



STRATEGIC PLAN REPORT 2023

This is the Oregon City School District reporting on the Strategic Plan efforts as of November 3rd, 2023.

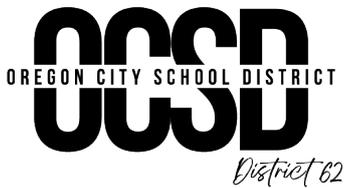


DATE CREATED

2023 / November 3rd



STRATEGIC PLAN 23-27



A COMMUNITY WIDE PLAN CAME TO LIFE. HERE IS THE REPORT.

In the following pages, you will find the reported outcomes on the district and community created Strategic Plan for Oregon City School District.

To learn more about our Strategic Plan, visit our website www.strategicplan23.ocsd62.org.

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PRIORITY 01

INSTRUCTIONAL EXCELLENCE



We will prioritize effective teaching strategies and learning opportunities that encourage student voice and agency, and are grounded in evidence-based practices, tailored to the unique needs of each student. This will include ongoing professional development for teachers and staff and using data to inform instructional decision-making and support continuous improvement.

NOVEMBER 2023

GOAL 1: BY 2027, EACH AND EVERY STUDENT WILL ACHIEVE AT HIGH LEVELS AS MEASURED BY MULTIPLE MEANS.

- State Assessments of OSAS, STAR, and DIBELS reviewed to create baseline data points for math and literacy
- Professional Learning Teams are reviewing the data at each school to determine the instructional needs of students and to develop lesson plans to support growth
- Student perception data from the Student Health Survey reviewed
- Professional Learning Community training offered for all administrators and key educator leaders in August
- Instructional Support Framework and Principal Support Framework training held for Administrators and Supervisors in August
- Instructional Leadership Team (ILT) developed; one per school
- ILT (80 members) trainings focused on MTSS, PLCs, and the 5 Ds
- Administrator Professional Development occurs monthly and is focused on instruction, feedback for classroom educators, and in building leaderships skills for management, systems, and compliance
- Professional Development for teaching staff, instructional assistants and support professionals occurred on August 28-31, September 18th, October 6th, and October 12th
- District Administrative and Leadership Team Trainings trainings included:
 - Instructional Leadership Team
 - Human Resources Training
 - Safety Training
 - 5Ds Training
 - PBIS Training
 - 4Ds and Principal Support Framework Training
 - District Attendance Plan Training
 - I-Team & SCT Chair Training
 - Core Team Meeting (admin and supervisors)
 - Additional, optional professional learning offered bimonthly in response to need



NOVEMBER 2023

GOAL 2: BY 2027, WE WILL IMPLEMENT A CONSISTENT VISION FOR INSTRUCTIONAL EXCELLENCE THROUGHOUT OUR DISTRICT.

- CLASS Design Team (teachers, specialists, union leadership, administrators) met in September and October to learn about the 5 Dimensions of Teaching and Learning August - October, Administrators have learned about the 5D Framework with outside experts as trainers
- ILT team met in August and October. Began looking at the 5Ds and then also describing what evidence would be seen in classroom visits; bridging the work to UDL, AVID etc
- AVID site plans were developed in July 2023. Site teams are connecting those plans to the strategic plan priorities
- The ILT is learning about the five dimensions with a goal of sharing it with all staff in the Spring. They are building skills/understanding with a teacher team and administrators this Fall/Winter
- Principals are learning about effective classroom walkthroughs and feedback under 5Ds look-fors



CONTINUED



GOAL 3: BY 2027, TEACHING STAFF WILL COLLABORATE USING RELEVANT AND TIMELY DATA TO MEET STUDENT INSTRUCTIONAL NEEDS SO THAT STUDENTS WILL MEET OR EXCEED GRADE LEVEL STANDARDS AND EXPECTATIONS.

