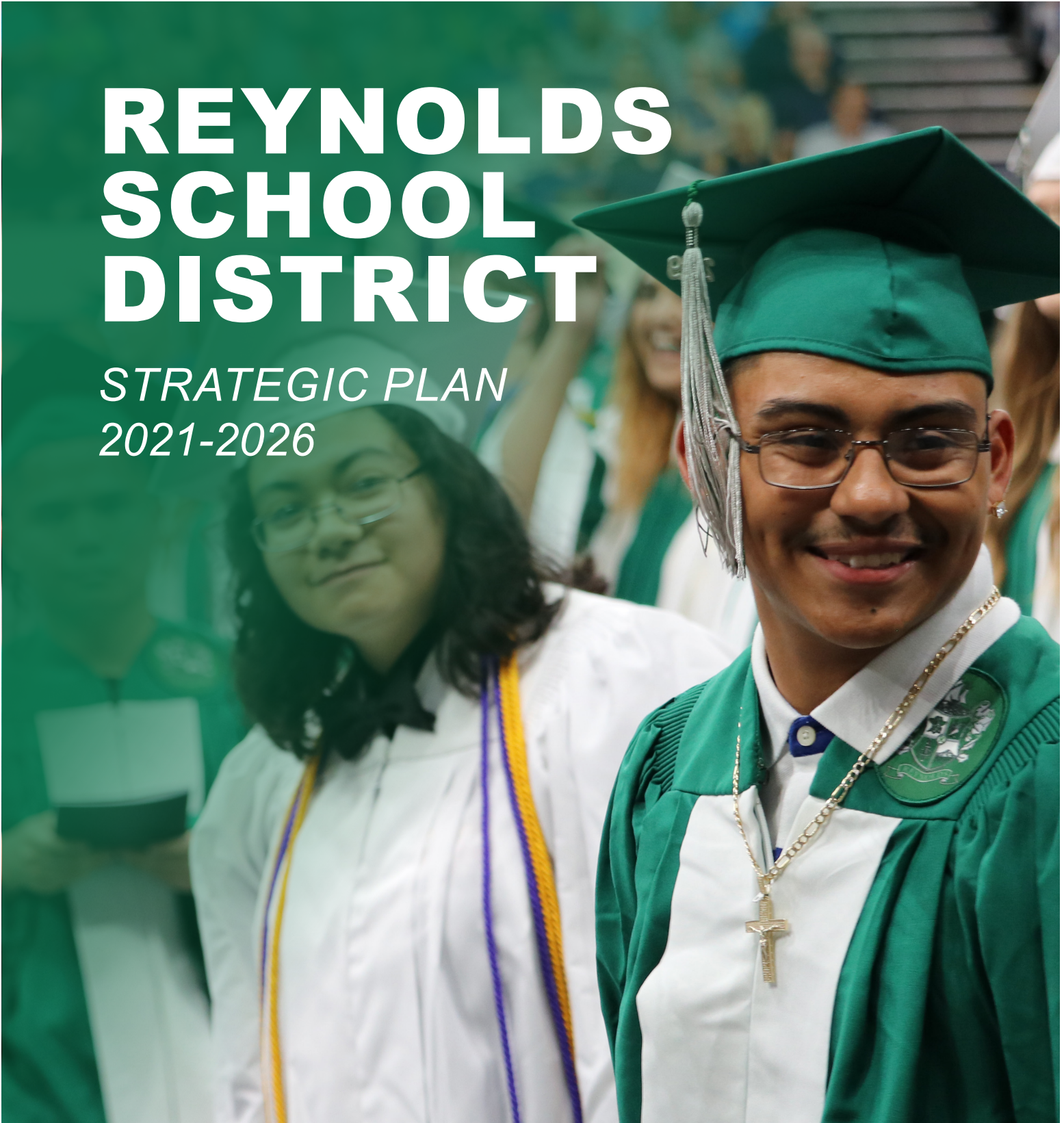


# REYNOLDS SCHOOL DISTRICT

*STRATEGIC PLAN  
2021-2026*



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## WE ARE REYNOLDS

### Dear Reynolds School District Community,

It is my honor to share the Reynolds School District Strategic Plan 2026. In light of the unprecedented impact of the COVID-19 pandemic on our schools and community, it is more critical than ever to have a unified vision and path forward for our district.

