

Part One: General Information	
School Year	2020-2023
District	Lake Oswego School District
Webpage	https://www.losdschools.org/domain/49
Contact Person	Jennifer Schiele schielej@loswego.k12.or.us 503.534.2368

Part Two: Narrative
<p>Plan Summary (3-6 paragraphs) A brief description of your district and the exact issues SIA funding will address as outlined in your 3-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students.</p> <p><i>The Lake Oswego School District (LOSD) has embarked on a comprehensive community engagement process to develop a plan for how to invest the additional Student Success Act (SSA) funding. This process focuses on equity and gathering input from staff, students and families from historically underserved communities. We also created a LOSD equity lens to help guide our thinking.</i></p> <p><i>The first phase is the development of a District Needs Assessment informed by community input about what is working well and what could be improved in five top priority areas identified in the legislation: reducing academic disparities, meeting students' behavioral or mental health needs, providing equitable access to academic courses, allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students,</i></p>

and creating strong partnerships for student achievement. Lake Oswego community members have provided input via community and staff forums, listening sessions, more than 3,000 responses to an online survey, and targeted outreach at many community meetings and events serving historically underserved students and families. Collecting student input and elevating student voice has been a significant focus of the data collection.

The trends from our data gathering include a desire to: decrease class size at transition years of school age students, address and support student mental health, increase options for alternative pathways, increase diversity and adopt culturally responsive pedagogy and curriculum, support differentiation for students with disabilities, adjust the middle level schedule to support student's academic needs, and adopt a district wide social emotional learning curriculum to improve mental health. The district's instructional leadership team extensively analyzed disaggregated student data and compared those needs to the community desires. We found there was a match in many areas and that is the plan we wish to prepare for the Lake Oswego grant funds.

Leveraging the existing framework that is already in place, Lake Oswego will use the Student Investment Account (SIA) funding to address students mental and behavioral health needs by providing a comprehensive K-12 Social and Emotional Learning program, additional staff to ensure time is available to meet individual student needs, and place unwavering attention on creating a school culture where students and staff feel welcomed, valued and contributing members of the school community. In addition, Lake Oswego will use the SIA funding to reduce disparities and increase academic achievement through providing smaller class sizes where teachers can establish meaningful relationships with their students and professional development that will give the faculty and staff in Lake Oswego the tools they need to educate the ever changing student.

Part Three: Community Engagement and Input (Applications)

Describe your approach to community engagement (250 words or less)

Overall, the district has collected a tremendous amount of community input focusing on historically underserved communities. The community of Lake Oswego has a long history of active engagement and support for public education. In addition to the community, we engaged the Lake Oswego Education Association (LOEA), the Lake Oswego School Employees Association (LOSEA), and LOSD school and district administrators in all phases of the SIA

development. We actively sought out and attended existing community events representing different groups from our community. We believe we have collected feedback from all voices including our most important subgroup, students. We also have grounded this analysis in our data. The use of data to guide decisions is an established practice in the district. Our community wants smaller class sizes and caseloads, more academic supports for students, and increased mental health and behavioral supports. Our data shows that opportunity and achievement gaps persist for our historically underserved students, specifically including our students experiencing disabilities, our students from underserved races and ethnicities, and our economically disadvantaged students. We will continue to engage our community to focus the community's priorities on reducing these unacceptable disparities.

The needs assessment process has been ongoing at a high level with a multitude of stakeholder voice opportunities that are reflective of a broad cross section of our district and community. More specifically over the past 18 months, stakeholder voice, in shaping our priorities and investments, includes certified and classified staff, parents, business partners, administrators, legislators, Board members and students. Stakeholder opportunities are listed below.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

The community engagement process focuses on equity and gathering input from staff, students and families from historically underserved communities. The first phase focused on collecting community input about what is working well and what could be improved in five top priority areas identified in the legislation: reducing academic disparities, meeting students' behavioral or mental health needs, providing equitable access to academic courses, allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students, and creating strong partnerships for student achievement.

In addition, the district analyzed disaggregated student data to identify disparities in access and outcomes for our historically underserved students. The kick-off community meeting was on September 23, 2019 with 100 parents/community members in attendance from all schools and we followed up that meeting with an electronic survey to all families, students, and teachers. We specifically reached out to historically underserved families, staff, and students with personalized phone calls and through our school wide equity teams. We made over 100 phone calls to families of color, families with children experiencing disabilities and families experiencing poverty. We also offered to conduct their survey over the phone for convenience and 82% took advantage of that opportunity. We also had four

superintendent community listening sessions, ten superintendent staff listening sessions and two superintendent student listening sessions in the months of October 2019 and November 2019. In addition, we met with the Student Services Advisory Committee, Dyslexia Task Force, the Social and Emotional Learning Committee, and the District and School Diversity, Equity and Inclusion Advisory Committee. We collected input from more than 3,000 participants with a proportionate survey completers to our district demographics. Specifically, 32% of surveys completed were from our focal group. After we completed our first step in community engagement, our local Education Service District (ESD) analysed the qualitative results for our district. Our district Instructional Leadership Team along with our school based administrative teams took that data, our district strategic plan, our continual improvement plan and our desegregated student data (academic, attendance, and course) to complete our Lake Oswego Needs Assessment.

Community engagement work continued in our second phase of events by collecting input prioritizing potential investments to support student success based on our needs. This second round of community engagement work informed the community priorities identified during the first round and focused on the four allowable uses of SSA funds: reducing class sizes, increasing instructional time, promoting health and safety, and providing a well-rounded education and included another survey confirming our findings. We purposely and thoughtful reached out to historically underserved community members through phone calls to ensure we heard all voices. We received over 1,000 responses. With that information, our school and district administrators created a budget and plan for the SIA grant. Our one and only barrier to our work has been time. We did have very good results from our online surveys so we will need to better balance our time during listening sessions with the online surveys.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

Lake Oswego School District will continue to forge relationships with our community partners from the Chamber of Commerce, Respond to Racism, LO for Love, the City of Lake Oswego, the Lake Oswego Police and Fire Departments, the Lake Oswego Schools Foundation, Lake Oswego Community Schools and the Lake Oswego Public Library. With this grant, we purposefully reached out to members of the community through these partnerships and it was through that effort we connected more community members to our school district. These relationships are important for school support as 70 percent of our community do not have children in the schools.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

We used Survey Monkey to reach out electronically to our students, parents, and community members. We were lucky enough to receive over 3,000 responses for our first effort and 1,000 responses for our second follow up survey. Our local ESD did analyze our massive qualitative results but it would be great if ODE had a consistent survey tool so all districts were asking the same questions. It could help community members, parents, and students know that their voice is being heard and understood locally and at the state level.