- Each school's administrator and a key teacher leader trained at the national PLC conference in June 2023
- Instructional Learning Teams (ILTs) trained on Professional Learning Communities (PLCs) and are providing tailored support to their schools with provided resources
 - ILT teams for each school include both an administrator and a key teacher that was trained at the national PLC conference
- Site based training for secondary staff on how to administer the STAR assessment completed in September and then interpreting the reports
- Training on STAR Reports currently being provided to both administration and staff K-9
- DIBELS Data collected and shared with K-1 Professional Learning Teams (PLTs)
 - Content teachers are learning about how to access the reports to determine areas of focus within their classrooms
 - Elementary instructional support specialists have organized and compiled DIBELS data for K-1 PLTs so that progress monitoring can begin
- Middle school pilot on utilizing instructional assistants to support small group literacy skills for 6th grade students started

PRIORITY 02

CAREER AND COLLEGE READINESS



We will work to ensure that all students are prepared for postsecondary success, whether that be in a career or continued education by providing access to a well-rounded education that develops a broad range of skills and competencies. We will provide access to rigorous coursework and real-world learning experiences, as well as opportunities for career exploration and guidance.

NOVEMBER 2023

GOAL 1: BY 2027, ALL STUDENTS WILL HAVE A 6-YEAR PLAN (7-12TH GRADE) THAT WILL SUPPORT POST GRADUATION PLANNING.

- District Career and College Team created
- The District Career and College Team (11 teammates including counseling, career and college staff, administrators, coaches, student services, and alternative education staff) worked to identify existing and needed data
- Naviance Training on 10.11.23 included all secondary counselors, YTP coordinators, instructional coaches and the District Career & College Team
- The District Career and College Team meets every two weeks to coordinate and develop action plans for every goal within this priority area
- Middle school coaches and counselors have coordinated to begin portfolios
- The Career and College Coordinators have prepared and delivered the first module in Naviance for high school students in mentor teams
- The Career and College Administrator has met with building administrators and local business leaders to lay the groundwork for additional opportunities such as job shadows, work-related experiences, and internships. Experiences so far include: Eaton Electric tour, CCC Manufacturing Day, and the Oregon Career Fair (over 200 students participating in these experiences so far)

MEET VICTORIA MEINIG

Victoria Meinig, the new Career Pathways Administrator for the Oregon City School District and former CEO of the Oregon City Chamber of Commerce, has many years of experience supporting and collaborating with local businesses.



With a background in finance, marketing, non-profit administration, and working with diverse populations, she is a good fit for the district and the new strategic priorities.

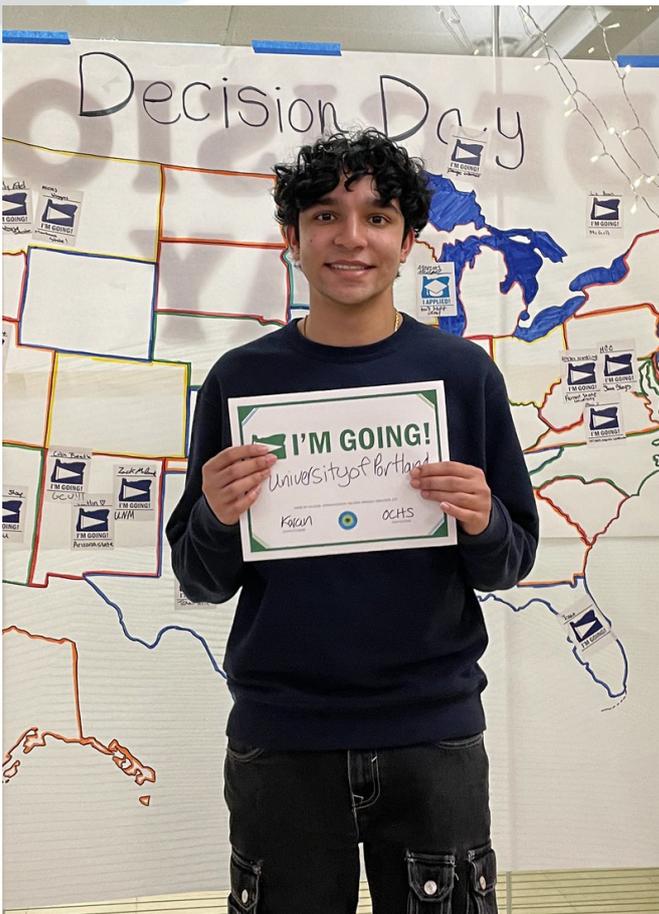
By focusing on ensuring that each student receives what is required to achieve success, Victoria and the team will collaborate to create opportunities for students to develop work-readiness skills and discover interests by exploring career pathways. These opportunities will include job talks, industry mentors, internships, and more.