Over the past year and a half, we have worked with and listened to our community members to develop a new strategic vision for our district. This vision builds on the core pillars that remain at the heart of who we are: providing physical and emotional safety for all, using equity as a foundation for all that we do, setting high expectations with high-quality instruction, and building an inclusive and positive organizational culture.

Achieving the ambitious goals set forth in this vision will take a commitment from all of us – students, families, educators, support staff, and community members across the district. We are committed to providing a high-quality education for every child in Reynolds School District. I am inspired every day by our students and by the families and community members who are working so tirelessly to meet their needs and help them reach their full potential.

Thank you for being valued partners on this journey, and I hope that you will join us in embracing this new strategic roadmap for Reynolds School District. Together we can build a district where we prepare lifelong learners to achieve their full potential in a complex and interconnected world. **TOGETHER... “WE ARE REYNOLDS!”**

Respectfully,



Dr. Danna Diaz  
Superintendent of Schools



**TOGETHER...  
“WE ARE  
REYNOLDS!”**

# CREATING A VISION FOR REYNOLDS SCHOOL DISTRICT

During the 2019-2020 school year students, families, staff, partners and community members collaborated to define Reynolds School District's vision.

**400+**

stakeholders shared input

**18**

focus groups

**3**

community meetings

**6**

Steering Committee meetings

Throughout the process, stakeholders were asked to view the district through the lens of the Board of Education's Core Commitments and Beliefs:



1

## Safety

We believe that all students, families, and staff deserve a safe and secure learning environment.

We commit to providing physical and emotional safety across the Reynolds Community.



2

## Equity

We believe that equitable practices allow everyone within the Reynolds community to thrive.

We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.



3

## Instructional Practices

We believe that high-quality first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.



4

## Organizational Culture

We believe that the heart of a high-performing organization is its people.

We commit to becoming an inclusive and positive organizational culture.

## What we heard:

### Strengths

- Supportive community
- Diversity of the student population and community
- Strong relationships and support from community partners
- Hope and excitement for the future
- Diversity of the Board of Education

### Areas to Focus On

- Lifting the voices of students, staff, and families in developing and refining policies and procedures
- Equity as the foundation for decision-making
- Mental health supports for staff and students
- Culturally responsive curriculum and instruction
- Aligning professional learning, policies, procedures, and practices throughout the system

The process resulted in the Steering Committee and Cabinet identifying four major Goal Topic Areas that were vetted through the Board's Core Commitments and Beliefs, which are now the Four Pillars of the strategic plan. The four major Goal Topic Areas are:

- Marginalized Students
- Culturally Responsive Instruction
- Student and Staff Wellness
- Professional Development

The Cabinet collaborated with staff representing the Reynolds Administrator Group (RAA), the Reynolds Education Association (REA), and the Oregon School Employee Association (OSEA) to form four Goal Topic Teams charged with reviewing and aligning the Goal Topics to Board Goals and Core Commitments, establish goals and timelines for each area, and identify tangible evidence for the completion of each goal.

*We thank everyone involved for your dedication and support as we do this important work for the future of our district!*

# MISSION AND VISION STATEMENTS

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## **MISSION:**

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

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## **VISION:**

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

## GOAL TOPIC 1: Marginalized Students



### DESCRIPTION:

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

### ACTION STEPS:



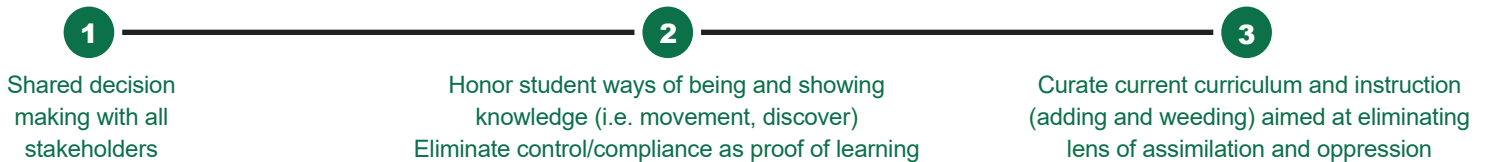
## GOAL TOPIC 2: Culturally Responsive Teaching



### DESCRIPTION:

We will interrupt bias and microaggression in curriculum and instructional practices.