Who was engaged, and how did you engage them? (This looks like it will be check boxes on the application)

Check all boxes

Why did you select the artifacts you chose to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

The following items were chosen as artifacts:

SSA Feedback from Survey #1: This document was created by Clackamas Education School District (CESD) and synthesises all of the qualitative data on our first SSA survey. Historically underrepresented families were included in the surveys at a proportionate rate.

SSA Feedback from Survey #2: This document synthesises all of the qualitative data on our second SSA survey. Historically underrepresented families were included in the surveys at a proportionate rate.

1st Survey: This is a copy of our first survey sent out to families. You will notice we have some likert type questions but we also have questions to capture qualitative data.

2nd Survey: This is a copy of our second survey sent out to families. You will notice it was created based on the data from the results of the 1st survey. It was to help us narrow down our choices and confirm our thinking with the community.

Allowable Uses and Estimated Costs: This document was used to help community members see allowable uses with a budget. It helped our community and administration see how many positions and activities could be covered using our current grant funding.

District Continual Improvement Plan (CIP) Support Document: this document was used by the community and administration to keep us grounded in the strategic plan that was created by members of our community.

Describe at least 2 strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

One strategy we utilized was developing a systemic feedback loop within current systems and ongoing outreach with our families of students with disabilities. We have numerous committees including Student Services Advisory Committee, School Advisory Committee, School wide Diversity, Equity and Inclusion Committees, and Talented and Gifted Committees with hundreds of members. The committees represent every school and a wide variety of abilities and disabilities. We utilized these committee members' time and talents to help promote our online surveys and we used small and large group discussions to better understand Lake Oswego's students' needs. Feedback can be very powerful in its effect if there is a learning context to our data and that is exactly what the parents, students, and community members provided to our school team when we were able to utilize already formed committees where members felt safe and secure to honestly communicate.

Another strategy we used was self awareness. We recognize how the intersection of race, ethnicity, gender, sexual orientation, religion, socio-economic status and being able bodies impact us individually. We had to spend time understanding how our identification within a particular group gives us privilege in certain spaces and we had to be open to change if we wanted to engage with historically marginalized families. We had to make it easy and safe for families to give us their honest opinion. We created many modalities to get the word out, newsletters, superintendent chats, large and small committee meetings, and personalize phone calls to encourage the survey or even an over the phone survey. Conversations about diversity and equity can be uncomfortable and we purposely planned how to communicate that this grant has a focus on focal groups and targeted universalism.

Describe at least 2 strategies to you executed to engage staff. Explain why those strategies were used. (500 words or less)

One strategy we utilized was superintendent listening sessions. The Lake Oswego School District superintendent visited with every school's staff during their staff meeting time. It was during the contract time so all staff members were present. She asked some overarching questions including: What is going well, what do we need to improve as a district

and what does world class education mean to you? Staff were able to be honest and open about improvements to the district they would like to see in the future.

Another strategy we used was enlisting the help from both the licensed and classified associations. They sent reminders out to all of the staff members to complete the survey. Lake Oswego has a rich history of having a very collaborative relationship with both associations and all faculty and staff care deeply about the academic success and emotional wellbeing of our students. We had very strong participation on both of our SSA surveys.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning (250-500 words)

We learned many lessons from the Lake Oswego community and staff. First, they would like the district to focus on addressing and supporting student mental health with additional staff and a district wide social emotional learning (SEL) curriculum and program. Students, families and staff agreed that improving student mental health was important. All suggested hiring additional staff to support students. They also suggested adopting an SEL curriculum. Community and staff members also want the district to support staff by providing training in differentiation for students with disabilities. Families and staff discussed differentiation as a challenge. Additionally, families felt that students with disabilities needed more support. Lastly, all groups would like the district to decrease class size especially at the transition years. Many believe that stronger relationships can be built if class sizes were smaller.

The Lake Oswego school district created a plan within our SIA grant to directly affect each of these themes. We would like a combination of adding teachers, programs, wellness staff, mentors, and professional development to help address the needs of the students and the staff.

Describe your approach to community engagement, including:

- **Describe how you engaged your focal student groups, their families, your staff, and your broader community to inform the SIA plan update for this cycle.(500 words or less)**

We used the community engagement tool ThoughtExchange to ask our students, teachers, staff and parents-guardians to provide input on how LOSD should allocate Student Investment Account (SIA) grant funds to make the greatest impact for our students in the 2021-22 school year. To ensure participation and representation in the ThoughtExchange,

we conducted personal outreach to students and parents-guardians of our focal groups

The ThoughtExchange asked participants to respond to the open-ended question “How do you think SIA grant funds should be allocated to make the greatest impact for supporting students?” They were asked to share ideas and consider and rate ideas shared by others by assigning stars to them. Participants could rate as many thoughts as they’d like before moving on to Discover, where they could see all the thoughts sorted by the average star rating. Thoughts and stars were confidential. Participants could come back as often as they’d like to participate and, in fact, we asked that they come back to star new ideas shared since they first participated.

Requests for participation in the SIA ThoughtExchange was first introduced in a standalone email to our focal groups, then promoted through district and school newsletters; district, school, affinity group, and student leadership social media (Facebook, Twitter and Instagram); and personal phone calls to individuals representing our focal student groups.

Our SIA ThoughtExchange received a healthy response, per the experts at ThoughtExchange. The exchange had a total of 1,044 participants who shared 922 thoughts and provided 59,604 ratings; anything more than 10-20 ratings per participant is considered excellent engagement.

- Of the total participants, 16% were students, 15% teachers and staff, 68% parents-guardians, and 1% community residents.*
- Of the total participants, those representing a person of color: 13% yes, 73% no, 14% prefer not to say. Thirteen percent is lower than the district’s reported 27%, but it’s possible some of the 14% who responded “prefer not to say” are persons of color.*
- Of the total participants, those with a student with an IEP or 504 plan: 18% yes, 63% no, 8% prefer not to say, and 11% not applicable. Eighteen percent is slightly higher than the district’s reported 10%.*
- Of the total participants, those representing someone who is a developing English language learner, 3% yes, 84% no, 5% prefer not to say, and 8% not applicable. Three percent is equivalent to the reported 3%.*
- Of the total participants, those experiencing housing or food insecurity: 2% yes, 85% no, 5% prefer not to say, and 8% not applicable. Two percent is lower than the district’s reported 6%.*

In the process, participants learned what's important to our learning community and the ratings helped LOSD understand the most important areas to focus on when putting to use our SIA grant funds from the state.

