



LGSD SIA Grant Application

Template Provided by IMESD (M. Koenig)

Part One: General Information

Applicant

School District: La Grande School District

Institution ID: 2212

Webpage where SIA is posted: www.lagrandesd.org

Contact Person

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Part Two: Narrative

Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs. This is where it is suggested to discuss your CIP process alignment with the SIA process.

A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.)

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

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

Farming and ranching are important sources of income in the Grande Ronde Valley. Some key employers include Grande Ronde Hospital, Woodgrain Millwork, Barreto Manufacturing, Northwood Manufacturing, Eastern Oregon University, and the Union Pacific Railroad.

Annual events of note include the Eastern Oregon Film Festival, Ladd Marsh Bird Festival, Eastern Oregon Livestock Show, Union County Fair, and the EOU sponsored Indian Arts Festival/Spring Powwow.

La Grande School District is proud to serve our 2360 students and their families. LGSD embraces the idea that students are best served in schools close to where they live. Central, Greenwood, and Island City Elementary schools provide this opportunity for our K-5 students and families. La Grande Middle School meets core instructional needs of students and starts extending learning beyond the classroom by providing outdoor school, art, career and technical education, choir, band, computer science, and competitive athletic programs. La Grande High School is a comprehensive high school that extends the programs listed above and provides students an opportunity to pursue their passion and start their path to post-secondary education, trade school, the military, and the workforce. Our committed staff of over 300 employees is focused on student excellence in and out of the classroom.

La Grande School District is committed to the safety and caring of its students. We focus on social and emotional needs as well as emphasizing strong academic programs. We believe effective communication and collaborative partnerships are essential. These partnerships help us provide quality training and experiences for our students, parents, and community. This multi-year strategic plan was designed to allow our students to reach their individual potential, our staff to thrive, and the greater La Grande community to prosper.

About LGSD:

- 2 Communities
- 14,000 Population
- 2360 Students
- 118 Teachers
- 66 Educational Assistants
- 10 Administrators

Diverse Student Population:

- Caucasian 81.03%
- Hispanic 8.22%
- Two or More Ethnicities 5.48%
- Pacific Islander 2.06%
- Asian/Native American/Black 3.21%
- Ever EL Learner 5%
- Special Education 19%
- Student Mobility 12%
- Free and Reduced Lunch 53.3%

District data reviewed to determine needs:

We pull data from various sources to help develop a more comprehensive assessment of our student's successes and needs.

- K-8 data sources include: easyCBM, STAR360, iReady, OSAS Math, OSAS ELA, Attendance, and Behavior Reports, and ODE Reports.

- High School data sources include: STAR360, OSAS Math, OSAS ELA, Attendance Rates, Behavior Reports, Cumulative Credits Analysis, CTE Enrollment, SAT/ACT Participation Reports, and ODE Reports.

Community, District, and Building level teams met frequently to understand the data, discuss targets, and develop plans that are included in our District Strategic Plan, CIP, and SIA Application

The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement.

1. Currently, we, like all districts, are seeing an increased influx of students that have extreme mental and emotional needs that demonstrate themselves in violent and aggressive behavior in our schools. We are experiencing room clears, student violence, etc. to a degree that we have not seen in the past among our students, particularly at the K-5 level. This funding will provide the opportunity to hire staff essential to the role out of a meaningful and fully supported behavior intervention system and allow us to better meet the needs of students struggling with mental illness. Positions ranging from district directors to paraeducators are outlined in our plan, and directly linked to our approved continuous improvement plan (Indicator 1A). The hiring of an additional nurse also allows us to better monitor the health and safety of our students and meet their disparate medical needs. These funds will be braided with Title and General Fund revenues to provide ongoing training, supplies, and classrooms to best meet the needs of students and support their growth as we better support behavior and mental health. Activities include but are not limited to:
 - a. Hire an additional nurse.
 - b. Hire an additional counselor (middle school).
 - c. Hire behavior program leadership.
 - d. Hire additional paraeducators.
 - e. Contract with Center for Human Development (CHD) to provide outreach therapists in schools to minimize school absences and provide on-site help for students.
2. During our process we recognized that we needed to improve the outcomes and support for our English Learners (EL). Currently we have 1.5 FTE for over 65 students in our EL program. While we are getting tremendous results, we recognize that students, particularly at the secondary level, were not getting the services they needed for graduation. In this plan, we are increasing FTE (teacher and paraeducator) to reduce caseload and provide better support to our EL students so they can better access classroom instruction and their peers. We hope this additional support will

reduce the disparity that currently exists in graduation rate, Math and ELA proficiency rate, and overall achievement.

3. La Grande School District is a high achieving school district. However, we recognize that we still have a long way to go in providing the best well-rounded education to all our students. While we exceed the state average in many areas (i.e. graduation rate, completion rate, state assessment scores, etc.) we know that our schools can continue to improve. The following are ways our plan addresses this desire to continue to improve:

- a. Hiring another district director to focus on K-5 education and achievement outcomes.
- b. Providing extended day and summer school opportunities.
- c. Becoming an AVID school district and providing increased professional development (WICOR Strategies), better systems language, and electives and tutoring for at-risk students.
- d. Purchasing Tier II/III curriculum that is directly connected to our core curriculum so that students receive the academic support they need to close learning gaps.
- e. Provide 2 days of professional development for our staff (currently 1).
- f. Refurbish school facilities to provide a pre-kindergarten program to 40 more 3-4 year olds in our community. Program costs will be provided by Head Start.

These and other innovations will help us to best support students as we seek to continue to move the dial on graduation rates, student performance, and engagement across our district.

4. Class size reduction will be addressed in this plan at the middle school level as we currently have large class sizes (over 32) in core content areas. We have reviewed class sizes at our elementaries and high school and find that they are within recommended levels of our board policy. However, by hiring 2 additional staff at the middle school level in core content areas we can reduce class size to about 27 per class and provide a better, more supported, environment for students.

Part Three: Community Engagement

OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency/ occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

In 2018/19, La Grande SD engaged the community in updating our district strategic plan. District staff visited with 13 different community groups that included staff, parents,

businesses, students, and social service agencies. A total of 381 individuals took part in the 12 focus groups.

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

Once responses from forums and surveys were tabulated, a district committee of parents, staff, staff, and community partners met from November 2018 – June 2019 to review the data collected and make recommendations for goals and action plans.

In 2019/20, developed plans and action steps were shared in multiple meetings with parents, community partners, staff, students, site councils, PTO meetings, and staff to make sure plans were aligned to district data, student needs, and a shared vision of the future. All stakeholders had opportunities to provide feedback on all aspects of the continuous improvement plan and connected Student Success Plan.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

Share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic, and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

We began our community engagement efforts in the Fall of 2018 with community forums, building site councils, PTO meetings and ORIS District and Building Needs Assessments. From there we have expanded our outreach to try to encompass as many of the different populations as possible within our district.

We started with a district-wide survey that was open to all stakeholders that was web and paper-based. This was published on our websites and Facebook.

In our forums, outreach targeted families of students that belong to sub-groups that have historically struggled in our district. (SPED, EL, homeless, poverty). This invitation to participate was shared with parents at team meetings. Staff were also individually surveyed with the support of their union leadership. Finally, we did a combination survey/focus group with students 4-12th grade.

We spent the 2018/19 school year developing our district continuous improvement plan. At each step of the process (i.e. developing values, mission/visions statements, goals, indicators, etc.) we asked our board, administration, and school teams to review and provide

feedback. Our committee that developed the improvement plan was made up of 20 people that represented various groups and interests within our community, and as feedback came in we adjustments for final approval from our board. Our community appreciated the highly collaborative process in creating our plan and providing input into our strategic efforts to improve the educational outcomes for our students.

In June 2019 our district continuous improvement plan was approved by the board and district administration started the process of developing our Student Success Act Plan based on our continuous improvement plan. In October 2019, district administration went back to our community, staff, and partners with a tentative plan for expenditures and efforts. Feedback was collected in a variety of forums and surveys and a final draft of our expenditure plan for the Student Success Act was presented to our board in December 2019.

While we continue to engage with our community, our biggest challenge continues to be engaging with our EL community and our homeless families. Both groups, generally, did not come to forums, accept invites to meetings targeted at their population, or respond to surveys. In La Grande, these populations represent a small percentage of our students served (less than 5% of students). As we develop stronger and more consistent input strategies this will help engage more families. Last year we had our first EL Parent Night and had minimal attendance (less than 20), but at this year's event we had over 74 people. We will continue to build on these events and use them to collect better input from this group. With homeless students and their families, personal outreach from our CARE and YIT Liaisons is needed as forums, surveys, etc. resulted in limited input and feedback from this group.

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

La Grande School District has striven to develop strong partnerships within the county and region in support of our students social emotional and academic growth. With this plan we see this continuing to happen as we work with multiple agencies (i.e. CHD, DHS, ECPT, LCAC, etc.) to bring as many supports and opportunities as possible to all our students.

We will continue to be transparent in our planning and communication with the community, staff, students, and their families. Future efforts will be to meet with our EL and Homeless families through required outreach that happens in our YIT, CARE, and EL programs.