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GOAL 2: BY 2027, ALL CLASSROOM TEACHERS WILL TIE THEIR UNITS OR INSTRUCTIONAL CONTENT TO CAREER AND COLLEGE READINESS AT LEAST QUARTERLY.

- The DCC Team has determined that we will utilize the 16 pathways identified by the national model
- The team has started to backwards plan both processes within this goal and has identified some first steps to building awareness and understanding of CRLs
- A CRL tracking sheet has been created by our Career and College Administrator to show developed collaboration between businesses and students
- Youth Transition Program staff are collaborating with the team to ensure inclusion.
- Data from the 2022 & 2023 Senior Surveys has been studied and will be useful moving forward



GOAL 3: BY 2027, ALL STUDENTS WILL HAVE A POST-SECONDARY PLAN FOR AT LEAST TWO YEARS OUT OF HIGH SCHOOL AND BE PREPARED TO EXECUTE IT.

- Youth Transition Program is collaborating with the College and Career Coordinators and Administrators
 - Monthly meetings working on the IEP transition goal for each student
 - Training on transition assessments for student use
 - Updated our resource page on internal website for access for Case Managers
 - Monthly audit on secondary IEPs specifically focusing on transition goals
- Career Pathways Administrator has been connecting with local businesses to develop opportunities for students to engage in job shadows, job talks, and other initial experiences in career related learning
- She is meeting with middle and high school teachers to better understand their content areas and career connections

Mission and Vision

From the very start of the steering committee for the Strategic Plan to the end, members came together from all walks of life to craft, hone, and shape our plan. This included a new mission and vision for our district.

OUR NEW MISSION

In partnership with home and community, OCSD empowers students to take ownership of their education and well-being by elevating their voices, and encouraging them to pursue their passions and explore new interests.

OUR NEW VISION

We envision a future in which every student has the opportunity to pursue their aspirations and achieve success while learning in their own ways, and where school culture supports well-being and connection that enables every student to thrive.



PRIORITY 03

ROBUST SYSTEMS FOR BELONGING & WELL-BEING



We will prioritize the well-being and sense of belonging in safe spaces for all students and staff by cultivating student voice and implementing evidence-based wellness strategies to reduce and respond to bullying, harassment, discrimination, and other forms of exclusion.

NOVEMBER 2023

GOAL 1: BY 2027, EACH AND EVERY STUDENT WILL RECEIVE SUPPORT FOR BEHAVIOR AND ACADEMICS TO ACCESS GRADE LEVEL EXPERIENCES AND SUCCESS.

- Intervention-team leads participated in a half day training in August
- All principals led a training session with their staff in August and reviewed their own data
- Intervention Team website- forms and processes updated, individual schools forms and processes updated for clear system focused on data
- In October at a principals meeting- principal progress was evaluated one-by-one and support provided as needed
- I-team leads meet monthly for support and monitoring of implementation
- Half day training occurred in August with all PBIS team leads and one school administrator
- Shawn Fletcher, PBIS TOSA, is attending meetings at the schools and also leading monthly collaboration meetings. Each school has monthly meetings
- All teachers taught targeted lessons to their students regarding “Safe, Respectful, Responsible and Kind” the first two weeks of school. These lessons include looks like/ sounds like descriptors



CONTINUED

GOAL 2: BY 2027, WE WILL IDENTIFY, DEVELOP AND LEVERAGE COMMUNITY PARTNERSHIPS TO SUPPORT STUDENT WELLNESS.

- Updated and shared referral forms for students and families for McKinney Vento and school social workers
- Building internal systems for collaboration and continuation of services and working with new hires in these positions to clarify job duties
- A community resource page has also been added to our website listing various resources available within our community
- Meet with specialist staff bimonthly to work to clarify job tasks and updated forms for access for resources

GOAL 3: BY 2027, ALL STUDENTS WILL REPORT A SENSE OF BELONGING AND BE ABLE TO IDENTIFY ONE TRUSTED ADULT, AND/OR DESCRIBE A SCHOOL-RELATED COMMUNITY TO WHICH THEY BELONG.