How did you build or adjust on your community engagement efforts from last year?

Due to COVID-19 restrictions and community hesitations, we were required to conduct all of our community engagement online. Previously LOSD had solicited input from focal groups through more traditional, static surveys and feedback forms, online and in person. This year we used a more dynamic, interactive and collaborative engagement tool ThoughtExchange. ThoughtExchange is designed to help all voices be heard, and to allow all to see, hear, interact with and build off of each other's voices.

Who else did you engage with this year who you didn't engage with last year?

LOSD conducted an extensive engagement process both years, giving all voices a platform to be heard as well as facilitating participation with focal student groups. This year we conducted personal outreach to members of our high school Black Student Unions and Equity Councils, as well as parent-guardian members of affinity groups.

Did you use the same equity lens/tool as last year (yes/no drop-down option)? If not, please upload your new equity lens/tool.

We used the same tool as last year, aligning commitments through [The LOSD Equity Policy](#) by using the following guiding questions from our Equity Lens statement:

1. How does this decision align with our mission to create an inclusive, safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens? How does this decision support our strategic priorities of 1) diversity, equity, inclusion; 2) college and career success; 3) facilities and infrastructure; 4) communications and community relations?

2. *Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, sexual orientation groups affected by this practice or decision? What are the potential impacts on these students, staff, families, community members? Who has opportunities and who does not?*
3. *Does this policy, program, practice or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences?*
4. *How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?*
5. *How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?*

Summarize how the equity lens/tool was used, by whom, and when it informed the SIA plan adjustment or amendment. (500 words or less)

All who worked on LOSD's SIA grant proposal, when making decisions and taking action, applied the guiding equity questions (noted above). These questions are in alignment with [The LOSD Equity Policy](#), LOSD is committed to equity, access, inclusion, embracing diversity, and the success of each and every student. We strive for an inclusive and barrier-free environment, with practices that ensure that each and every person has meaningful access to a high-quality education and opportunities to thrive. Part of that access is getting focal group voices heard, which we achieved through the SIA ThoughtExchange.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.
(150 words or less)

Data Sources

Student Data (Disaggregated Data)

- State assessment results in math and ELA (last 5 years)
- Graduation rates
- Attendance rates
- Ninth grade on track
- 504 plans by demographic group
- Special education identification by demographic group
- Talented & gifted identification by demographic group
- Academic support class enrollment by demographic group
- Advanced class enrollment by demographic group
- Failing grades by demographic group
- Race/ethnicity of staff and students
- Demographics of students who did not graduate within 4 years

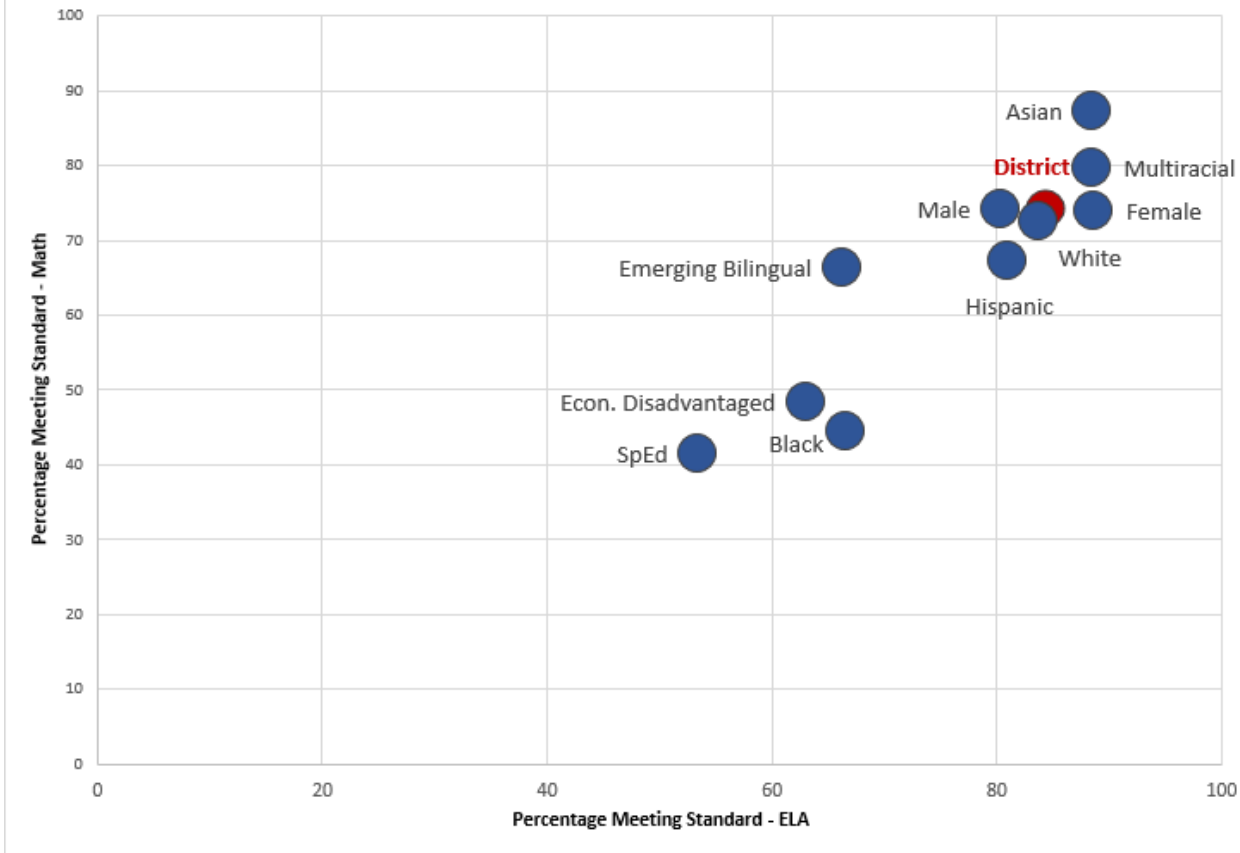
Survey Results

- Winter 2018-19 youth truth survey (staff, parents, students)
- Fall 2019 SSA survey (staff, parents, students, community)
- 2017-18 TELL survey (staff)
- April 2019 LOSD professional development survey (staff)
- June 2019 LOSD professional development survey (parents)
- 2019 local option poll (community)
- May 2018 thoughtexchange: “What do our students need in life and learning?” question

Other Data

- 2017-2020 LOSD strategic plan
- LOSD professional development calendar
- Strategic Plan
- District CIP

Percentage of Demographic Groups Meeting Standard for ELA and Math



Part Five: SIA Plan

Outcomes are the changes you are trying to cause.