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

- State supported resources for emerging migrant/newcomer families; specifically support around oral and written translation for regional dialects.
- A centralized location for data sources (that and streamlining data asks to eliminate repetitive submission of data that the state already has access to).

- Continued efforts to streamline the various grant and title fund processes

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students of color | <input checked="" type="checkbox"/> Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) |
| <input checked="" type="checkbox"/> Students with disabilities | <input type="checkbox"/> Tribal members (adults and youth) |
| <input checked="" type="checkbox"/> Students who are emerging bilingual | <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent groups, classroom volunteers) |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care | <input checked="" type="checkbox"/> Business community |
| <input type="checkbox"/> Families of students of color | <input checked="" type="checkbox"/> Community leaders |
| <input checked="" type="checkbox"/> Families of students with disabilities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Families of students who are emerging bilinguals | |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care | |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) | |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc) | |

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the strategies/activities you deployed to engage your community:

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- | | |
|--|---|
| <input checked="" type="checkbox"/> Survey(s) or other engagement apps | <input checked="" type="checkbox"/> School board meeting |
| <input checked="" type="checkbox"/> In-person forums | <input checked="" type="checkbox"/> Partnering with unions |
| <input checked="" type="checkbox"/> Focus group(s) | <input checked="" type="checkbox"/> Partnering with community based organizations |
| <input type="checkbox"/> Roundtable discussion | <input type="checkbox"/> Partnering with faith based organizations |
| <input checked="" type="checkbox"/> Community group meeting | <input checked="" type="checkbox"/> Partnering with business |
| <input checked="" type="checkbox"/> Website | <input type="checkbox"/> Other _____ |
| <input checked="" type="checkbox"/> Email messages | |
| <input checked="" type="checkbox"/> Newsletters | |
| <input checked="" type="checkbox"/> Social media | |

EVIDENCE OF ENGAGEMENT

You will upload your top five artifacts of engagement.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and community? (250 words or less).

Artifact #1 Community Engagement Survey: this survey asked open ended questions about things we are doing well, things that should be changed, and how we could better engage our community. This did not limit individuals responses to target questions that may not have been a priority for them. By using open ended questions, we were hoping to be able to identify themes in responses. The team feels we were successful in accomplishing this.

Artifact #2 Focus Group Responses Document: provides the example of how we chunked the survey results into themed responses and the process we used to identify a direction for developing priority areas of focus.

Artifact #3 District ORIS Assessment: provided a forum for a wide range of stakeholders (committee of 17) that included parents for district to hear and understand needs in the 7 areas of the framework and ways we could improve. Similar assessments happened in building teams as well to inform this process.

Artifact #4 Pride Newsletter Article (May 2019): documents progress on our strategic plan in creating mission, vision, and goals based on community input and district data gathered through process. Newsletter also demonstrates continued engagement and communication with our community.

Artifact #5 SIA Voting Results: after our strategic planning process and completion of our CIP, we asked all district staff, various stakeholders, and focal groups to provide feedback on targeted SIA activities we had developed as leadership. Responses were tallied and presented to the board for initial approval before finalizing our SIA Plan.

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the **STRATEGIES** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Utilized pre-established communication networks in multiple languages to provide information and access to surveys to all students, families, and the community with an emphasis on reaching focal student populations.

We utilized multiple communication networks to share information with families and community members about engagement efforts, Student Investment Account spending allowables, and access to our feedback survey. We used the school website, school district Facebook page, newsletters sent home with students, and emails. This method was effective at sharing information and will be beneficial in future engagement efforts. We anticipate expanding these efforts to continue reaching our focal student and family populations.

Established community strategic planning committee

A community strategic planning committee was established to help with the process of developing a strategic plan for La Grande School District with the anticipation of the requirements of the Continuous Improvement Plan and Student Investment Account Application. Committee members were intentionally selected to represent staff, parents, and community members with an emphasis on having representation of focal populations. The

committee played a crucial role in the CIP and SIA planning process. The committee will be continued to help facilitate engagement efforts and development of district, state, and federal plans and applications.

Describe the ACTIVITIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words).

Website, newsletters, and emails

We used a variety of communication methods to share information about the Student Success Act and Student Investment Account, as well as share how to access our school district feedback survey. We used the school website, newsletters sent home with students, and emails. Using a variety of communication methods was intentional in engaging our focal students and families. We felt that providing information and access to our survey in a single mode of communication would not reach all our families. Instead, we elected to share information in the modes that have proven to be the best approach to reach different families. For some, a newsletter in their child's backpack is appropriate, while others prefer to access information from social media platforms.

Survey

- High School/Middle School have students completed the survey in class which assisted in ensuring that we captured the perspective of our focal student groups.
- Sending out and calling to encourage parents to fill out the survey
- Face to face conversations to encourage parents and community members to complete the survey.

Community Strategic Planning Meetings & Discussions

The strategic planning committee held six meetings focused on developing a strategic plan for the La Grande School District. The work completed in the strategic planning efforts flowed directly into the planning processes and applications for the Continuous Improvement Plan and Student Investment Account. These meetings allowed for engagement and collaboration among administrators, staff, and families. The committee was intentionally selected to be representative of our focal populations. In doing so, we could provide input from adults that work with or are family members of our focal population students. They were able to provide diverse perspectives in the planning processes for both the CIP and SIA, and also provide feedback about the school and how it is meeting the needs of the focal population students. Additionally, the strategic planning committee was responsible for sharing information discussed during the meetings with the broader community and bringing any feedback gathered during conversations to the following meetings.

Radio/Newspaper Interviews

The Superintendent participated in regular radio/newspaper interviews to share SIA updates and important information. The radio/newspaper interviews gave the opportunity for questioning that were beneficial for parents and community members to understand that may not have a deep understanding of public education funding and the purpose and allowables of the SSA/SIA.

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used, (500 words). Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.

Leveraged pre-established meetings with staff

We elected to use our established staff meeting times to incorporate engagement efforts directly related to our Continuous Improvement Plan (CIP) and Student Investment Account (SIA) application efforts. CIP and SIA become standing agenda items at our staff meetings. This format allowed all staff attending to hear common messaging, the opportunity to discuss related topics, and provide authentic feedback.

Developed school improvement committee

A school improvement committee was developed in anticipation of the Continuous Improvement Plan. Committee members were intentionally selected to represent staff, parents, and community members with an emphasis on having representation of focal populations. The committee played a crucial role in the CIP and SIA planning process. The committee will be continued to help facilitate engagement efforts and development of district, state, and federal plans and applications.

Engaged certified and classified groups

Our engagement efforts intentionally included engaging and collaborating with the La Grande certified and classified unions. Administrators communicated with representatives about the Students Success Act (SSA) and the SIA to ensure that staff were well informed about the legislative efforts and the intentions of the law. We focused communication on the priorities of the law and the spending allowables. Representatives were able to communicate with their union groups and discuss at their monthly union meetings. Representatives were then tasked with sharing the feedback gathered at their union meetings with administrators. In this process, it was important to intentionally partner with certified and classified staff organizations and task each group with discussing related topics in their union meetings. This process helped promote communication and engagement efforts between La Grande School District administration and staff union groups. This strategy also demonstrated the necessity for engaging staff in engagement efforts in order to develop an understanding of key components of the legislation and why or why not decisions were made based upon the feedback provided by each union group.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

In-Person Discussion

Frequently, staff and administrators engaged in authentic in-person conversations about the staff survey feedback and ideas regarding SIA allowables. The informal conversations were helpful in collecting ongoing feedback about the La Grande School District SIA plan.

Staff Survey

Staff members were provided the opportunity to provide feedback through a survey. Staff were asked to provide feedback on the success and shortcomings of the La Grande School District and what they believed should be the priorities of the Student Investment Account (SIA). Staff members were reminded to complete the survey at staff meetings and through email reminders. This engagement approach was helpful in collecting feedback in an anonymous way. Staff that may not have been comfortable providing input during staff meeting discussions or in-person conversations were provided the opportunity to give their input through the survey.

Community Strategic Planning Meetings & Discussions

The strategic planning committee held six meetings focused on developing a strategic plan for the La Grande School District. The work completed in the strategic planning efforts flowed directly into the planning processes and applications for the Continuous Improvement Plan and Student Investment Account. These meetings allowed for engagement and collaboration among administrators, staff, and families. The committee was intentionally selected to be representative of our focal populations. In doing so, we could provide input from adults that work with or are family members of our focal population students. They were able to provide diverse perspectives in the planning processes for both the CIP and SIA, and also provide feedback about the school and how it is meeting the needs of the focal population students. Additionally, the strategic planning committee was responsible for sharing information discussed during the meetings with the broader community and bringing any feedback gathered during conversations to the following meetings.

ORIS Assessments and Plans

Staff were engaged in needs assessment process and plan development at all locations and at the district level to inform our strategic planning process and provide additional data on areas of focus within our district.