### ACTION STEPS:



## GOAL TOPIC 3: Student and Staff Wellness



### DESCRIPTION:

We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

### ACTION STEPS:



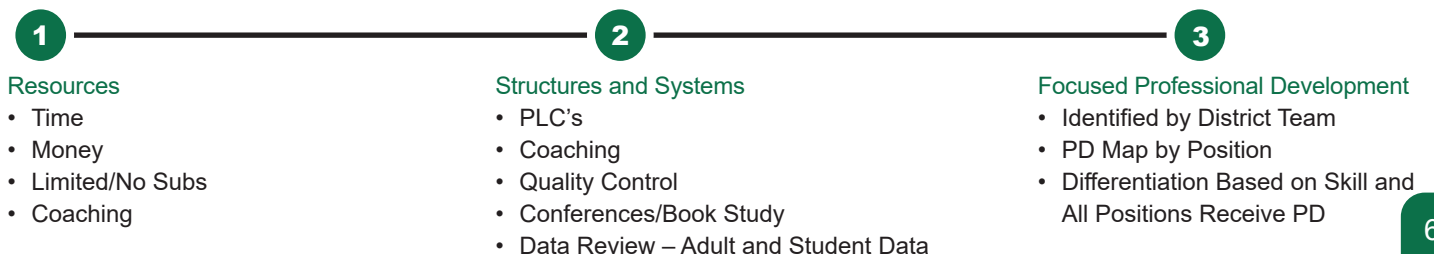
## GOAL TOPIC 4: Professional Development



### DESCRIPTION:

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

### ACTION STEPS:



# GOAL TOPIC #1

MARGINALIZED STUDENTS



# 1

## In order to give voice to our marginalized\* populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

*\*In Reynolds, we define "marginalized" as those students and families who are furthest from justice and those who have been historically silenced in our school system. Our marginalized population is identified as our Black and Brown students. We believe that if we address the disparities faced by our Black and Brown students, it will positively impact other groups facing systemic barriers.*



### GOALS

- ✓ **Elevate Voice:** We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.
- ✓ **Remove Barriers:** We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.
- ✓ **Communication:** We are committed to truly listen and create timely/efficient communication systems.
- ✓ **Improve the academic and social experience** for Black students and families in RSD.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



### METRICS

- ✓ **METRIC 1: Elevate Student Voice**
  - No less than three times per year, schools and district-level departments will use a combination of surveys, empathy interviews\*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. (The ultimate goal is to ensure that there is a true representation of the school/district community in decision making.)
- ✓ **METRIC 2: Remove Barriers**
  - District departments or schools will identify the top three barriers to the goals on an annual basis.
  - RSD will analyze the data from graduation rates, acceptance rates to 4-year universities/trade programs, and percentage rates of identified students in Talented and Gifted Programs of historically marginalized students and disaggregated for Black Students.
- ✓ **METRIC 3: Communication**
  - At the conclusion of each outreach opportunity, RSD schools and or departments will use input sessions, surveys, and/or community feedback to identify internal and external barriers to student and community communication.
  - Annual equity progress review to address barriers identified by families.