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be

measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc

Outcome 1	Increase graduation rate of students with disabilities and economically disadvantaged by 3% in three years.
Outcome 2	Increase overall 9th grade students on track to 100%.
Outcome 3	Increase 3rd grade reading assessment for students with disabilities and economically disadvantaged by 5% in three years.
Outcome 4	Climate survey will show overall positive improvement of 3% improvement in how staff, students, and parents perceive their experience with LOSD.
Outcome 5	Increase regular attenders for students with disabilities and economically disadvantaged by 2% in three years.

<i>Strategy designed to achieve your outcomes</i>	Strategy #1 LOSD will implement a student success team at each school along with implementing a comprehensive SEL program that includes explicit instruction in SEL skills, intentional community building and embeds SEL throughout the core curriculum.
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Which outcome(s) will this strategy address, and how?	#1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/>	If we ____, then ____, and ____ If LOSD implements a student success team and provides a comprehensive SEL Program that includes explicit instruction in social emotional skills, intentional community building and embeds social emotional learning throughout the core curriculum then students will feel safe, welcome and supported and be able to engage with their community and achieve academically. A compassionate school culture is the foundation for all students well being and mental health.
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Activity 1.1

Pilot a SEL program that guides schools in implementing the three important areas of a comprehensive SEL program: explicit instruction, community building and infusing SEL into core curriculum. A professional development framework for all Lake Oswego staff will be developed and include social emotional learning, suicide prevention, differentiation, universal design for learning, and trauma informed and restorative practices.

Person or Team Responsible for Activity 1.1
Assistant Superintendent

Measures of Evidence for Activity 1.1	20-21	21-22	22-23
Create Social Emotional Learning Team	Done	Done	Done
Pilot Social Emotional Learning in Each School	Ongoing	Done	Done
Youth Truth Survey Perception Data			
Elementary Student Relationship Score	2.8/3.0	2.85/3.0	2.9/3.0
Elementary Student Culture Score	2.3/3.0	2.35/3.0	2.4/3.0
Middle Student Relationship Score	3.3/5.0	3.35/5.0	3.4/5.0

Middle Student Culture Score	3.2/5.0	3.25/5.0	3.3/5.0
High Student Relationship Score	3.6/5.0	3.65/5.0	3.7/5.0
High Student Culture Score	3.5/5.0	3.55/5.0	3.6/5.0
<p>Activity 1.2</p> <p>Every school in Lake Oswego will have a Student Success Team which will consist of attendance, academic, and social emotional wellness providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. The team members will be comprised of existing counselors, response to intervention (RTI) specialists, academic support specialist, student success coaches, nurses, school psychologists and special education staff, but the team will also expand to include social workers, behavioral paraeducators, and special education teachers. The increase in team members will lead to more staff to provide interventions to students, advocacy for students, referrals to mental health/social service resources available in the community, home visits, parent education and training, collaboration with educational and student services professionals, and collaboration with community agencies and organizations. As the research indicated, students who feel safe, welcomed, and contributing citizens in their schools will increase their academic achievement.</p>			
<p>Person or Team Responsible for Activity 1.2 Instructional Leadership Team</p>			
Measures of Evidence for Activity 1.2	20-21	21-22	22-23
Hire New Team Members	Done	Done	Done
Create Student Success Teams	Done	Done	Done
Youth Truth Survey Perception Data			
Elementary Student Relationship Score	2.8/3.0	2.85/3.0	2.9/3.0
Elementary Student Culture Score	2.3/3.0	2.35/3.0	2.4/3.0
Middle Student Relationship Score	3.3/5.0	3.35/5.0	3.4/5.0

Middle Student Culture Score	3.2/5.0	3.25/5.0	3.3/5.0
High Student Relationship Score	3.6/5.0	3.65/5.0	3.7/5.0
High Student Culture Score	3.5/5.0	3.55/5.0	3.6/5.0
Graduation Rate			
Students Experiencing Poverty	86.67	88.02	89.37
Students with Disabilities	86.21	87.56	88.21
Underserved Race/Ethnicity	92.50	93.50	94.50
Attendance Rate			
Students Experiencing Poverty	76.28	76.78	77.28
Students with Disabilities	83.26	83.76	84.26
Underserved Race/Ethnicity	86.26	86.76	87.26

Evidence/Research

- Educating Whole Child Research Brief (Learning Policy Institute, 2018)
- The Future of Education Depends on Social Emotional Learning: Here's Why, (Brotto, 2018)
- School based mental health and behavioral programs for low-income, urban youth: A systematic and meta-analytic review.(Farahmand, Grant, et. al., 2011)
- Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects, (Taylor, Oberle, et. al., 2017)
- Sanchez, A.L., Cornacchio, D., Pozanski, B., Golik, A.M., Chou, T., & Comer, J.S. (2018). The effectiveness of school-based mental health services for elementary-aged children; A meta analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(3), 153-165.