Building and Department Feedback

Superintendent and district staff meet with each building and department to collect feedback on every step of this process including our: strategic mission and vision, core values, goals, indicators, and outlined activities in our SIA Application. Staff feedback was tallied, prioritized, and presented to them to complete the feedback loop and help build consensus in the direction and initiatives we will be engaged in starting in 2020/21 school year.

COLLECTING AND USING INPUT

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

Behavior and Mental Health

The overwhelming response from all our community, staff, and student engagement efforts was that we need to address the behavior and mental health issues that impact our students

and staff on a daily basis. Staff and students were extremely concerned with the number of room clears, violent acts, suicidality, and mental issues that are apparent on our campuses. Community partners also focused on the social emotional needs of students, and that schools need to provide more on-site support to students that struggle with poverty, broken homes, and drug use. A major focus of our plan is to hire staff and contract staff to build systems of support so that classrooms can be safe and students can get adequate support in developing appropriate social emotional skills and resilience.

Improved Academic Outcomes for All Learners

All groups voices appreciation for the focus on academic achievement and that, in our district, scores continue to improve in terms of completion rates and academic achievement on state assessments. However, families and students want to see continued growth in our graduation rate, attendance rate, and freshman on-track rates. To achieve this we are investing in AVID to support grades 7-12 (four year plan). We believe that AVID is the next step to having better consistent language, instructional strategies (WICOR), and connecting with at-risk students and providing support to graduation and beyond. Additionally, we are investing in Tier II/III curriculum that will provide better instruction to our students who struggle and need quality interventions to close learning gaps.

Well-Rounded Education

Our community, staff, and students continued to advocate for more opportunities for students through our district. To this end we are using funds to provide Summer School (Grades 6-8), extended school day programs to help students feel connected and develop positive peer groups, and a expanded pre-kindergarten experience for children 3-4years old by rehabbing facilities. Providing PE teachers to all K-5 students in our district will help students better regulate through the school day and allow teachers to have adequate prep time to meet instructional needs/obligations. Previously counselors were being used to cover preps and not able to respond to student needs. This change is essential to our updated behavior system.

Class Size Reduction

Our five year achievement trend data indicates that we are consistently below state average achievement in Grades 6-8. We reviewed class sizes across our district and found that we had stretched teachers at the middle school level to where they were struggling to provide this type of support and connection with class sizes that averaged 32-35 in core content areas. To better meet students individual needs and support teachers' desire to better support students we are hiring additional staff to reduce class size at this location (2.0 FTE). Additionally, we recognized that 1.5 FTE for our EL population (65 students) was not sufficient to provide quality support particularly at the secondary level with 0.5 FTE split between two buildings. We are planning on hiring an additional 0.5 FTE teacher for secondary and a 1.0 FTE paraeducator to support K-5 EL students that need support as well.

Part Four: Data Analysis

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

- State Report Card data (regular attender, graduation rates, student growth in reading/math, subgroup data)
- iReady diagnostic data
- Attendance and discipline data (both internal and Civil Rights report data)
- Community, staff and student survey data
- District expenditure reports (per-student-spending, professional development budgets over time, identified return on investments in last 3 budget years)
- District leadership team utilized the ORIS needs assessment tool to rate district systems aligned to the ORIS domains (leadership, talent development, stakeholder engagement & partnership, well-rounded coordinated learning, and inclusive policy and practice).

All data was used to provide the best holistic picture of our needs regarding behavior/mental health, class size, and academic achievement of disparate student populations. Needs were then prioritized and discussed at length with several stakeholder groups (i.e. students, staff, parents, and leaders) to determine strategies and activities within this plan.

Part Five: SIA Plan

The SIA plan must be for three years. There is not a firm limit on page length or word count. It is suggested between five and 20 pages.

KEY ELEMENTS OF YOUR SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES: What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

See Integrated Planning Tool

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

BUDGET

*Upload a completed SIA budget template.
ODE will release and SIA budget template in late January 2020.*

See uploaded Budget Template

EQUITY LENS OR TOOL

Upload the equity lens or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words).

The uploaded equity lens was developed by La Grande School District this school year with facilitation from IMESD to guide the SIA decision-making process in this and other district efforts. Our school board adopted the lens in February 2020 for use throughout the district. The adopted equity lens will eventually serve to guide the SIA process in analyzing data, developing our community engagement plan, drafting the SIA plan, and establishing use of funds in future cycles. However, in this funding cycle it was used as we finalized our plan and assure that we were removing barriers and improving outcomes for all learners.

However, even before formally adopting our uploaded equity lens, the Superintendent and district staff responsible for our plan met with other school district committees within the IMESD region to collaboratively review applications for equitable practices, considerations, and investments. Each district provided their application drafts and equity lens they applied during the application development process. Each application was reviewed and discussed as a collective body and adjustments were made with an emphasis on alignment with the guiding questions in each equity lens and to ensure that the application and investments were helping reach the goal of a more equitable education system.

LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE has asked for drafts of the growth targets at the time of submission, but ODE will co-development them once the application has been determined to meet all requirements.

See uploaded Longitudinal Growth Targets

Part Six: Use of Funds

ALLOWABLE USES

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Increasing instruction time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Increasing instruction time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in law.

Provide a robust behavioral and mental health support system with tiered interventions and supports that improves students ability to self-regulate, be resilient, and connect with peers and staff in healthy ways.

- La Grande School District will hire staff to build a comprehensive behavior and mental health support structure within our district. New and existing administration will be focused on developing consistent "green zone" approaches across all classrooms to promote regulation and resilience and developing tiered interventions.
- Will contract with CHD to hire two outreach therapists to provide long-term therapeutic services to students at their school location to remove barriers and promote school attendance.
- Currently, we have one nurse for 2350 students. Hiring an additional nurse will help us better meet the medical needs of students with diabetes, asthma, seizure disorder, and host of other medical issues.

Engage staff in on-going professional development in social emotional practices and trauma informed care to build personal regulation skills, increased ability to support struggling learners, and create a positive and inclusive environment for learning.

- Funds will be used to provide 2 additional professional development days in our school calendar. Professional development will be focused on social emotional learning strategies and expanding "green zone" supports for students in all classrooms.

Increase middle school and high school student success through adoption and implementation of AVID programs at the secondary level.

- AVID is a logical next step for our district in providing greater consistency in academic language, strategies, and outreach to at-risk student populations. AVID will continue to boost our college and career going culture which is essential for our students who live in relative isolation in Eastern Oregon.

Provide a robust well-rounded educational program for students K-12 to meet their needs and increase engagement in learning.

- We will use funds to provide a summer school program, extended day programs to engage student interest and build positive connections to campus and peers, and expand technology and resources in meaningful ways to support learning.

Expand services and support for identified EL students to improve English

Language acquisition and proficiency.

- We will hire 0.5 Teacher and 1.0 Paraeducator to provide better supports to our EL population that have historically lagged behind their peers in academic achievement but show tremendous growth in our current program as they engage with staff.

Reduce class size at middle school level to provide better student to staff ratios and increase individual student support in academic content areas.

- Will hire 2.0 teachers in core content areas to reduce class size and to increase individualized support for students. We are only reducing class sizes in our district in locations where averages are well-beyond district policy/guidance.

Increase number of children and families accessing pre-school and kindergarten transition services to boost kindergarten readiness.

- We are partnering with Eastern Oregon Head Start to provide 40 additional seats. The new location needs to be updated and will require funds to get it ready for these students. Head Start will cover all program costs once the facility is opened.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

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

Provide a robust behavioral and mental health support system with tiered interventions and supports that improves students ability to self-regulate, be resilient, and connect with peers and staff in healthy ways.

- Provide increased behavior, mental health, and wellness services to identified students that, by proportion, are connected to our students experiencing poverty. Funds and systems will help them better navigate school with less violence, aggression, and trauma.
- All students will experience a more regulating environment and feel safer at school as a result.

Engage staff in on-going professional development in social emotional practices and trauma informed care to build personal regulation skills, increased ability to support struggling learners, and create a positive and inclusive environment for learning.

- Provide increased behavior, mental health, and wellness services to identified students that, by proportion, are connected to our students experiencing poverty. Funds and systems will help them better navigate school with less violence, aggression, and trauma.
- All students will experience a more regulating environment and feel safer at school as a result.

Increase middle school and high school student success through adoption and implementation of AVID programs at the secondary level.

- Will positively impact EL students, students of poverty, and first generation college

going students.

- Consistent systems, language, and instructional strategies will benefit all learners.

Provide a robust well-rounded educational program for students K-12 to meet their needs and increase engagement in learning.

- Expanded educational programs (i.e. summer, after-school, etc.) will provide additional opportunities for learning and positive adult connections in a safe environment for students experiencing poverty and academic disabilities.

Expand services and support for identified EL students to improve English Language acquisition and proficiency.

- Provide improved services for students in the EL program and improved ability to access academic language in the regular education setting.
- Provide all learners ability to increasingly engage with their peers and grow from their experience and knowledge.

Reduce class size at middle school level to provide better student to staff ratios and increase individual student support in academic content areas.