*\*An empathy interview uses a human-centered approach to understand the feelings and experiences of others.*



ACTION STEPS	LEADER	EVIDENCE
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**ELEVATE VOICE**

<p>Adhering to the metrics listed, each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students.</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure that the diversity of your team represents the community you serve.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> </ul>	<p><b>SCHOOLS</b></p> <p>-----</p> <p><b>ACADEMICS</b></p> <p>-----</p> <p><b>COMMUNICATIONS &amp; COMMUNITY RELATIONS</b></p>	<ul style="list-style-type: none"> <li>Increased participation in community conversation and/or surveys.</li> <li>Increased access points for feedback (more offerings than surveys; i.e., follow up emails, home visits, etc.).</li> <li>District-wide and school-specific input sessions to be done that involve all stakeholders (publish topics in advance, solicit ideas, provide agenda, and then summarize meeting in writing).</li> <li>Identify groups and ensure that there is representation at all input sessions, specifically families and community members from our Black community.</li> <li>Chat Session, a type of empathy interview, as the initial session to identify barriers and data (be specific about what works and what is not working in regards to participation).</li> <li>Follow-up sessions for assessing effectiveness of the systems.</li> <li>Provide ongoing professional conversations to allow all staff to internalize the importance of having an ethnic and racial equity lens in communication.</li> <li>Create sustainable systems (i.e. train counselors to advocate for students) to ensure that all staff are trained in equity and anti-racism. All staff will be a voice and an ear for students who need them the most.</li> </ul>
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**REMOVE BARRIERS**

<p>Each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students.</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> <li>Communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure that the diversity of your team represents the community you serve.</li> <li>Adopt a research-based, district-wide equity screener.</li> </ul>	<p><b>SCHOOLS</b></p> <p>-----</p> <p><b>ACADEMICS</b></p> <p>-----</p> <p><b>COMMUNICATIONS &amp; COMMUNITY RELATIONS</b></p>	<ul style="list-style-type: none"> <li>Increase participation of Black students in programs like TAG and AP offerings, ASB, and culturally specific clubs.</li> <li>Create systems for which historically silenced populations are part of the decision-making process.</li> <li>Specifically identify Black voices to measure levels of trust and to rate positive experiences.</li> </ul>
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**COMMUNICATION**

<p>Each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students. developing an action plan.</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> <li>Communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure that the diversity of your team represents the community you serve.</li> <li>Prioritize the act of "follow through" in the cycle of communication to honor the time and input by all.</li> </ul>	<p><b>SCHOOLS</b></p> <p>-----</p> <p><b>ACADEMICS</b></p> <p>-----</p> <p><b>COMMUNICATIONS &amp; COMMUNITY RELATIONS</b></p>	<ul style="list-style-type: none"> <li>Give dual pathways for parents and district/ schools to communicate in preferred languages.</li> <li>Provide multiple pathways for parents to reach out to RSD schools and departments.</li> <li>Publish meeting notes and/minutes on public forum for accountability.</li> </ul>
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# GOAL TOPIC #2

## CULTURALLY RESPONSIVE TEACHING



# 2

## We will interrupt bias and microaggression in instructional practices.



### GOALS

- ✓ Share decision making with all stakeholders.
- ✓ Honor student ways of being and showing knowledge: student voice and choice.
- ✓ Eliminate control/compliance as proof of learning.
- ✓ Curate curriculum.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



### METRICS

- ✓ **METRIC 1: Listening**
  - Annual improvement in stakeholder survey and listening session participation rates that mirror student demographics.
- ✓ **METRIC 2: Elevate Student Voice**
  - Annual improvement in student survey data about voice and choice.
- ✓ **METRIC 3: Equitable Grading**
  - Annual progress toward equitable grading practices at each grade level.
- ✓ **METRIC 4: Culturally Responsive Teaching**
  - Annual progress curating curriculum toward culturally responsive teaching across all grades and subject areas.