- Pilot activity started at Tumwata, OCLSA, and Gaffney Lane that identified at least one adult connection with each student
 - Those without an identified adult connection will be assigned to an adult for intentional connection, participation in club, or other activity
- Looking at tech based systems to document student-adult connections
- Trained leads for Attendance Teams (one per school) for a half day in August on systems to pull attendance concerns and monitor students over time. Working on consistent use of outreach: calls, letters, recognition of improvement, partnering with families
- Each school hosts attendance team meetings at least monthly; checking in with principals to monitor efforts. In principal meetings, administrators checked in with the principals 1:1 to provide support
- Meeting with Clackamas ESD and Clackamas Community College regarding collaboration, support, and resources to develop a Grow Your Own program in OCSD
- Candy Lane Principal, Jacinta Ortiz is currently working with neighboring districts/counties to learn about efforts and successes for recruitment and retention of bilingual, and diverse educators
- Through partnerships with MCREN, Dianna Grindea is moving into a new role supporting these efforts and more



VALUES



Part of the Strategic Plan was realigning our values as a district. Below are the values presented within the new Strategic Plan.

In everything we do, we focus on...

STUDENT SUCCESS

Every student has the opportunity to achieve their full potential academically, socially, and emotionally. We prioritize evidence-based instructional practices and personalized learning to ensure that every student is challenged and supported to reach their goals.

WELL-BEING

We recognize that each student is unique and may require different supports to thrive. Therefore, we prioritize individualized care and attention to each student's needs. By creating a strong foundation for student well-being, we aim to help students develop the skills, confidence, and resilience they need to succeed both in school and beyond.

COMMUNITY

Together we foster strong partnerships with families, community organizations, and local businesses to promote student success and community engagement. We recognize that education is a community endeavor and seek to collaborate with stakeholders to ensure that every student has the resources and support they need to thrive.



PRIORITY 04

ENGAGED COMMUNITIES



We will work to foster strong partnerships with families, community organizations, and other stakeholders in order to expand opportunities and partnerships and promote communication and involvement. We will engage families and community members in the education process, building relationships with local businesses and organizations, and working collaboratively to address community needs.

NOVEMBER 2023

GOAL 1: BY 2027, OUR SCHOOLS WILL EXPERIENCE CONSISTENTLY HIGH LEVELS OF FAMILY/CAREGIVER INVOLVEMENT AND PARTICIPATION IN SCHOOL ACTIVITIES OR EVENTS.

- Expanding communication efforts including website, Parent Square, Hot Minute etc
- We are currently tracking attendance data at each school for events that families are invited to attend (back to school nights, conferences, fall festivals, etc). We will be comparing this to our messaging efforts in regards to platform, frequency, and timeliness
- Attendance of family and community events at our schools:
 - Total events held: 20
 - Approximate total attendance: ~ 3,772
- Baseline Data of Volunteers from 22-23 school year: ~991 Volunteers district wide
 - Current number is ~444
- Volunteer Numbers by School:

2022-23 School Year (Total)

- Beavercreek - 141
- Bridges to Independence - 0
- CAIS - 0
- Gaffney - 103
- Gardiner - 12
- Holcomb - 96
- Jackson - 0
- John McLoughlin - 196
- OCSLA - 1
- OC Special Programs - 0
- OC Community Ed - 0
- OC High School - 14
- OC TMF - 0
- Redland - 148
- Springwater - 126
- ¡Todos Unidos! at Candy Lane - 80
- Tumwata - 54

2023-24 School Year (Fall)

- Beavercreek - 58
- Bridges to Independence - 0
- CAIS - 1
- Gaffney - 36
- Gardiner - 9
- Holcomb - 47
- Jackson - 0
- John McLoughlin - 92
- OCSLA - 1
- OC Special Programs - 0
- OC Community Ed - 27
- OC High School - 10
- OC TMF - 0
- Redland - 67
- Springwater - 65
- ¡Todos Unidos! at Candy Lane - 25
- Tumwata - 6

GOAL 2: BY 2027, ALL VOLUNTEERS WILL BE MEANINGFULLY CONNECTED TO STUDENTS AND SCHOOLS. WE WILL INCREASE PARTNERSHIP AND MENTORSHIPS FOR STUDENTS TO ENHANCE STUDENT SUCCESS.