- Provide more individualized time and instruction for students with disabilities, experiencing poverty, and EL services.
- All students benefit from more time and attention with their teachers.

Provide a robust well-rounded educational program for students K-12 to meet their needs and increase engagement in learning.

- Expanded educational programs (i.e. summer, after-school, etc.) will provide additional opportunities for learning and positive adult connections in a safe environment for students experiencing poverty and academic disabilities.

Increase number of children and families accessing pre-school and kindergarten transition services to boost kindergarten readiness.

- Program will provide support for students (pre-k) experiencing poverty to increase behavior and academic skills.
- All students will be positively impacted by greater proportion of students ready to learn when they enter kindergarten and curriculum may move faster as more are adequately prepared.

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 supports or changes you hope your plan causes? (250 words)

- Barrier: Small size of focal groups. Beyond Special Education, EL, and poverty populations, all our district focal groups are very small and subject to big shifts in performance and graduation. It is extremely hard to allocate resources when so many of our populations shift from year to year which means these students remain underserved in some cases. When we do allocate resources to support these students it is also difficult to fill the position or find people that want to relocate to rural Eastern

Oregon.

- Choice: In our longitudinal growth targets we identified which populations would be considered our focal groups based on this year's data and population size. We need to continue to review this choice to make sure we are not excluding populations that need support and could benefit from resources.
- Risks: We have allocated the major of our funds to support behavioral and mental health with the assumption that if students and staff are better able to regulate and have increased resilience that they will be better able to learn and achieve. It will take years to see if this investment will cross over to academic achievement or whether it will be stagnant or decline as we draw investment away from other possible options or strategies.

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL

1. Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)
2. Share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school (s)?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Yes
 No

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

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Yes
 No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Yes
 No

COLLABORATION

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

Not Applicable

AGREEMENT

If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.

		Relevant Strategy							
		S1	S2	S3	S4	S5	S6	S7	
Outcome	By 2024, Culture of Care strategies will be fully implemented with effective tiered interventions and a robust health and wellness program.	X	X		X				X
Outcome	By 2024, the district will improve daily attendance rates and improve regular attender rates at all schools.	X	X		X				X
Outcome	By 2024, 95% of high school freshman will be on-track for graduation/completion of diploma or certificate.	X	X	X	X			X	
Outcome	By 2024, the district will exceed the state average in English Language Arts and Math assessment benchmarks and annually improve achievement/growth rates.	X	X	X	X			X	X
Outcome	By 2024, 97% of students in the 2020 freshman class will graduate/complete high school with a diploma or certificate.	X	X	X	X			X	

S1	Provide a robust behavioral and mental health support system with tiered interventions and supports that improves students ability to self-regulate, be resilient, and connect with peers and staff in healthy ways.
S2	Engage staff in on-going professional development in social emotional practices and trauma informed care to build personal regulation skills, increased ability to support struggling learners, and create a positive and inclusive environment for learning.
S3	Increase middle school and high school student success through adoption and implementation of AVID programs at the secondary level.
S4	Provide a robust well-rounded educational program for students K-12 to meet their needs and increase engagement in learning.
S5	Expand services and support for identified EL students to improve English Language acquisition and proficiency.
S6	Reduce class size at middle school level to provide better student to staff ratios and increase individual student support in academic content areas.
S7	Increase number of children and families accessing pre-school and kindergarten transition services to boost kindergarten readiness.

		YEAR 1 BUDGETED COST		PROJECTED 3-YEAR COST
Strategy 1	Provide a robust behavioral and mental health support system with tiered interventions and supports that improves students ability to self-regulate, be resilient, and connect with peers and staff in healthy ways.	\$	821,080.34	\$ 2,463,241.02
Strategy 2	Engage staff in on-going professional development in social emotional practices and trauma informed care (Culture of Care) to build personal regulation skills, increase ability to support struggling learners, and create a positive and inclusive environment for learning.	\$	165,000.00	\$ 495,000.00
Strategy 3	Increase middle school and high school student success through adoption and implementation of AVID programs at the secondary level.	\$	108,500.00	\$ 325,500.00
Strategy 4	Provide robust well-rounded educational program for students K-12 to meet their needs and increase engagement in learning.	\$	324,253.24	\$ 972,759.72
Strategy 5	Hire staff to expand services and support for identified EL students to improve English Language acquisition and proficiency.	\$	88,904.71	\$ 266,714.13
Strategy 6	Reduce class size at middle school level to provide better student to staff ratios and increase individual student support in academic content areas.	\$	174,240.72	\$ 522,722.16
Strategy 7	Increase number of children and families accessing pre-school and kindergarten transition service to boost kindergarten readiness.	\$	104,640.00	\$ 104,640.00

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire 1.0 FTE Nurse	S1	X	X	X	\$ 52,092.96	\$ 156,278.88	111	HIGH
2	Hire 1.0 FTE Nurse	S1	X	X	X	\$ 36,200.20	\$ 108,600.60	2xx	HIGH
3	Hire 1.0 FTE Middle School Counselor	S1	X	X	X	\$ 64,942.16	\$ 194,826.48	111	HIGH
4	Hire 1.0 FTE Middle School Counselor	S1	X	X	X	\$ 45,129.30	\$ 135,387.90	2xx	HIGH
5	Hire 1.0 FTE Behavior Teacher	S1	X	X	X	\$ 49,756.16	\$ 149,268.48	111	MID
6	Hire 1.0 FTE Behavior Teacher	S1	X	X	X	\$ 34,576.32	\$ 103,728.96	2xx	HIGH
7	Hire 1.0 FTE Behavior Coach/Coordinator	S1	X	X	X	\$ 73,539.60	\$ 220,618.80	113	HIGH
8	Hire 1.0 FTE Behavior Coach/Coordinator	S1	X	X	X	\$ 51,103.79	\$ 153,311.37	2xx	HIGH
9	Hire 3.0 FTE Behavior Para-Educators	S1	X	X	X	\$ 76,595.03	\$ 229,785.09	112	MID
10	Hire 3.0 FTE Behavior Para-Educators	S1	X	X	X	\$ 53,227.06	\$ 159,681.18	2xx	MID
11	Contract services with Center for Human Development (CHD) for two in-district counselors/mental health therapists	S1	X	X	X	\$ 135,360.00	\$ 406,080.00	31x	HIGH
12	0.5 Director of Elementary and Student Services	S1	X	X	X	\$ 45,299.54	\$ 135,898.62	113	MID
13	0.5 Director of Elementary and Student Services	S1	X	X	X	\$ 31,479.34	\$ 94,438.02	2xx	HIGH
14	0.5 Director of Behavior/Mental Health Services	S1	X	X	X	\$ 42,349.54	\$ 127,048.62	113	HIGH
15	0.5 Director of Behavior/Mental Health Services	S1	X	X	X	\$ 29,429.34	\$ 88,288.02	2xx	HIGH
16	2 Additional Professional Development Days Added to the LGSD Calendar for All Staff	S2	X	X	X	\$ 97,350.00	\$ 292,050.00	12x	MID
17	2 Additional Professional Development Days Added to the LGSD Calendar for All Staff	S2	X	X	X	\$ 67,650.00	\$ 202,950.00	2xx	HIGH
18	Provide extended day programs K-12 for students to include but not limited to: STEM Club, Robotics Club, YMS Club, Go-ASAP, Math Club, PRIDE Study Lab, Etc.	S4	X	X	X	\$ 50,000.00	\$ 104,640.00	12x	MID
18	Hire 2.0 K-5 PE Teachers	S4	X	X	X	\$ 96,909.41	\$ 290,728.23	111	HIGH
20	Hire 2.0 K-5 PE Teachers	S4	X	X	X	\$ 67,343.83	\$ 202,031.49	2xx	MID
21	Provide Grade 6-8 Summer School Program	S4	X	X	X	\$ 60,000.00	\$ 180,000.00	12x	MID
22	Hire 0.5 EL Teacher at Middle/High School Level	S5	X	X	X	\$ 26,922.10	\$ 80,766.30	111	HIGH
23	Hire 0.5 EL Teacher at Middle/High School Level	S5	X	X	X	\$ 18,708.58	\$ 56,125.74	2xx	HIGH
24	Hire 1.0 EL Para-Educator for K-5	S5	X	X	X	\$ 25,531.68	\$ 76,595.04	112	HIGH
25	Hire 1.0 EL Para-Educator for K-5	S5	X	X	X	\$ 17,742.35	\$ 53,227.05	2xx	HIGH
26	Pay annual AVID contract fee	S3	X	X	X	\$ 41,000.00	\$ 123,000.00	31x	HIGH
27	Pay travel costs AVID Summer Institute	S3	X	X	X	\$ 57,500.00	\$ 172,500.00	4xx	HIGH
28	Supplies/Materials for AVID Elective and School Programs (LMS/LHS)	S3	X	X	X	\$ 10,000.00	\$ 30,000.00	4xx	MID
29	Increase LMS Staff 2.0 FTE (English/Soc. Studies and Math/Science Positions)	S6	X	X	X	\$ 102,802.02	\$ 308,406.06	111	HIGH
30	Increase LMS Staff 2.0 FTE (English/Soc. Studies and Math/Science Positions)	S6	X	X	X	\$ 71,438.70	\$ 214,316.10	2xx	HIGH
31	Tier II/Tier III Curriculum for Student Interventions and Support in Core Content	S4	X	X	X	\$ 50,000.00	\$ 150,000.00	4xx	MID
32	Refurbish modular space for kindergarten transition program	S7	X	X	X	\$ 104,640.00	\$ 313,920.00	5xx	HIGH
34	Expand Student Chromebook Technology	S4	X	X	X	\$ 50,000.00	\$ 150,000.00	4XX	LOW
35	Fund 0.3 FTE of Nurse Partnership Contract	S1	X	X	X	\$ 37,018.69	\$ 111,056.07	34X	LOW
36	Fund 0.3 FTE of CARE Coordinator Partnership Contract	S1	X	X	X	\$ 19,500.00	\$ 58,500.00	34X	LOW
37	Adopt Early Warning System (i.e. Brightbites, Synergy, etc.)	S1	X	X	X	\$ 10,000.00	\$ 30,000.00	4XX	LOW
38	Safety Equipment to Support our Emergency Operations Plan	S1	X	X	X	\$ 15,000.00	\$ 45,000.00	4XX	LOW
39	Professional Development in-line with CIP Initiatives	S4	X	X	X	\$ 30,000.00	\$ 90,000.00	4XX	LOW

FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
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Total Expenditures:	\$ 1,875,706.51
Allowable Administrative Costs:	\$ 93,785.33
Unbudgeted Funds:	\$ 50.00

Proposed Activity				
1.0	H&S	111	Hire 1.0 FTE Nurse	\$ 52,092.96
	H&S	2xx	Hire 1.0 FTE Nurse	\$ 36,200.20
1.0	H&S	111	Hire 1.0 FTE Middle School Counselor	\$ 64,942.16
	H&S	2xx	Hire 1.0 FTE Middle School Counselor	\$ 45,129.30
1.0	H&S	111	Hire 1.0 FTE Behavior Teacher	\$ 49,756.16
	H&S	2xx	Hire 1.0 FTE Behavior Teacher	\$ 34,576.32
1.0	H&S	113	Hire 1.0 FTE Behavior Coach/Coordinator	\$ 73,539.60
	H&S	2xx	Hire 1.0 FTE Behavior Coach/Coordinator	\$ 51,103.79
3.0	H&S	112	Hire 3.0 FTE Behavior Para-Educators	\$ 76,595.03
	H&S	2xx	Hire 3.0 FTE Behavior Para-Educators	\$ 53,227.06
2.0	H&S	31x	Contract services with Center for Human Development (CHD) for two in-district counselors/mental health therapists	\$ 135,360.00
0.5	H&S	113	0.5 Director of Elementary and Student Services	\$ 45,299.54
	H&S	2xx	0.5 Director of Elementary and Student Services	\$ 31,479.34
0.5	H&S	113	0.5 Director of Special Education and Behavior/Mental Health Services	\$ 42,349.54
	H&S	2xx	0.5 Director of Special Education and Behavior/Mental Health Services	\$ 29,429.34
0	WRE	12x	2. Additional Professional Development Days Added to the LGSD Calendar for All Staff	\$ 97,350.00
	WRE	2xx	2. Additional Professional Development Days Added to the LGSD Calendar for All Staff	\$ 67,650.00
0	WRE	12x	Provide extended day programs K-12 for students to include but not limited to: STEM Club, Robotics Club, YMS Club, Go-ASAP, Math Club, PRIDE Study Lab, Etc.	\$ 50,000.00
2.0	WRE	111	Hire 2.0 K-5 PE Teachers	\$ 96,909.41
	WRE	2xx	Hire 2.0 K-5 PE Teachers	\$ 67,343.83
0	IIT	12x	Provide Grade 6-8 Summer School Program	\$ 60,000.00
0.5	WRE	111	Hire 0.5 EL Teacher at Middle/High School Level	\$ 26,922.10
	WRE	2xx	Hire 0.5 EL Teacher at Middle/High School Level	\$ 18,708.58
1.0	WRE	112	Hire 1.0 EL Para-Educator for K-5	\$ 25,531.68

Budget Justification Narrative	
increase our services for all students including those that	
our student:staff ratio in this area and improves our	
for behavioral/mental health related reasons in our district. This	
functioning in all classrooms. Teachers need coaching in SEL/TIC	
attention and support.	
Contract will provide therapeutic support to students K-8 so that	
students can get their long-term needs met without leaving their	
SEL/TIC supports for all students. These are new to our district	
interventions and services. These are going to be greatly	
teachers during our in-service week. This is not enough time	
Additional staff time to provide extended day programming at	
all school sites for all and/or at-risk students in our focal groups.	
program, particularly for boys, to remain in a good regulated	
proficiency on identified Power Standards in Reading, Writing,	
groups (English Learners) and provide more equitable services	
groups (English Learners) and provide more equitable services	

5	WRE	2xx	Hire 1.0 EL Para-Educator for K-5	\$	17,742.35
6	WRE	31x	Pay annual AVID contract fee	\$	41,000.00
7	WRE	4xx	Pay travel costs AVID Summer Institute	\$	57,500.00
8	WRE	4xx	Supplies/Materials for AVID Elective and School Programs (LMS/LHS)	\$	10,000.00
9	RCS	111	Increase LMS Staff 2.0 FTE (English/Soc. Studies and Math/Science Positions)	\$	102,802.02
0	RCS	2xx	Increase LMS Staff 2.0 FTE (English/Soc. Studies and Math/Science Positions)	\$	71,438.70
1	WRE	4xx	Tier II/Tier III Curriculum for Student Interventions and Support in Core Content	\$	50,000.00
2	IIT	5xx	Refurbish modular space for kindergarten transition program	\$	104,640.00
3	ADMIN	111	Allowable Administrative Costs	\$	89,087.50

8 and 9 to support our students in creating a college and career implementation in our middle and high schools.
 school level.
 core content classes to provide better student:staff ratio and
 sure that we provide Tier II and Tier III supports that are directly additional pre-kindergarten experiences for 3-4 year olds in our across the district.

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	7	\$ 482,512.31
112	Classified Salaries	2	\$ 102,126.71
113	Administrative Salaries	3	\$ 161,188.68
12x	Substitute Salaries	3	\$ 207,350.00
13x	Additional Salaries	0	\$ -
2xx	Benefits	12	\$ 524,028.81
31x	Instructional, Professional and Technical Services	2	\$ 176,360.00
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	3	\$ 117,500.00
5xx	Capital Outlay	1	\$ 104,640.00
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 1,875,706.51

Total FTE 15.5

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	\$ 89,087.50
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	2	\$ 164,640.00
Improving Student Health & Safety	15	\$ 821,080.34
Reducing Class Size	2	\$ 174,240.72
Well Rounded Education	13	\$ 626,657.95

TOTAL \$ 1,875,706.51

3rd Grade Reading

3.7% growth is considered a significant achievement based upon the top 10% of districts over the last five years. "Growth projected at rates higher than this percentage is likely to be unrealistic" (SIA Guidance, p. 46).

43.8% is considered at the 50th percentile for statewide district achievement over a five year average.

District-Wide

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
41.92%	Baseline Target 0.7% growth	42.62%	43.32%	44.02%	44.72%	45.42%
41.92%	Stretch Target 2.0% growth	43.92%	45.92%	47.92%	49.92%	51.92%

Focal Groups - 3.0% growth per year

Combined Focal Groups Include - Hispanic, Poverty, SPED, Underserved Races

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
28.33%	Gap Closing <i>Combined Focal Groups</i>	31.23%	34.23%	37.23%	40.23%	43.23%

9th Grade on Track

4.4% growth is considered a significant achievement based upon the top 10% of districts over the last five years. "Growth projected at rates higher than this percentage is likely to be unrealistic" (SIA Guidance, p. 46).

84.3% is considered at the 50th percentile for statewide district achievement over a five year average.

District-Wide

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
80.7%	Baseline Target 1.2% Growth	81.9%	83.1%	84.3%	85.5%	86.7%
80.7%	Stretch Target 3.0% growth	83.7%	86.7%	89.7%	92.7%	95.7%

Focal Groups - 4% growth per year

Combined Focal Groups Included - Poverty, SPED

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
67.2%	Gap Closing Combined Focal Groups	71.2%	75.2%	79.2%	83.2%	87.2%

Four-Year Graduation

3.8% growth is considered a significant achievement based upon the top 10% of districts over the last five years. "Growth projected at rates higher than this percentage is likely to be unrealistic" (SIA Guidance, p. 46).

79.6% is considered at the 50th percentile for statewide district achievement over a five year average.