ACTION STEPS	LEADER	EVIDENCE
<b>SHARED DECISION MAKING WITH ALL STAKEHOLDERS</b>		
Establish shared definitions for Culturally Responsive Teaching.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• Shared definition of Culturally Responsive.</li> </ul>
Establish a baseline. Do our stakeholders currently view our teaching practices as culturally responsive?		<ul style="list-style-type: none"> <li>• Baseline data established.</li> </ul>
Establish a process to ask this every year to track year over year data; include in the CEE survey.		<ul style="list-style-type: none"> <li>• Standardized questions established for annual stakeholder survey.</li> </ul>
Establish a process to annually listen and learn "live" with stakeholder groups to hear the actual voices of our community, with an equity lens on who our stakeholders are.		<ul style="list-style-type: none"> <li>• Annual stakeholder "listen and learn" sessions are completed and stakeholder feedback captured.</li> </ul>
Establish student exit survey to determine why students "leave" school.		<ul style="list-style-type: none"> <li>• Survey results collected and presented annually.</li> </ul>

<b>HONOR STUDENT WAYS OF BEING AND SHOWING KNOWLEDGE: STUDENT VOICE AND CHOICE</b>		
Establish a baseline of student perception of their current level of voice and choice.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• Baseline of student perception about voice and choice established.</li> </ul>
Increase student voice and choice in their educational experience.		<ul style="list-style-type: none"> <li>• Clear evidence that student voice and choice have increased and that student response is representative of our student population.</li> </ul>
Establish a way to measure student voice and choice year over year.		<ul style="list-style-type: none"> <li>• Standardized questions established for annual student survey. If insufficient evidence of student response, then re-open and re-communicate the survey.</li> </ul>
Ensure addition of electives or choice, especially equity in PE, art, music offerings in elementary.		<ul style="list-style-type: none"> <li>• Additional elective choices added to course catalogs at secondary, and choice coursework added at elementary. Full time PE and music in elementary.</li> </ul>

<b>ELIMINATE CONTROL/ COMPLIANCE AS PROOF OF LEARNING</b>		
Establish equitable grading practices and accompanying communication strategy to families.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• District-wide grading policy established, adopted as Board policy, and communicated to families.</li> </ul>
Separate "will" from "skill" in feedback.		<ul style="list-style-type: none"> <li>• Academic grading limited to information about mastery of curricular content.</li> </ul>
Stop issuing summative grades for formative assessment.		<ul style="list-style-type: none"> <li>• Feedback about other student behaviors given separately or not at all.</li> </ul>
Establish clear success criteria (i.e. rubrics) for summative grading across a variety of assessment formats.		<ul style="list-style-type: none"> <li>• Clear success criteria established for all summative grading opportunities.</li> </ul>

<b>CURATE CURRICULUM</b>		
Add ethnic studies coursework at all grade levels.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• Ethnic studies courses offered at all secondary schools, and at elementary, incorporate ethnic studies into units of study.</li> </ul>
Supplement adopted curricular materials with culturally responsive texts.		<ul style="list-style-type: none"> <li>• Culturally responsive texts adopted.</li> </ul>
Ensure curricular materials present multiple perspectives on content.		<ul style="list-style-type: none"> <li>• Scope and sequence documents established, ensuring multiple perspectives in all content areas.</li> </ul>
Implement social justice, multicultural education, and ethnic studies in curricular content and enhance cross-curricular approach.		<ul style="list-style-type: none"> <li>• Scope and sequence documents established, infusing social justice, multicultural education, and ethnic studies in all content areas.</li> </ul>

# GOAL TOPIC #3

## STUDENT AND STAFF WELLNESS



# 3

**We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.**



## GOALS

- ✓ Develop and implement a robust District-adopted wellness policy that focuses on physical, mental-emotional, and social health for students, family, and staff.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



## METRICS

- ✓ **METRIC 1:** Draft plan presented to Board for adoption.
- ✓ **METRIC 2:** Revision of related board policies.
- ✓ **METRIC 3:** Development of a wellness policy guide.
- ✓ **METRIC 4:** Evidence of ongoing meeting of wellness committee.