- The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School of School-Based Universal Interventions. (Durlak, Weissberg, et al. 2011)

Strategy designed to achieve your outcomes	<p>Strategy #2</p> <p>LOSD will implement evidence-based strategies for reducing class size and caseloads and support current and new general and special education teachers by providing school-based coaching in culturally responsive teaching, restorative practices, and instructional strategies that advance equitable outcomes for all students.</p>		
Which outcome(s) will this strategy address, and how?	<p>#1 <input checked="" type="checkbox"/></p> <p>#2 <input checked="" type="checkbox"/></p> <p>#3 <input checked="" type="checkbox"/></p> <p>#4 <input checked="" type="checkbox"/></p> <p>#5 <input checked="" type="checkbox"/></p>	<p>If we ____, then ____, and ____</p> <p>If LOSD implements equity-based class size reductions in core content classes and special education classes during transition years and provide school-based coaching in culturally responsive teaching, restorative practices, and instructional strategies then students will increase academic achievement especially noted with focal populations during 3rd grade, reading on Smarter Balanced Assessment and graduation rates.</p>	
<p>Activity 2.1</p> <p>Lake Oswego will increase teachers at grades K, 1, 6th-8th, 9th, and Special Services.</p>			
<p>Person or Team Responsible for Activity 2.1</p> <p>Instructional Leadership Team</p>			
<p>Measures of Evidence for Activity 2.1</p> <p>Hire Teachers</p> <p>3rd Grade Reading SBA</p> <p>Students Experiencing Poverty</p>	<p>20-21</p> <p>Done</p> <p>45.24</p>	<p>21-22</p> <p>Done</p> <p>55.24</p>	<p>22-23</p> <p>Done</p> <p>65.24</p>

Students with Disabilities	56.36	58.36	60.36
Underserved Race/Ethnicity	77.42	79.42	81.42
Graduation Rate			
Students Experiencing Poverty	86.67	88.02	89.37
Students with Disabilities	86.21	87.56	88.21
Underserved Race/Ethnicity	92.50	93.50	94.50
<p>Activity 2.2 District will add Mentors, Literacy TOSA, English Learner TOSA and Equity Specialists to provide school-based coaching in culturally responsive teaching, restorative practices, and instructional strategies that advance equitable outcomes in core content areas for focal groups.</p>			
<p>Person or Team Responsible for Activity 2.2 Instructional Leadership Team</p>			
Measures of Evidence for Activity 2.2	<i>20-21</i>	<i>21-22</i>	<i>22-23</i>
Hire Licensed Staff	<i>Done</i>	<i>Done</i>	<i>Done</i>
Provide Training	<i>Ongoing</i>	<i>Ongoing</i>	<i>Ongoing</i>
3rd Grade Reading SBA			
Students Experiencing Poverty	45.24	55.24	65.24
Students with Disabilities	56.36	58.36	60.36
Underserved Race/Ethnicity	77.42	79.42	81.42
Graduation Rate			
Students Experiencing Poverty	86.67	88.02	89.37
Students with Disabilities	86.21	87.56	88.21
Underserved Race/Ethnicity	92.50	93.50	94.50
TELL Survey			
Formally Assigned Mentor Question	9.0	25.0	50.0

Evidence/Research

- The Power of Collective Efficacy. (Donohoo, Hattie, & et. al, 2018)
- ELP Standards, (CCSSO, 2013)
- Amplifying the Curriculum, (Walqui, A., Bunch, G., 2019)
- Collective Efficacy: Together we can Make a Difference (Donohoo, Langer, & et al., 2005)
- Oregon's Quality Education Model
- Experimental evidence on the effect of childhood investments on postsecondary attainment and degree completion Dynarski, S., Hyman, J., et al.. 2013)

Strategy
*designed to
achieve your
outcomes*

Strategy #3

LOSD will expand courses in world language to include a non verbal language, create after school programing for Title 1 schools and hire a districtwide librarian to assist in creating welcoming library spaces with appropriate literature that appeals to a diverse group of students.

Which outcome(s) will this strategy address, and how?	#1 <input checked="" type="checkbox"/>	If we ____, then ____, and ____ If Lake Oswego provides more support for students with dyslexia, students experiencing poverty and acquire books to enhance current collections with an equity lens, then students will feel welcome and supported and academic achievement will increase.
	#2 <input checked="" type="checkbox"/>	
	#3 <input checked="" type="checkbox"/>	
	#4 <input checked="" type="checkbox"/>	
	#5 <input checked="" type="checkbox"/>	

Activity 3.1

LOSD will hire a full time Sign Language teacher to expand classroom opportunities for students who struggle with learning another traditional language, especially students with dyslexia.

Person or Team Responsible for Activity 3.1

Executive Director of Secondary Schools

Measures of Evidence for Activity 3.1

Hire Teacher

20-21

21-22

22-23

Done

Done

Done

Student forecasted for Sign Language

Students Experiencing Poverty

4.0

6.0

8.0

Students with Disabilities

9.0

10.0

12.0

Underserved Race/Ethnicity

7.0

9.0

11.0

Student pass rate for Sign Language

Students Experiencing Poverty

95.0

96.0

97.0

Students with Disabilities

95.0

96.0

97.0

Underserved Race/Ethnicity

95.0

96.0

97.0

Activity 3.2

LOSD will hire a district wide librarian to assist in developing scaffolded instruction that includes: the teaching of instructional staff how to use digital tools to enhance student learning, the acquisition of books to enhance current collections with an equity lens, direct instruction around research, citation and digital citizenship to students, and an inviting library atmosphere that encourage leisure reading for all students.

Person or Team Responsible for Activity 3.2
Assistant Superintendent

Measures of Evidence for Activity 3.2	20-21	21-22	22-23
Hire Librarian	<i>Done</i>	<i>Done</i>	<i>Done</i>
Digital Tools Reference Page Created	<i>Ongoing</i>	<i>Done</i>	<i>Done</i>
Increase Diverse Book Collection (windows & mirrors)	2392	2800	3500

Activity 3.3
District will create a free Title 1 After School Program consisting of academic and social activities age appropriate.

Person or Team Responsible for Activity 3.3
Director of Community Schools

Measures of Evidence for Activity 3.3	20-21	21-22	22-23
Survey Families on Interest	<i>Done</i>	<i>Done</i>	<i>Done</i>
Create After School Program	<i>Done</i>	<i>Done</i>	<i>Done</i>
3rd Grade Reading SBA Students Experiencing Poverty	45.24	55.24	65.24

Students with Disabilities	56.36	58.36	60.36
Underserved Race/Ethnicity	77.42	79.42	81.42

Evidence/Research
<ul style="list-style-type: none"> • <u>Certified Teacher-Librarians, Library Quality and Student Achievement in Washington State Public Schools.</u> (WLMA, 2015) • <u>The Access Gap: Poverty and Characteristics of School Library Media Centers</u> (Pribesh, Gavigan, et al., 2011) • <u>Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act.</u> (McClanahan, Wallace Foundation 2015) • <u>One Dyslexic's Experience with Learning American Sign Language.</u>(Yale Center for Dyslexia) • <u>The Impact of Dyslexia on Learning Sign Language</u> (Feldman, 2015) • <u>Learning a Foreign Language with Dyslexia</u> (Kelly, 2017)