District-Wide

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
81.47%	Baseline Target "Maintain excellence"	81.47%	81.47%	81.47%	81.47%	81.47%
81.47%	Stretch Target 2.5% growth	83.97%	86.47%	88.97%	91.47%	93.97%

Focal Groups - 3.5% growth

Combined Focal Groups Included - Poverty, SPED

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
69.49%	Gap Closing Combined Focal Groups	72.49%	75.49%	78.49%	81.99%	85.49%

Five-Year Completion

2.3% growth is considered a significant achievement based upon the top 10% of districts over the last five years. "Growth projected at rates higher than this percentage is likely to be unrealistic" (SIA Guidance, p. 46).

86.1% is considered at the 50th percentile for statewide district achievement over a five year average.

District-Wide

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
89.3%	Baseline Target "Maintain excellence"	89.3%	89.3%	89.3%	89.3%	89.3%
89.3%	Stretch Target 1.5% growth	90.8%	92.3%	93.8%	95.3%	96.8%

Focal Groups - 2.0% growth per year

Combined Focal Groups Included - Poverty, SPED

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
80.55%	Gap Closing <i>Combined Focal Groups</i>	82.55%	84.55%	86.55%	88.55%	90.55%

Regular Attenders

1.2% growth is considered a significant achievement based upon the top 10% of districts over the last five years. "Growth projected at rates higher than this percentage is likely to be unrealistic" (SIA Guidance, p. 46).

80.6% is considered at the 50th percentile for statewide district achievement over a five year average.

District-Wide

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
81.3%	Baseline Target "Maintain excellence"	81.3%	81.3%	81.3%	81.3%	81.3%
81.3%	Stretch Target .5% growth	81.8%	82.3%	82.8%	83.3%	83.8%

Focal Groups - 0.75% growth per year

Combined focal groups included - poverty, SPED

Base Data 5 year Average		Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
73.24%	Gap Closing Combined Focal Groups	73.99%	74.74%	75.49%	76.24%	76.99%

The La Grande Equity Lens

Mission/Vision

1. Is the decision aligned with our district mission, vision, and strategic plan?

Engagement

2. How are all stakeholders considered or engaged in the decision-making process?

Barriers

3. What are the barriers that prevent more equitable outcomes? How does this decision increase or decrease identified barriers?

Impact

4. What groups or individuals does the decision affect both positively and negatively?
5. Does the decision increase or decrease existing disparities or produce other unintended consequences?

Sustainability

6. Is the decision sustainable?

LGSD Strategic Plan Survey

LGSD focus group survey questions.

*Required



1. How can the School District better connect with our community to increase communication, involvement and help individuals gain a greater sense of ownership in our public schools? *

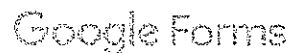
2. How can the School District best assist our students to become well rounded, contributing citizens? *

- 3. What does the School District need to improve the most to allow all of our students to learn at their potential? *

- 4. What do you want the District's greatest strength or overall purpose to be? *

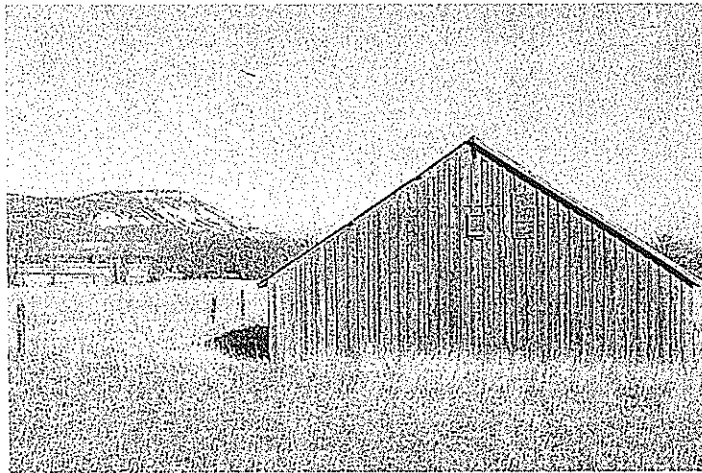
- 5. What other suggestions, comments, concerns or commendations do you have that were not mentioned above? *

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La Grande School District Strategic Plan Focus Group Report

November 2018



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Introduction to Focus Group Process

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

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

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

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

At the start of each focus group all participants were given a form with the five questions in this report. Gaye Young, Assistant to the

Superintendent/Board Secretary, and Laurie Batten, Personnel Administrative Assistant, recorded comments from each meeting for each question.

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

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

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

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

General Trends for Each Question from Focus Group and Website Survey Responses

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

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

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

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

Representative Quotes and Answers to Question 1:

- Use more modes of communication but especially utilize Facebook to advertise school events and keep the District website updated with easy to follow links. Make the website more user friendly. Have a questions/concerns interactive link on the website. “There is a lack of communication related to bus routes, calendars, delays, pick-up times, etc.” Broadcast board meetings on La Grande Alive TV. Put all public documents on a public platform; use pre-recorded videos and text messages. Do more web-based surveys like this one. “A separate extracurricular web page is needed.” Advertise, make more use of community billboards and school reader boards. Class Dojo received high marks from parents and teachers.
- For those individuals who are difficult to involve, provide a greater variety of activities where schools/staff/students are more visible in the community instead of asking these individuals to come to the schools. “If events such as pep rallies could take place downtown instead of in the school gyms they would be visible and accessible to more community members.” Allow more use of district buildings and property by civic groups. Consider waving gate fees or publicizing promotions for those individuals we are not currently attracting. Celebrate the start of a new school year with a parade down Adams Avenue with the school bands and a police escort. Where feasible, make space for a community garden on district facility grounds. Sponsor community barbecues and potlucks. Implement cost effective, logistically practical ways for staff to do home visits before school starts. Have a LGSD information booth at the Farmer’s Market, Fair, extracurricular activities, and other community events. Consider events such as parent-teacher conferences, for example, with dinner and child-care. Showcase student work in downtown business windows.
- Consider adding a full time communication/media specialist position. The job description could include responsibility for keeping the district website up-to-date. Community members need both information and an informed District person to interact

with. One person wrote, "Today EOU, BHS, UO, and OSU sports were on the news but nothing about LHS was mentioned even though six of our sports played."

- Businesses give a great deal of time and resources to the schools. ~~"It would be nice to give back through our students doing more community service projects,"~~ (Student lead community cleanup days were mentioned often). Partner with businesses to sponsor breakfast meetings about the schools, businesses, and the community. Have specific businesses adopt each school. Strengthen the connection between businesses and the schools regarding job fairs, job shadowing, mentoring, internships, and business tours.
- At the high school level, revamp parent-teacher conferences and consider open house nights that include a mini-class schedule.
- "Our schools employ a number of interesting and educated people. We should find ways to offer free, one night classes for the public on a variety of different topics. For example, offer English classes for non-English speaking parents."
- "Be aggressive about encouraging more volunteers in the schools, especially senior citizens," i.e., SMART reading program. "Most people only need to be asked." Having students formally invite individuals to volunteer can be productive for both the students and those who are asked. Consider more alumni projects.
- "I'd like to see school administrators or even teachers at community-based meetings and have relevant agency representatives invited to more district meetings." "I would like the board to be more visible in our schools and community." "Have School Board meetings in the schools occasionally."
- "Some of our biggest critics are home-schooled kid's parents. What can we offer them?"
- Create more connections with the district's farming community and form an FFA alumni group to support the LHS FFA Chapter.

- Encourage students to perform civic duties. They could offer free lawn mowing, woodcutting, and snow removal to community members in need through an organized community service program.
- “Provide parent education for all parents, not just those with problem behavior children.”
- Based on Title I status, there may be opportunities to provide more social services for families on site at eligible district schools.
- “Parents need to feel they are welcome, valued, and contributing members of their schools.”
- “Communicate to the community that public schools are still controlled and influenced by local control.”
- Consider student designed and created community murals.

Trending Suggestions for Question 1 in No Priority Order:

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

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

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

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

Offer More Community Service

Community service is one of the most mentioned items in all five survey questions (Student, staff, and business leader groups referred to it the most). High school students want to have community service during the school day. Middle school students said; "We can plant trees, flowers, and vegetables for the community and be nice". "We should have one

time a month of cleaning and helping others who need help in our community". "Teach us how to give back without expecting something in return." Many students in both student groups suggested fundraising and donating the money back to worthy community causes. Many would like to see meaningful community service projects as a graduation requirement. They say students will greatly benefit in later life from learning to give back to their community and to those who have provided for them. Some feel that through community service students will have a greater tendency to stay in the community instead of moving away after graduation and not returning as is happening in so many Oregon rural areas. National research on effective school districts lists a high level of community service/involvement as one of the key components for success. A number of individuals expressed great appreciation for the history, uniqueness, and sheer beauty of La Grande and its surroundings; they do not see the location or size as deficits.

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

Expand Students' Points of View

In comparison to larger cosmopolitan areas in Oregon, LGSD is rural and somewhat remote. There is less diversity in culture, religion, economics, social status, and the work force. Erwin and Soodak recently published an article titled "Respecting Differences". In it they document that when children respect themselves and others they feel better about who they are and are better prepared to live successfully in our increasingly diverse world. The last LGSD State Report Card viewed (2016-17) showed 5% of staff identifying themselves as racially or ethnically diverse individuals. Student diversity is listed at 18% but like

most other communities in Oregon, racial and ethnic demographics are changing rapidly. National research indicates diverse students are more successful when they see and can be with staff members who look like them and may have had similar life experiences.

