Our mission is to be an inclusive and safe learning community with challenging opportunities that develop lifelong learners and contributing world citizens.
Dear LOSD community,

As your new superintendent, the purpose of my entry plan was to listen and learn as much as possible about our schools and community, so that we can build on our strengths and continue to improve in order to meet the needs of each and every student.

It has been my pleasure to speak with students, families, staff, community members, business partners, local clergy, elected officials, and many others. My listening and learning tour enabled me to learn a great deal about the incredible things that make our district so special, as well as where we have opportunities for growth and improvement.

This report contains key learnings including highlights and opportunities for growth. The information herein will help guide the development of our strategic plan for the next five years.

As we move forward, I will continue to listen to and learn from our students, families, staff, and community to provide leadership, define benchmarks of success, and ensure that we continue the rigorous expectations for all LOSD students and staff.

Thank you to all who participated in this process. Your contributions were invaluable. I look forward to continuing to build on the foundation of excellence, and striving toward an exemplary college and career preparatory education for each and every student at LOSD.

Sincerely,

Dr. Lora de la Cruz
ENTRY PLAN GOALS

The entry plan focused on learning as much as possible about our schools and community so that we can build on our strengths and continue to improve. By listening, learning, and applying what we learn, we will be in a great position to define common goals, align resources, and take strategic action.

1. Learn about the direction of the district as fully as possible in order to gain insight into its strengths, challenges, and areas for improvement.

2. Learn how the district’s initiatives and priorities are being implemented in schools and across the system.

3. Learn about the values, norms, and expectations of the Lake Oswego community to best serve our students.

4. Use the information gathered to create a transparent and reciprocal process with school and community members, based on mutual trust and commitment, in order to understand and address the district’s strengths and challenges, and develop a plan of strategic actions or refinement for the district.
LISTENING & LEARNING TOUR

During the listening tour, feedback was received from a broad range of stakeholders through large and small group listening sessions, individual interviews, and surveys. The following pages highlight what we learned about our community’s perceptions of equity, inclusion, academics, enrichment, staff, and our story.

STUDENTS

Students are at the center of everything we do in LOSD. During the listening and learning tour, Superintendent Dr. De la Cruz met with some high school students to hear their thoughts on what makes LOSD a great place to learn, and what school and district leaders could do to ensure that all students are able to achieve success and a sense of belonging in our district. Students spoke highly of both the rigor and options provided to them as part of their academic programs and discussed the large number of extracurriculars and activities available to them. Students also provided some suggestions on how we could further enhance the educational experience.

HIGHLIGHTS

- Many LOSD students spoke positively about the district’s strong academic rigor, resources and support.
- Students are excited by opportunities for participation in athletics, clubs, and activities.
- Students praised the LOSD staff as excellent, caring and relationship-oriented.
- Many students noted academic support as an important and helpful attribute in LOSD schools.

OPPORTUNITIES

- Students pointed to a need to focus on the whole child’s wellbeing, including mental health-related issues and dealing with academic stress and pressure, with increased and enhanced counseling services.
- Students named a desire for more interactive, engaging, innovative and access to real-world relevant learning experiences.
- Students talked about the importance of meeting the needs of individual students through differentiation, culturally responsive teaching, relationships, and inclusion.
- Some stated that students should be offered more options and pathways with flexibility for different interests and circumstances.
- Many students named a need for a greater embracing of diversity and inclusion for all students, as well as educational opportunities that lead to greater understanding of cultures and perspectives.
Parents and community partners were eager to share their thoughts and suggestions with Dr. de la Cruz during her listening and learning tour. She repeatedly heard the LOSD community’s support for high-quality education. The community takes pride in LOSD’s reputation for academic excellence and support from parents. They also recognize that the Lake Oswego community is changing, and with those changes comes a need to rethink the programs and services the district provides in order to ensure that each and every student has an equal chance at success.

HIGHLIGHTS

- Stakeholders take pride in LOSD’s reputation for academic excellence and an engaged community.

- Our community and parents are supportive of our students and schools. From supporting bond and levy measures, to the Lake Oswego Schools Foundation, there is a willingness and desire to do what is best for students.