Strategy <i>designed to achieve your outcomes</i>	Strategy #4 LOSD will create meaningful professional development for all licensed and classified staff to better equip adults in all buildings with the tools needed to educate a diverse student population with different strengths and needs.
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<p>Which outcome(s) will this strategy address, and how?</p>	<p>#1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/></p>	<p>If we ____, then ____, and ____</p> <p>If Lake Oswego provides more support and differentiation tools for adults in the buildings who are educating students then each student will feel their diverse needs being met by the adults supporting them and student academic achievement and engagement will increase.</p>	
<p>Activity 4.1</p> <p>Professional Development for all Staff Members in disability awareness and supports for students with disabilities, culturally responsive teachings/awareness, differentiation, universal design for learning and bias training. This will allow all classroom teachers an additional 25 hours of paid PD time throughout the year.</p>			
<p>Person or Team Responsible for Activity 4.1</p> <p>Assistant Superintendent</p>			
<p>Measures of Evidence for Activity 4.1</p> <p>Create 3 Year Training Calendar</p> <p>TELL Survey</p> <p>Sufficient Resources for PD in school</p> <p>Appropriate Amount of Time for PD</p> <p>Professional Development Meets Diverse Student Needs</p> <p>Staff Professional Development Survey Participation</p>	<p>20-21</p> <p>Done</p> <p>74.0</p> <p>54.0</p> <p>77.0</p> <p>55.0</p>	<p>21-22</p> <p>Done</p> <p>78.0</p> <p>75.0</p> <p>80.0</p> <p>60.0</p>	<p>22-23</p> <p>Done</p> <p>80.0</p> <p>80.0</p> <p>85.0</p> <p>70.0</p>

Evidence/Research

- Effective Teacher Professional Development (Darling Hammond, et.al., 2017)
- Effective Professional Development for Teachers to Foster Students' Academic Language Proficiency Across the Curriculum: A Systematic Review (Kalinowski, Gronostaj, et al., 2019)
- Why Professional Development Matters (Mizell, 2010)
- The Impact of Teaching Training on Student Achievement., (Jacob & Lefgren, 2002)

Priorities

How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?

All of the resource allocations explained above are aligned with the five outcomes we have identified. These targets are designed to close academic disparities between different groups of students, raise overall academic achievement, improve socio-emotional health, and increase ongoing community engagement.

Where do you expect to put most of your focus, resources and energy in the first year?

The focus for the first year is to provide excellent professional development, additional teaching staff, and embedded social emotional learning in schools to increase the knowledge, will, and skill of our classroom teachers to better meet the needs of historically marginalized students. An increased focus on deeply establishing multi-tiered systems of support in all schools and using data-based decision-making teaming structures will allow for this professional development to be more effective.

Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.

Our plan has ten high priority activities, it is our hope that all of our activities will be funded in the first year. LOSD's current add to mental health supports and social emotional learning curriculum with teacher professional development would not be compromised, it would be the first on the list. High priority would also go to Title 1 programing, district librarian, behavior education assistants, mentors, literacy tosa, equity tosas, and Sign Language teacher. If funding was not provided as expected from the state, we would have to add additional teachers to the classrooms over time and not all at year one. We could cut our reducing class size budget (\$3,495,000) providing only classroom reductions to K-1 and 6th grade levels. We would also slow down our professional development for staff at the rate of 10 additional hours a year (\$100,000) instead of 30 additional hours a year (\$325,000).

In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?

If we are not able to actualize all components of our plan in year 1, a shift to building infrastructure for future programs will occur. This may include financial support for planning teams or groups to design future work, or it may include the purchase of materials or resources for direct student support. Additionally, working in conjunction with the ongoing bond projects, options for additional space will be considered. This may include purchasing portables at selected sites to increase classroom space.

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used that tool in your planning work. (250 words or less)

LOSD EQUITY LENS

LOSD Equity Statement: In alignment with the The LOSD Equity Policy, we are committed to equity, access, inclusion, embracing diversity, and the success of each and every student. We strive for an inclusive and barrier-free environment, with practices that ensure that each and every person has meaningful access to a high-quality education and opportunities to thrive. We align with the commitments in the LOSD Equity Policy by using the following guiding questions.

Guiding Questions *When making decisions and taking action, we apply the following questions:*

- 1. How does this decision align with our mission to create an inclusive, safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens? How does this decision support our strategic priorities of 1) diversity, equity, inclusion; 2) college and career success; 3) facilities and infrastructure; 4) communications and community relations?*
- 2. Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, sexual orientation groups affected by this practice or decision? What are the potential impacts on these students, staff, families, community members? Who has opportunities and who does not?*
- 3. Does this policy, program, practice or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences?*
- 4. How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?*
- 5. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?*

Budget

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries w/Salaries	39	\$3,400,000
112	Classified Salaries w/Salaries	6	\$420,000
31x	Instructional, Professional and Technical Services	2	\$425,770
4xx	Supplies and Materials	1	\$40,000

TOTAL: \$4,285,770

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$0
Ongoing Community Engagement	0	\$0
Improving Student Health & Safety	3	\$680,000
Reducing Class Size	31	\$3,060,000
Well Rounded Education	1	\$545,770

TOTAL: \$4,285,770

<u>Activity #</u>	<u>FTE</u>	<u>Allowable</u>	<u>Object</u>	<u>Proposed Activity</u>	<u>\$ Amount</u>
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		Use Category	Code		
1.1	0	H&S	4xx	SEL Curriculum	\$40,000
1.2	4	H&S	111	Additional Wellness Licensed Staff	\$220,000
1.2	6	H&S	112	Behavior Education Assistant	\$420,000
2.1	18	RCS	111	Classroom Teachers	\$2,400,000
2.2	6	RCS	111	Instructional Coaches/TOSAS	\$660,000
3.1	1	WRE	111	Sign Language Teacher (1)	\$110,000
3.2	1	WRE	111	District Librarian (1)	\$110,000
4.1	0	WRE	31x	Professional Development for Staff	\$425,770

TOTAL: \$4,285,770

Worksheet

Each applicant will submit **DRAFT** longitudinal performance growth targets with their SIA Application during the submission window: **March 2 – April 15, 2020**. Additional guidance and training will be available for applicants in **January 2020**. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

DRAFT LONGITUDINAL GROWTH TARGET

Longitudinal Growth Targets -Initial Draft for Plan Submission

Four-Year Graduation District-Wide					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	93.87	94.78	95.70	96.63	97.57
Baseline Target	93.47	94.38	95.30	96.23	97.17