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

Prepare Students for the Next Step after High School

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

A survey respondent posted, "Continue to provide experiences and opportunities that allow students to envision their lives beyond high school." A suggestion was made for a community mentor program for students that would include graduation course credit. Job fair offerings

are popular and expansion would have a great impact on student career exploration. Business leaders said that LHS students need more job interviewing skills.

Take Learning Outside the Classroom

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

Increase Curricular Offerings

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

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

senior citizen said, "Give our students more civil discourse opportunities so they can speak with respect."

A Greater Focus on Emotional Intelligence/Character Development

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

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

This is the most important question on the survey that the Planning Team will consider for the District's five-year strategic plan. It is also the question that received the most comments. A key word in question three is *all*. Many public school districts educate certain groups of students well. Very few districts are able to have all students learning at their potential. Given five years to work on this challenge, shifting resources to help create a more equitable education system, individualizing education to the extent possible, and with the school board and district leadership guiding the way, significant progress can

be made for all students to learn at their potential. The difficulty in asking this question is it does not take into account funding. For example, lowering the number of students per teacher or adding world languages to the lower grades, would require extra resources. Many Oregon school districts are experiencing budget difficulties which means the only "new money" districts will probably be able to work with will come from funds that are moved from existing programs. This is why, especially in recent times, the strategic planning process is so valuable. It allows school board members and district leadership to focus on what constituents consider the most important components of their community's schools in order to create a multi-year plan to implement the improvements. There is no possible way for LGSD to do all improvements suggested, but it can do some things mentioned through a rigorous prioritization process.

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

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

Identify students who are at risk as early as possible and provide them with as many services as possible. "We need additional opportunities for early childhood education. Many students enter kindergarten with no familiarity of education. This wastes lots of time for the students that did attend pre-school and are school ready."

Help students gain a sense of belonging, feel safe, connected, and respected. Help them find their passions.

“Continue to make professional learning communities a priority.”

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

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

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

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

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

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

Provide more technology tools, access, training, and 1-1 availability for students.

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

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

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

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

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

“Stop pushing college for all.”

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

Build stronger connections between EOU and LGSD.

“The elementary schools are not equal and students do not receive the same services.” “Have equitable services among our schools.”

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

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

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

Some students said school rules should be enforced more consistently.

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

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

Wanted for District's Greatest Strengths

- Every student will have a meaningful, positive relationship with at least one staff member
- A wise administration and highly effective/committed school board
- No barriers between staff, administration, and school board
- "Students first, always!"
- A staff member wrote, "Unite all of our schools, and make us a team."
- Operate from the premise that each student is always doing the best he/she can and we are constantly exploring ways we can make them more successful.
- A Lions Club member wrote, "Attract and hire the best teachers possible who will follow our unified purposes and desired outcomes."
- Keep evolving; Frequently prioritize what needs to improve, and effectively implement the improvements.
- A business leader said, "The District should have an intimate connection to jobs and occupational trends and steer the curriculum toward potential employment opportunities."
- Safety of our students, staff, schools, and community
- Exceptional principals who are able to lead strong, supportive staffs
- Professional learning communities that utilize data-based instructional methodology
- Acceptance of all students and having students who learn to accept others
- Highest graduation rate in the state; for students to have pride in their diploma; and for graduates to possess grit, confidence, and adaptability.
- Hard working, caring teachers.
- "Investments: investment in high-quality teachers, investment from children and their families to have pride in and be involved in their schools, investment from the district in our children's well-being, and investment from the community in supporting our schools."
- District commitment to multiple instructional delivery methods

- A school district that makes students feel welcome and cares about all of its students.
- “I want the district’s strength to be that they listen, care about, and respect staff.”
- Serve students as whole individuals; Educate them mentally, physically, and emotionally.
- Uncompromising academic and behavioral excellence imparted to graduates
- Establish and maintain an umbrella of equity so that students develop empathy and purpose.
- Outstanding basic skills education with an emphasis on literacy, which yields mastery of reading, speaking, and writing at an early age.

Wanted for District’s Overall Purpose

- A staff member said, “Our students should feel loved.”
- For the university, greater community, and La Grande School District to be united.
- “Enrich the lives of all students while providing safe, empowering, learning environments that will ensure positive contributions and outcomes for the rest of their lives.”
- “Enable our students to be capable, well-rounded members of society so they can support themselves and their families through passion for their occupation, pride in themselves, their family, their community, and our country.”
- To produce job, college, and life-ready young adults.
- Create a joy for learning by educating students so that they love learning and know how to efficiently and effectively learn on their own.
- “Motivating students to be lifelong learners, philosophers, and teachers as compared to being the most well trained and conditioned rats in the maze who just happen to have the standardized test questions memorized.”
- Producing enlightened students who seek to better society.
- To teach students how to think, not what to think.

- Exposing students to “real life learning” through teaching them to be good citizens, providing good role models, and making mentorships available.
- To help each of our students reach their full potential while making our schools exciting, innovative, enjoyable, and effective places to learn.
- To treat each and every student as an individual with their own skills, talents, and opinions.

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

1. Safety for students, staff, and facilities features along with appropriate training, policies, and procedures
2. The success and desired continuation of Professional Learning Communities
3. High graduation rates
4. Caring teachers who use instructional strategies that help each student reach his/her potential
5. All students feel welcome, are treated as individuals, and are cared for
6. An umbrella of equity
7. Basic skills mastery
8. Students are well-rounded, productive, respectful members of society
9. Students develop a love of learning
10. Students are exposed to “real life learning”

Question 5: What other suggestions, comments, concerns or commendations do you have that were not already mentioned?

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

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

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

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

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

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

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

“Hiring needs to bring in people with more diverse and outside experiences.”

"The district should seriously consider a four day week to align with surrounding school districts."

"LHS should consider removing its pay-for-play policy."

"Please eliminate Monday late start."

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

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

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

"We have a wonderful positive attitude. Thank you."

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

"Put cursive writing instruction back in the curriculum."

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

Give students access to public speaking skills.

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

"Improve relations with families who home school their children."

Expand the conscious discipline and growth mindset programs.

"Less formulaic teaching of mathematics. Worksheets are a sure way to instill a dislike of mathematics."

“Stronger science program in elementary schools. My daughter’s second grade science was the You Tube channel.”

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

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

Place a full time, licensed psychologist in each school.

More school and community after school programs.

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

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

Add longer school days and shorter school weeks.

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

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

Improve communication between schools, especially at the elementary level.

Market the district more.

Consider a junior ROTC program.

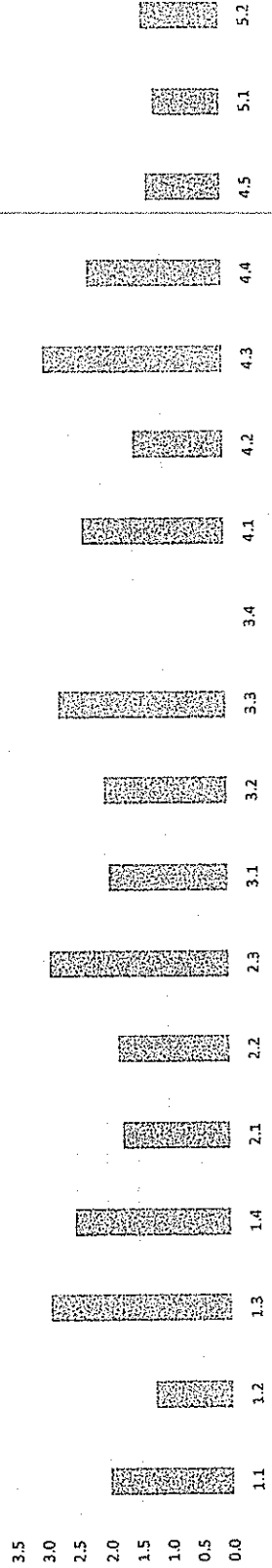
Brief Conclusions

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

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

# Staff Voting	15	15	15	15	15	16	17	17	17	17	17	17	17	17	17	17	17					
Indicator #	1.1	1.2	1.3	1.4	1.4	2.1	2.2	2.3	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	5.1	5.2		
0													x									
1	11	4	1	7	8	4	3	2	2	13	17	5	x	11	8	2	14	4	13	13	10	
2	15	4	1	7	8	12	14	2	15	1	17	12	x	5	15	15	3					
3																						
Weighted Total	30	19	44	38	28	28	31	49	31	31	34	46		37	25	49	37	21	19	22		
Weighted Average	2.0	1.3	2.9	2.5	1.8	1.8	1.8	2.9	1.9	1.9	2.0	2.7		2.3	1.5	2.9	2.2	1.2	1.1	1.3		
Overall Average	2.0																					

ORIS DISTRICT LEVEL NEEDS ASSESSMENT 12/19/18



ANNOUNCING 5-YEAR GOALS

Strategic Planning Team Announces Plan Updates

By Trish Yerges

The Strategic Planning team is winding up a year-long effort of monthly meetings and have now selected three primary goals for the district to achieve over the next five years.