- There is a desire for our schools to be prepared to meet the diverse needs of all students regardless of their race, ethnicity, abilities, economic status, interests or learning styles.

- Stakeholders desire curricular alignment across schools and enhanced website communication about district academic endeavors.

OPPORTUNITIES

- Provide more inclusive practices in academics and activities, responsive to students who learn differently and with Special Education needs, students from diverse ethnicities and cultures.

- Offer greater differentiation of instruction and interventions to meet learning needs, and aspirations of each and every child.

- Continue to cultivate partnerships, education and engagement for parents and other stakeholders.

- Create and share our plan for addressing literacy, diversity, equity and inclusion, special education.

- Provide more counseling, mental health support and social-emotional learning.
The staff at LOSD’s schools and district offices are highly qualified professionals and consistently demonstrate their dedication to student success. Dr. de la Cruz met with teachers and other staff members in every school. Our staff are committed to ensuring success for all of our students and pride themselves on having positive relationships with students and with one another. There is a spirit of collaboration among professional associations that support our staff and a focus on providing opportunities for our educators to learn and grow on the job. Teachers and staff highlighted the need for professional development opportunities that allow them to improve their practice while respecting the time needed for such training.

**HIGHLIGHTS**

- LOSD staff – from teachers to support staff to leaders – are committed to doing their very best for all students in the LOSD community.
- There were many positive comments about increasing opportunities for professional development, and a request for additional professional learning to enhance teachers’ ability to meet diverse learning needs.
- Many teachers and staff expressed appreciation for support from the community, parents and the Lake Oswego Schools Foundation.
- Staff members want to know the top priorities in the district so they can focus their work.

**OPPORTUNITIES**

- Provide many options for learning, and alternative learning pathways and opportunities to prepare students for future jobs that have not been created yet, and so that students can be successful in a diverse world.
- Provide training and guidance about differentiation, literacy, instruction and interventions, to address variable student learning needs, as well as in technology.
- Explore existing professional development opportunities and learn how the district can offer additional, high quality professional learning in ways that are flexible and meet their needs within the scope of employee contracts with regard to time.
- Create a more inclusive district through a concerted plan for diversity, equity and inclusion.
- Clarify priorities for staff with alignment in implementation of initiatives, and provide adequate and flexible time to collaborate and learn, to ensure clarity for school staff.
Because the District and community have expressed a desire to provide a world class education, Dr. de la Cruz invited input about what stakeholders believe to be the attributes of a world class district. Students, staff, parents and community members emphasized a need for facilities and infrastructure that inspire 21st century teaching and learning. Stakeholders also envisioned a district built on a growth mindset where diversity is a strength and where students can learn beyond the classroom.

Many expressed that a world class district would offer engaging experiences about the broader United States and global world, and opportunities to learn about multiple perspectives and cultures.

There was a strong sentiment to develop critical thinking and social emotional skills, global perspectives, responsible and innovative use of technology, with many options for college readiness and career and technical education opportunities.

Inclusivity, belonging, differentiation, equity, student agency and empowerment were echoed as important aspects of a world class education, leading to happy, well-rounded and curious learners.

Expand learning opportunities, activities and resources to empower students and staff through interactive, interest-based learning options, and internships.

Articulate what “inclusion” means in our schools and share with staff, students and families so we can best serve each and every students in a safe, inclusive, and rigorous learning community. Create more opportunities for dialogue and learning about inclusive practices and how to meet student and family needs while creating environments of belonging for all.

Expand opportunities to address challenges that staff members face so they feel supported and skilled to meet student needs.

Provide collaborative learning opportunities, resources and supports for differentiation.

Define and shape educational experiences that cultivate critical thinking, engagement, collaboration, inclusivity.
As we look toward the next steps in the continuous improvement of LOSD, we will be engaging in a strategic planning process over the course of the next few months. The abundance of input from across our district and community, summarized in this report, will serve to inform the district’s strategic priorities. As the strategic direction is shaped for a five-year strategic plan, we will offer opportunities for continued community input and engagement.

"We graduate happy, well-rounded and secure young adults who contribute back to their communities and the world."