Four-Year Graduation Focal Student Groups					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	85.27	88.0	90.82	93.73	96.73

Five-Year Completion District-Wide					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	96.80	97.21	97.62	98.02	98.43

Baseline Target	96.40	96.81	97.22	97.62	98.03
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Five-Year Completion Focal Student Groups					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	90.15	91.06	91.98	92.9	93.84.01

3 rd Grade Reading (ELA) District-Wide					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	80.66	81.4	82.28	83.10	83.92
Baseline Target	80.26	81.07	81.88	82.70	83.52

3 rd Grade Reading (ELA) Focal Student Groups					
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	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	63.75	65.35	66.98	68.65	70.37

9th Grade On-Track
District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	96.86	94.82	98.79	99.78	100
Baseline Target	96.46	97.42	98.39	99.38	99.78

9th Grade On-Track
Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	92.67	94.52	96.41	98.34	99.78

Regular Attenders
District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Reach Target	90.48	90.53	90.58	90.63	90.68
Baseline Target	90.38	90.43	90.48	90.53	90.58

9 th Grade On-Track Focal Student Groups					
	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	86.20	87.06	87.93	88.81	89.70

Section 6: Use of Funds (Application)

You will be asked to mark which allowable use categories your plan is designed to fund.

Describe how you will utilize SIA funds to meet students' mental health needs; and increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

The decisions made to finalize strategies and activities from the SIA funds were informed by two distinct sources. The first is our student data. Disaggregated student data clearly demonstrates that the district is not yet adequately meeting the academic needs of our students with disabilities and our students who are economically disadvantaged. The other source of input guiding decisions for SIA funding came from the community engagement efforts. Parents and community members emphasized a resounding need for additional mental health and behavioral support for students. The results from our community engagement strategies provided us specific examples of mental health resources and support that are not currently in place. This proposed plan is in direct response to what we heard from those families and fits with our desegregated academic student data.

Describe the potential academic impact for all students AND the focal student groups based on your plan use of funds. (500 words or less)

The Lake Oswego SIA grant is focused on hiring additional people to support our students. It includes general education teachers in the classroom to lower case loads at particularly difficult years, K-1, middle school, and the transition to high school. It includes additional specialists to work with our identified struggling students and it includes additional wellness support for families. We believe that students who are academically and emotionally supported at school will be ready to learn and be able to learn at higher rates. We also believe that our faculty and staff need professional development to gain the tools they need to support diverse learners. This professional development must be focused, ongoing, and job embedded. We believe that with the right people and the right professional development we will close the academic gap for our focal students and will increase academic impact for all students.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the support or changes you hope your plan causes. (250 words or less)

The SIA application represents a purposeful approach to provide resources and support in a targeted way. Our SIA plan focuses on the relationship between the teacher and student/family. District data reinforced by community input gathered over the past several months clearly indicate that for our students to be able to engage in rigorous academic instruction, they must be emotionally healthy. For that to occur, our staff must first be emotionally healthy so they are able to build their capacity to support their students. Barriers that could impact our plans include negotiations with our associations about providing additional time for training and collaboration and hiring additional staff when we will be in direct competition with metro area school districts. We have a wonderful relationship with our association and it is our hope that we will be able to overcome the first of these challenges with collaborative problem solving. We are also planning on having a strong showing at the Oregon Job fair this year and hope to have all of our positions posted at that time to increase our odds of hiring for the 2020-21 school year.

Section 7: Evidence of Board Approval (Application)

School Board Link for Approval: PENDING

Section 8: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school?

Yes, we sponsor Harmony High School

Did you invite your public charter school(s) to participate in planning and development of your SIA plan?

Yes

Did any public charter schools you invited to participate in your SIA plan decline to participate?

No

Describe the process you took to collaborate with public charter school(s) in doing community engagement. (150 words or less)

The assistant superintendent met with the Principal and School Board Member from Harmony. We discussed possible allowable uses for the Student Investment Account and responsibility to engage the community. Principal determined the following budget for SIA.

Harmony High School Narrative Plan

Harmony Academy solicited engagement from a broad range of stakeholders, and focused intensive engagement efforts on students, families, their support networks and Harmony staff. Throughout the development of the school, even before opening, leadership met with health and social services organizations, higher education, juvenile justice, Clackamas Education Service District, faith-based groups, a broad spectrum of individuals and groups in the field of recovery, researchers, elected officials, school board members, and community-based organizations. We maintained these relationships through question and answer sessions, email correspondence, school informational tours, and presentations for a wide variety of audiences. For our most involved stakeholders—the students, their families and/or

their support teams, we conducted individualized interviews upon enrollment with a focus on needs related specifically to mental health, recovery, and connection. As the first year of the school progresses, staff continue to meet with families and students to discuss needs as they evolve.

By partnering with the community, we learned what changes and opportunities are most important to them. Our strategies, outcomes, activities and expenditures represented in the SIA planning tool are all in response to the themes we heard repeatedly around assets and needs. Specifically, our community is asking for comprehensive mental health supports for our unique population, a school environment that fosters a deep sense of belonging and empowers youth as decision-makers and agents of change, intensive recovery supports, and equitable access and outcomes. As our community grows, we are committed to inviting partners to collaborate with us in creating an environment where young people with substance use disorders can thrive.

Harmony High School

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$0
Ongoing Community Engagement	0	\$0
Increased Instructional Time	0	\$0
Improving Student Health & Safety	0	\$16,000
Reducing Class Size	0	\$0
Well Rounded Education	0	\$0

TOTAL: \$1600.00

Activity #	FTE	Allowable Use Category	Object Code	Proposed Activity	\$ Amount
1	1	H&S	112	Hire a Clinical Supervisor	\$7,800
2	0	H&S	31x	Offer professional development and student/family/volunteer training: restorative practices, trauma-informed practices, MI, and cultural studies specific to our populations	\$4,000
3	0	H&S	4xx	Review and purchase of curriculum aligned to social justice and recovery goals	\$950
4	0	H&S	112	Extra contracted recovery support hours and professional resources for intervention and relapse prevention	\$1250
5	0	H&S	31x	Work with UO and ARS to develop Qualtrics system for GAIN SS, Recovery Capital Scales and basic working system for tracking recovery program goals	\$2000