ACTION STEPS	LEADER	EVIDENCE
Form standing Wellness Committees at all levels – Elementary, Secondary, & Staff Wellness Committees.	<p style="text-align: center;"><b>STUDENT &amp; FAMILY SERVICES</b></p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>COMMUNICATIONS &amp; COMMUNITY RELATIONS</b></p>	<ul style="list-style-type: none"> <li>• <i>Formation of a committee with elementary, secondary, and staff representation.</i></li> </ul>
Review/revise Board policies and federal and state guidelines related to student and staff wellness. Review and offer recommendations to the Policy Review Committee.		<ul style="list-style-type: none"> <li>• <i>Meeting minutes of the Wellness Committee that reflect a review and revision of Board policies and federal/state guidelines.</i></li> </ul>
Revise Board policies related to student and staff wellness.		<ul style="list-style-type: none"> <li>• <i>Meeting minutes of the Wellness Committee that reflect a review and list of recommendations to the policy review committee.</i></li> </ul>
With stakeholder input, draft a Wellness Policy Guide aligned to the revised Board policies related to student and staff wellness.		<ul style="list-style-type: none"> <li>• <i>Completion of a Wellness Policy Guide.</i></li> </ul>
Over the next five years, periodically survey student, staff, and family (parent/guardian) stakeholder groups and review Oregon Healthy Kids Survey results.		<ul style="list-style-type: none"> <li>• <i>Committee develops a survey and annual survey schedule.</i></li> </ul>
Ensure Wellness Committee meets quarterly every year.		<ul style="list-style-type: none"> <li>• <i>Schedule of committee meetings and minutes that reflect quarterly meetings.</i></li> </ul>
Build an action plan to commit to improving student, family, and staff wellness. Make other and online resources available.		<ul style="list-style-type: none"> <li>• <i>Wellness Action Plan.</i></li> </ul>

# GOAL TOPIC #4

## PROFESSIONAL DEVELOPMENT





# 4 We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.



## GOALS

- ✓ Improving the quality of professional development for all staff while eliminating systems of racism and oppression to become a high performing, culturally responsive school district.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



## METRICS

- ✓ **METRIC 1:** Voluntary staff retention - less retirement and reduction in force.
- ✓ **METRIC 2:** Measure the quality of delivery and content of professional development by using a standardized feedback form across departments.
- ✓ **METRIC 3:** Results from the annual community and staff RSD perception survey (CEE Survey).
- ✓ **METRIC 4:** Measure RSD recruitment of applicants, hiring, and retention of candidates of color.

ACTION STEPS	LEADER	EVIDENCE
Build a rubric for culturally responsive practices.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Rubric.</i></li> </ul>
Utilize PLCs, staff meetings, and conferences to measure implementation of the PD offerings.	<b>SCHOOLS</b>	<ul style="list-style-type: none"> <li>• <i>Conferences/Book Study.</i></li> <li>• <i>Data Review – adult and student data meeting minutes.</i></li> </ul>
Develop and implement an effective coaching and mentoring model that provides ongoing support to staff.	<b>HUMAN CAPITAL MANAGEMENT</b> ----- <b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Reestablish a mentoring program that is inclusive of all staff.</i></li> <li>• <i>Research-based coaching model in place.</i></li> </ul>
Design a professional development tracking form for all staff in every department that outlines a professional development pathway focused on equity, safety, instructional practices, and organizational culture. Create a PD Map by position designed for all staff from start date to retirement differentiated by skill for all positions.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Results from the professional development tracking.</i></li> <li>• <i>Development of professional development guide, including registration and participation.</i></li> </ul>
SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices.	<b>SCHOOLS</b> ----- <b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>SIP/DIP plans.</i></li> </ul>
Articulate professional development standards.	<b>HUMAN CAPITAL MANAGEMENT</b> ----- <b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Adopted standards.</i></li> </ul>
Design a standardized feedback form to measure the quality of delivery and content of all PD.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Standardized PD feedback form.</i></li> </ul>
Departments and schools will examine and derive SIP/DIP action steps from community and staff perception survey results annually.	<b>SCHOOLS</b> ----- <b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Documentation of data and steps taken.</i></li> </ul>
All staff who exit RSD will complete a feedback form focused on organizational improvement.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Exit survey data.</i></li> </ul>
Review existing policies, resources, and practices with a culturally responsive lens to eliminate systems of racism and oppression in areas including, but not limited to: recruitment, selection/hiring, evaluation, and coaching.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Recruitment and Hiring Data.</i></li> </ul>