Scott Carpenter director of educational programs for the district has been a member of the Strategic Planning (SP) team since its formation in August 2018. He has attended the monthly meetings held throughout the 2018-19 school year, facilitated by consultant Jerry Colonna, and he announced recently that the team has set "challenging but reachable goals" for the district.

"The team limited the number of goals to only three so that the three following goals can be high priorities and aligned with adequate and sustainable resources," said Carpenter.

Each of the goals correlated to the district's core values, its mission and especially the vision statement. Their mission statement reads: "Empower La Grande's learners to learn, staff to thrive and our community

GOALS

to prosper." The SP team's vision statement is "Prepare all La Grande students for their brightest future."

With each goal there will be performance indicators designed to divide the goals into manageable units and identify steps in the implementation process. These indicators utilize methods of measurement so that the goal processes stay on task.

Periodic assessment reports will be published 2-3 times a year and shared with the LGSD board members and district residents. These reports will show what progress has been made and if any adjustments to the goals, indicators or methods of measurement are needed.

"In this way, the Strategic Plan is a living document," said Carpenter.

The first goal, "Ensure all students are

ready to learn" has four indicators: (1) By 2024, Culture of Care strategies will be fully implemented with effective tiered interventions and a robust health and wellness program; (2) By 2024, the district will improve daily attendance rates to ninety-six percent and decrease chronic absenteeism to ten percent (17 or more absences in a school year); (3) The district will continually update its comprehensive safety plan, enhance relationships with emergency services and provide ongoing training for all staff and students; (4) By 2024, sixty percent of all students will have pre-kindergarten learning experiences.

The second goal is "Foster increased academic success" and there are three indicators for this goal: (1)

By 2024, ninety-five percent of high school freshman will be on-track (6 or more cred-

its) for graduation or completion of diploma or certificate; (2) By 2024, the district will exceed Oregon State averages in English, Language Arts and Math assessment benchmarks and annually improve achievement and growth rates; (3) By 2024, ninety-eight percent of students in the 2020 freshman class will graduate or complete high school with a diploma or certificate.

The third goal is "Develop civic-minded, engaged, life-long learners" and there are three indicators to help achieve this goal: (1) By 2024, all students will participate annually in community service, clubs, sports and/or activities within their school community; (2) By 2024, community and regional partnerships will be expanded to support students in developing into college or career ready adults; (3) The district will develop a plan to improve student competency in financial literacy and job/soft skills.

"On May 7 the Strategic Planning team met to outline measurements of those indicators and what data

we're looking for to see how we're improving on those indicators," said Carpenter.

The SP team will be broken up into committees and will start developing action plans to meet those indicators and have it ready to implement at the beginning of the 2019-20 school year.

The committees will meet regularly and the SP team will meet twice annually.

"After we have the first year template created, the Strategic Plan for the district will fall under the supervision of Superintendent George Mendoza. He will take the lead in implementing the plan," said Carpenter.

The Strategic Plan is a five-year plan with one-year plans that are updated every year. It represents a cumulative and thorough effort on the part of the SP team and community focus groups to come to this stage of development.

"The SP team has been insightful and have focused on input we got from the community, and the goals and indicators reflect what was asked for by the community," said Carpenter.

Student Success Act Spending Plan Concepts as Ranked by Individual

Choose your Top 8	Cost	1	SP Indicator
New Concept:			
New Concept:			
New Concept:			
2 Days PD	200K		1A, 1C, 2B
LMS Increased Counseling	100K		1A, 1B, 2A, 3A, 3B
Pre School & Para	140K		1A, 1D, 2B, 2C
1 CTE Teacher @ MS	100K		2A, 2C, 3B, 3C
1 Nurse	100K		1A, 1B, 1C
AVID Grades	100K		2A, 2B, 2C, 3C
2 Behavior Teachers	200K		1A, 1C, 2B
2.0 Care Coordinator/Success Sp.	120K		1A, 1B, 2A, 2B, 2C
4 More School Days	400K		All, Some, None
Extended Day Programs	70K		1A, 1B, 2A, 2B, 2C, 3A, 3B
Summer School	70K		1A, 1B, 2A, 2B, 2C, 3A, 3B
.5 or 1.0 Music Teacher LMS/LHS	50K		1B, 2A, 2C, 3A
2 Behavior Paras	100K		1A, 1C, 2B
1 or 2 Behavior Specialist	200K		1A, 1C, 2B
1 Day Work Day	100K		All, Some, None
1 TOSA Staff-Wellness & Cul. Resp.	100K		1A, 1B, 2B, 2C, 3A
Director of Behavioral Program	150K		1A, 1B, 1C, 2B, 2C, 3A
20 Minutes Added Per Day	750K		All, Some, None
PE Teachers	200K		1A, 1B, 2B, 3A
ELL Para & .5 ELL Teacher	100K		2A, 2B, 2C
Communications & Community Involvement			
1.0 Spec.	60K		All or Some
Number of Items Ranked			

Student Success Act Spending Plan Concepts as Ranked by All Votes				
Choose your Top 8	Cost	1	SP Indicator	4 day week
1.Nurse	\$ 112,825.63	133	1A, 1B, 1C,	TAG
LMS: Increased Counseling	\$ 90,404.64	122	1A, 1B, 2A, 3A, 3B	Therapeutic Counselor/Mental Health
Pre School & Para	\$ 140,000.00	98	1A, 1D, 2B, 2C	Year Round School
Behavior Teacher (K-2) **	\$ 90,404.64	98	1A, 1C, 2B	Full Time VP
Behavior Coach(1)**	\$ 90,404.64	93	1A, 1B, 1C, 2B	Home Ec./Per. Finance/Hygiene
3. Behavior Spec: Para **	\$ 145,978.41	89	1A, 1C, 2B	LHS advisory
Behavior Spec/Outreach Therapist(2)**	\$ 120,000.00	93	1A, 1B, 1C, 2B	Longer Lunch
Student Success Director **	\$ 154,110.03	66	1A, 1B, 1C, 2B, 2C, 3A	More Electives
2.Days PD	\$ 159,940.25	64	1A, 1C, 2B	More Life Skills
Extended Day Programs**	\$ 50,000.00	64	1A, 1B, 2A, 2B, 2C, 3A, 3B	More Para Support-All Schools
Summer School**	\$ 50,000.00	63	1A, 1B, 2B, 3A	Move REACH to LHS
2.PE Teachers	\$ 157,669.40	56	1A, 1B, 2A, 2B, 2C, 3A, 3B	More World History/Geography
ELL Para & SELL Teacher	\$ 92,162.33	61	2A, 2B, 2C	More Sped Inclusion
Need to Fund:	\$ 1,453,899.96			Nutrition/Healthy choice foods
AVID Middle School Grades	\$ 25,000.00	38	2A, 2B, 2C, 3C	More Second Language
Tier 2-Tier 3 Curriculum/PD	\$ 60,000.00	Need	1A, 2A, 2B, 2C	More ELA/Math Specialist
Recommend to Fund:	\$ 1,538,899.96			More (Media/Librarian)
1:0 Care Coordinator/Success Sp.	\$ 75,000.00	62	1A, 1B, 2A, 2B, 2C	No School Friday/4 day week
5 of 10 Music Teacher LMS/LHS ???	\$ 1,613,899.96			Play Based Pre-School
Recommend we wait/After School Program	\$ 45,202.32	53	1B, 2A, 2C, 3A	Shorter school day/More Days total
Want to Fund: reduce academic disparities and increase academic achievement, poverty				Small Class Size
Athletic Pay to Play Fee Reduction	\$ 55,000.00		1B, 2A, 2B, 2C, 3A	More Elective options
Nutrition Program (CEP) Support	\$ 75,000.00	Want	1B, 2A, 2B, 2C, 3A	Add Wrap around support systems
K-12 Class Fee Reductions	\$ 55,000.00		Not Strongly Tied to SP	Big Brothers/Sisters
Discussion/Recommendations?				Bilingual Programs Elementary
Recommend we address Food CEP if cost low				Spending Thoughts
Total	\$ 1,688,899.96			Add Therapist Middle School
Measure 98 Funded:				Add Tier 2/3 funds
AVID High School Grades	\$ 25,000.00		2A, 2B, 2C, 3C	Add Para Staff -1st grade
1 CTE Teacher @ MS (M98)	\$ 90,404.64	70	2A, 2C, 3B, 3C	Add Sped Staff
Not Funded				Add Tier 2/3 staff
1 Day Work Day	\$ 80,000.00	45	All, Some, None	
4 More School Days	\$ 319,880.50	18	All, Some, None	
Communications & Community Involvement 1.0				
Spec.	\$ 75,000.00	17	All or Some	
1 TOSA Staff-Wellness & Cul. Resp.	\$ 90,404.64	16	1A, 1B, 2B, 2C, 3A	
20 Minutes Added Per Day	\$ 720,000.00	12	All, Some, None	