Student, Staff, and Community Engagement <i>(listed alphabetically by Event name)</i>		
DATE	EVENT	PARTICIPANTS
Fall-2019	Back To School Nights 9-4-19 9-10-19	Parents Teachers Administrators

	9-11-19 9-17-19 9-18-19 9-24-19 9-25-19 10-1-19 10-2-19 10-9-19	District Administrators
Ongoing	Coordinating Council Meetings 9-13-19 10-4-19 11-8-19 12-13-19 1-10-20 2-14-20	Parent Club Presidents District Administration
9-23-19 5-11-20	Districtwide School Advisory Committee	Students Parents Staff/Administrators "Facebook Live" "Facebook Recorded"
9-23-19	Diversity Day: This is Us! Who we are and what we stand for. Lake Oswego High School	
Ongoing	District Equity Committee 8-20-19 10-16-19 11-19-19 12-17-19 1-16-20 2-18-20 3-17-20	Students Staff/Administrators Parents Community Members

	4-21-20 5-20-20 6-3-20	
8-29-19	Dyslexia Parent Focus Group	Parents Teachers District Administration
Ongoing	Dyslexia Task Force 10-15-19 11-5-19 11-18-19 12-9-19 12-13-19 1-31-20 2-10-20 3-10-20	Students Parents Staff/Administrators
10-3-19	Equity Director Meeting with Oak Creek Native American Council	Equity Director
Ongoing	Equity Director meet with LOH Diversity Council 9-4-19 9-18-19 10-2-19	Equity Director
Ongoing	Equity Focus Group 2-3-20 2-4-20 2-5-20 2-6-20 2-10-20 2-13-20 2-14-20 2-18-20	Students Staff Administrators Parents

10-19-19	Inaugural Multi-City Equity Summit	Teachers Administrators
Ongoing	Inclusion Committee Meeting 8-26-19 10-9-19 10-30-19 11-13-19 12-4-19	Parents Teachers Administrators District Administrators
1-22-20	Kindergarten Information Night	Teachers Administration
Ongoing	Lake Oswego Joint Equity Initiative (formerly Museum of Tolerance) 1-16-19 5-14-19 9-18-19 11-21-19 3-4-20	Community Parents Teachers Administrators
Ongoing	LEAD Committee 10-17 12-19 3-3-20	Teachers Administrators
10-14-19	LOSD Student Success Act Planning: Needs Assessment Survey Live: 3 Weeks 3,420 Completed Survey Newsletters (District & School) Social Media (Twitter, Facebook, Instagram) Personal phone calls to targeted families	Students Parents Staff/Administrators Community Members
Ongoing	Multi-City Equity Summit Subcommittee Meetings	Community

	1-16-19 1-30-19 2-13-19 2-26-19 3-12-19 4-2-19 4-18-19 5-2-19 5-14-19 5-28-19 6-11-19 6-25-19 7-9-19 7-16-19 7-23-19 8-13-19 8-27-19 9-10-19 9-24-19 10-8-19 12-17-19 1-22-20 2-4-20 2-19-20 3-4-20	Administrators
10-12-19	Parent Professional Development for Teacher Survey (167 responses)	Parents Community Students
Ongoing	People of Color Socials 9-5-19 10-3-19 11-14-19	Staff Teachers Administrators

	12-5-19 1-9-20 2-6-20 3-5-20 4-2-20 5-7-20 6-4-20	
10-4-19	Professional Development for Staff Survey	Staff/Administrators
Ongoing	Respond to Racism Steering Committee Meeting 9-11-19 10-9-19 11-13-19 12-1-19 1-8-20 2-20-20 3-18-20 4-15-20 5-20-20	Director of Equity Administrators
11-12-19	Social Emotional Learning Needs Survey (1259 responses)	Students Parents Staff/Administrators Community Members
Ongoing	Social Emotional Work Group 10-10-19 11-14-19 12-12-19 1-9-20 2-6-20	Students Parents Staff/Administrators
8-5-19	Spanish Immersion Parent Night	Parents

		Teachers Administrators District Administrators
11-12-19	Student Course Survey (750 responses)	Students
Ongoing	Student Services Parent Advisory Council 9-19-19 10-17-19 11-7-19 11-20-19 12-18-19 1-15-20 2-19-20 3-18-20 4-15-20 5-21-20 6-10-20	Parents Administrators
10-10-19	Special Services Parent Night	Parents Teachers Administrators
1-16-20	Student Success Act Community Engagement Follow-up Survey Live: 3 Weeks 1,143 Completed Survey Newsletters (District & School) Social Media (Twitter, Facebook, Instagram) Personal phone calls to targeted families	Students Parents Staff/Administrators Community Members
Ongoing	Superintendent Listening Sessions 10-29-19 10-30-19 11-5-19	Parents Community Members

Ongoing	Superintendent Listening Sessions 9-10-19 9-17-19 9-24-19 10-2-19 10-8-19 10-9-19 10-17-19 10-31-19	Staff/Administrators
Ongoing	Superintendent Listening Session 9-19-19 9-28-19 10-4-19 10-15-19	Community Members
Ongoing	Superintendent Listening Sessions 11-14 2-4-19 2-5-20	Students
Ongoing	TAG Advisory Committee 1-23-20	Parents Administrators District Administrators
3-19	Teaching, Empowering, Leading and Learning (TELL) Survey	Staff/Administrators
2-19	Youth Truth Survey	Students Parents Staff/Administrators

Student Data

- State assessment results in math and ELA (last 5 years)
- Graduation rates
- Attendance rates
- Ninth grade on track
- 504 plans by demographic group
- Special education identification by demographic group
- Talented & gifted identification by demographic group
- Academic support class enrollment by demographic group
- Advanced class enrollment by demographic group
- Failing grades by demographic group
- Race/ethnicity of staff and students
- Demographics of students who did not graduate within 4 years

Survey Results

- Winter 2018-19 youth truth survey (staff, parents, students)
- Fall 2019 SSA survey (staff, parents, students, community)
- 2017-18 TELL survey (staff)
- April 2019 LOSD professional development survey (staff)
- June 2019 LOSD professional development survey (parents)
- 2019 local option poll (community)
- May 2018 thoughtexchange: “What do our students need in life and learning?” question

Other Data

- 2017-2020 LOSD strategic plan
- Survey Monkey Results
- LOSD professional development calendar

The following ODE and resources were examined and utilized as well:

ODE District CIP Website
District Strategic Plan
2019 District CIP