- Assessed current established partnerships and volunteer mentors
- Evaluating accessibility of volunteer registration process and looking at exemplars across the region

PRIORITY 05

SAFE AND ENGAGING LEARNING ENVIRONMENTS



We will create safe and engaging learning environments that promote student success and wellbeing, by providing opportunities for student voice and agency, promoting cultural responsiveness, and fostering positive relationships between students, staff, and the wider community.

NOVEMBER 2023

GOAL 1: BY 2025, ALL STUDENTS, STAFF AND FAMILIES WILL CONSISTENTLY KNOW AND UTILIZE SAFETY AND SECURITY PROTOCOLS, AND UNDERSTAND THEIR UNIQUE ROLES IN EMERGENCIES.

Trained staff and students on Standard Response Protocol

8 hours of training

- Standard Response Protocol
- Worker's Compensation
- Injury Tracking, Claims
- SB-155
- Certificates of Insurance
- Safety Drills
- Emergency Response Procedures
- Field Trips
- Much more!

Vector Mandatory Trainings

- Bloodborne Pathogens
- Mandatory Reporting
- Cybersecurity Awareness
- Heat Stress Prevention
- OCSD Policy Reviews
- Standard Response Protocol

School Level Safety

Training by Administrators

- Review of building specific protocols
- Incident Reporting and Tracking
- Worker's Compensation
- Standard Response Protocol
- Safety Drills



Trainings for Students

- Short videos reviewing SRP
- Hold - September 18th
- Secure - October 2nd
- Lockdown - October 16th
- Shelter - October 30th
- Evacuate - November

Provided information to parents via district newsletters and district website

- Emergency Communication - August 25th
- Review process for an emergency
- Remain calm and wait for communication
- Ensure contact information is accurate in ParentVue
- In the event of a disaster-related emergency, Clackamas County Public Alerts Notification System is utilized

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GOAL 2: BY 2027, FACILITIES WILL BE USED FOR A VARIETY OF EDUCATIONAL, CO-CURRICULAR, AND COMMUNITY PURPOSES (SPORTS, PERFORMANCES, MEETINGS, ETC) THAT BRING COMMUNITY MEMBERS, STUDENTS, FAMILIES INTO THE BUILDING.

Collected and assessed current PTAs, neighborhood associations, and organizations and their involvement with our schools / buildings

- 4 Neighborhood Associations utilized our facilities
- Oregon City Police Department used Gardiner for their summer kids camp

Jackson campus used for trainings by:

- Clackamas Fire
- Clackamas Search and Rescue
- Multnomah County PD
- Gresham PD
- West Linn PD
- USPS
- Clackamas EMT
- Jackson and Eastham buildings also used in media productions from various companies (such as Nike and Paramount Studios)



GOAL 3: BY 2027, WE WILL SECURE FUNDS THROUGH A BOND AND BEGIN IMPLEMENTATION TO IMPROVE AND EXPAND FACILITIES.

- Assessed current state of our buildings, shared assessment report developed by BRIC Architecture to Board Members
- Created list of priority needs via the Long Range Capital Planning Committee
- Bond Steering Committee began meeting and are developing opportunities for community input
- Board members attending optional visits to our schools, other districts and also national conferences to become well informed of need and options



GLOSSARY OF TERMS

Terms are listed in order of appearance

OSAS	Oregon State Assessment of System
STAR	Math and Literacy Assessments
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
PLC	Professional Learning Community
ILT	Instructional Learning Team
MTSS	Multi-Tiered Systems of Support
5DS	5 Dimensions of Teaching and Learning
I-TEAM	Intervention Team
UDL	Universal Design for Learning
AVID	Advancement Via Individual Determination
PLT	Professional Learning Team
DCC TEAM	District Career and College Team
YTP	Youth Transition Program
CCC	Clackamas Community College
IEP	Individual Education Program
PBIS	Positive Behavior Intervention Supports

GLOSSARY OF TERMS

Continued

TOSA	Teacher on Special Assignment
CLACKAMAS ESD	Clackamas Educational Service District
MCREN	Multnomah County Regional Educators Network
SB-155	State Bill - 155
SRP	Standard Response Protocol
PD	Police Department
EMT	Emergency Medical Technician
LRPC	Long Range Planning Committee

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**WHERE STUDENTS
ARE FIRST.**



District 62

**DONDE LOS
ESTUDIANTES
SON PRIMERO.**