schedule.  
3. Project Close-Out process established to ensure smooth transition to owner. | 2. Bond Accountability Committee created after bond passage to monitor and report progress.  
3. Project Close-Out work completed, documentation received, processed and archived – ongoing. |
|---|---|---|
2. Identify and budget for maintenance funding.  
3. LRFP is updated regularly and action plan to implement adopted by school board. | 1. Preventative maintenance schedules regularly utilized upon completion of bond work.  
2. Dedicated maintenance funding in place based on industry norms.  
3. Deferred maintenance is addressed annually with minimal backlog or carryover. |
| Enhance financial interface/experience for parents and students (primarily secondary schools). Implement GFOA Best Budgeting Practices (BBP). | 1. Seek and evaluate different web-based registration platforms that integrate bill-paying with other common registration activities.  
2. Identify and train in principles of BBP at least one champion by level and for each major department. Leverage PPS, BSD, and TTSD’s recent implementation of BBP. | 1. Implement before end of 2018-19 school year, ideally on a cost neutral basis.  
| Modernize deployment of textbooks and other core deliverables to leverage technology and as a cost reduction measure. | 1. Install updated technology infrastructure, identify, evaluate and adopt appropriate Open Education Resources options. | 1. Implement before end of 2019-20 school year, using Bond Funds for necessary infrastructure and redeployed operating funds for fee based applications. |
ENDS 4. COMMUNICATIONS & COMMUNITY RELATIONS

**Blue Dot Statement:** LOSD proactively seeks input from all stakeholders, disseminates relevant and timely information to the community, and encourages public comment and feedback. The district is charged with developing a comprehensive and robust communication strategy that utilizes a multitude of modern communication channels in the form best suited to each stakeholder.

**Background:** Developing and nurturing authentic relationships with the district’s wide array of stakeholders is the ultimate goal of the board’s and district’s community relations efforts. The district’s communications program will ensure that community members are reached with timely and relevant information about the bond process, district education programs, curricula, and outcomes, and crisis issues when necessary. Active listening is the cornerstone of the district’s community relations strategy.

**Board Metrics:**

1) The board will study and determine the viability of having student member(s) on the board by developing a clear process for his/her role, selection and tenure on the school board.

2) Board members will actively engage SAC, PTA/PTO and other parent organizations to ensure a continuous feedback loop by attending monthly parent meetings and special events initiated by the district or board, such as forums, town hall meetings and walk and talk events.

3) Board members will assess the needs of the SAC, PTA/PTO and other parent organizations annually in order to determine how best to support their efforts to ensure effective communication across the district.
### Ends 4: Communications & Community Relations

A. Every parent is welcomed, valued, and engaged in their student’s education.
B. Every parent is supported in their role and embraced and honored for their expertise.

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| Continue to develop mutually beneficial community partnerships.     | 1. Continue to maintain positive relationships with City of LO, LO Chamber, Rotary Clubs, Center for the Arts, and other community institutions through sharing of information and goals  
2. Provide outreach to preschools to share kindergarten readiness and open house information |
1. Create structure to meet with representatives from community entities  
2. 75% of kindergarteners are registered by May 30, 2018                                                                                       | Communications staff & Superintendent  
1. Support Superintendent who teaches leadership course at Chamber; meet with City staff, LOPD, Council routinely  
2. Engage LO Mom’s group; place ads                                                                                                           |
| Increase the District’s reputation in order for community to support District in its financial initiatives | 1. Build community awareness of levy option renewal  
2. Build community awareness to support bond renewals  
3. Ensure that accurate and timely information is available                                                                                      | 1. Pass levy in May 2019  
2. Pass Bond in Nov 2021  
3. # of ppl who access information                                                                                                               | Communications staff & consultants create community engagement campaign; support external organizations through their communication channels, etc. |
| Routinely provide more comprehensive information highlighting our successes and the programs and opportunities our schools provide for our students. | 1. Employ new website billboards to tell our stories; highlight programs, achievements, events and initiatives.  
2. Maintain contact with alumni and their accomplishments.  
3. Launch superintendent’s blog  
4. Partner with local media to develop long-range stories                                                                                       | 1. Train staff at schools to update their websites; coordinate 11 calendars on website; build out academic areas to support educational programs (elementary, dyslexia, etc.)  
3. # of ppl who access the blog each post                                                                                                         | 1. Communications staff and staff at each school  
2. Foundation leads this work  
3. Superintendent blog written when appropriate; provide messaging for SBAC, ACT, SAT, RTI, PLC, new curriculum adoption, etc. |
| Provide timely information to all community members about Bond progress | 1. Deliver 3 community bond engagement meetings per year  
2. Create brochures for specific sites  
3. Disseminate quarterly newsletter  
4. Routinely update website; build out video capabilities  
5. Write articles, op-eds, PowerPoint presentations, and blurbs for Board members | 1. Assess coverage of events, positive/neutral PR results; assess relationships developed at events  
2. Design/distribute info for parents, community, staff  
3. On website and through email  
4. #of ppl who access the site  
5. Provide all collateral that supports Board/staff engagement | Communications staff, consultants, website, graphic design, email campaigns |
| Community understanding and articulation of standards, goals and outcomes for all students. | 1. Educating the community  
2. Move beyond our “families” to include the whole community.  
3. Mutual reliance between community and schools which serve it.  
2. Purposeful outreach to community resources and leaders. | 1. Community surveys/focus groups  
2. Parent surveys/focus groups | 1. Conducted community-wide ThoughtExchange in May 2018  
2. Surveyed SAC groups for levy input  
3. Hosted Bond engagement events (3 per yr) and Board Town Hall mtgs (2 per yr)  
4. Drafted social media plan for District  
5. Drafted bond/non-bond work communications plan to reach parents and community members  
6. Continue The Current |
| Support District Diversity, Equity & Inclusion work | 1. Draft messages for pre-, post- climate survey dissemination  
2. Support DEI Director developing community summit  
3. Volunteer facilitator for Respond to Racism community meetings, etc. | 1. Support dissemination of climate survey results  
2. Community event well attended; participants ratings are high; community is engaged | Communications staff |