



**Strategic Plan Report:  
Medford School District  
Medford, Oregon**

---

May 2026

**Superintendent**

Jeanne Grazioli

# Table of Contents

|   |    |
|---|----|
| Executive Summary.....                      | 3  |
| Current State.....                          | 4  |
| Vision Statement.....                       | 8  |
| Strategic Priorities.....                   | 9  |
| Priorities and Strategies.....              | 13 |
| Comments and Recommendations.....           | 15 |
| Appendix A: Data Sources.....               | 16 |
| Appendix B: Interviews.....                 | 18 |
| Appendix C: Retreat Agenda & Attendees..... | 20 |
| Appendix D: Retreat Flip Chart Notes.....   | 21 |

# Executive Summary

In March 2026, the Medford School District (MSD) initiated a request for services to support the development of a new strategic plan. [Spiro Coaching Institute](#), a bi-coastal consulting firm with offices in Ashland, OR and Greensboro, NC, was hired to facilitate the campaign. The process ran from March to June 2026. You can view [the full timeline here](#).

Project components: August 2025 through April 2026

- August: Begin collecting data and laying the groundwork for strategic planning.
- November-January: Researched and interviewed multiple consultants to assist with the process.
- February: Strategic Planning interest form opened.
- March and April 2026: An extensive literature review of recent and existing community surveys, documents, and strategic principles guiding MSD.
- April 2026: Interviews were conducted with ten (10) key stakeholders representing various parts of the MSD community. Interviews were conducted via video conferencing. A series of structured questions were used for each interview, to maintain consistency in data gathering.
- April 22, 2026: A retreat with 34 key stakeholders was conducted to:
  - Develop a new Vision statement for MSD
  - Review and shape the collected data into strategic Priorities and Strategies.
  - At the retreat, a work group was assigned to each identified strategic Priority and were charged with identifying two primary Strategies that would be most impactful towards the accomplishment of their assigned Priority.
- Final report with recommendations: Compilation of the work into a strategic planning summary report, with recommendations from the consultant.

# Current State

MSD encompasses 361 square miles in the heart of Southern Oregon's Rogue River Valley. It serves approximately 13,548 students in 13 elementary schools, one K-8 outdoor school, three middle schools, three high schools, and four charter schools. Within these schools MSD offers three schools of choice: a K-8 outdoor school, a school of arts, and a project-based high school.

MSD currently utilizes the following guiding principles:

**Medford SCHOOL DISTRICT**

**OUR STUDENTS**

**SHARED VISION**  
**ALL ARE LEARNING & LEARNING IS FOR ALL**

**SHARED PURSUITS & VALUES**  
All own their present and future,  
All are known and challenged,  
All achieve their potential,  
All options are open and hopeful.

**SHARED RESULT**  
ALL graduate with the skills, knowledge, curiosity, and drive to succeed in a job, trade school, college, or university.

**PRIORITIES**  
**CURRICULUM OPTIMIZATION:**  
Support ELA and Math Achievement  
**MSD RELATIONSHIPS:**  
Build a Thriving, Engaged, and Connected District  
**STUDENT SUCCESS:**  
Improve Student Career Readiness K-12  
**SAFETY AND SECURITY:**  
Do the Basics Well  
**FOSTER INCLUSIVE SCHOOL COMMUNITIES:**  
Students are Safe and Supported  
**FINANCIAL STEWARDSHIP:**  
Support Educational Priorities

**MSD STUDENTS...  
ARE READERS,  
ARE NUMERATE,  
ARE ENGAGED,  
...GRADUATE and LEAVE PREPARED!**

## Medford SCHOOL DISTRICT LEADERSHIP DEFINITION

In the Medford School District, leadership matters. We aspire to become **ABLE** Leaders:  
**A**cting with Courageous Leadership; **B**uilding Collaborative Relationships; **L**iving Disciplined Character;  
 and **E**nsuring High Quality Student Learning. We...

### Act with Courageous Leadership:

- ▶ Hold students at the center of our work and bring our shared vision to life.
- ▶ Act and make decisions that are grounded in evidence, equity, and a relentless pursuit of excellence.
- ▶ Thoughtfully challenge the status quo and use courageous conversations, curiosity, and engagement to empower our teams toward a more hopeful tomorrow.
- ▶ Inspire students, teams, and each other to continuously improve, and celebrate those improvements.

### Build Collaborative Relationships:

- ▶ Work to establish and grow trust from all stakeholders by communicating clearly and transparently, listening well, and seeing others.
- ▶ Embrace feedback, using it to inform decision-making and improve the system.
- ▶ Build shared decisions and drive collaboration by acting as servant leaders, assuming positive intent, and caring for and learning from others.
- ▶ Fiercely dedicate ourselves to learning for ALL, and believe that connections between and among our students, employees, families, and community will lead to a more hopeful future.

### Live Disciplined Character:

- ▶ Model constant personal growth, intentional reflection, and self awareness.
- ▶ Welcome the hard work of our roles, approaching tasks and failing forward with grit and a growth mindset.
- ▶ Own our decisions, lead and respond with grace, hold ourselves accountable, and are quick to apologize and quicker to forgive.
- ▶ Lead with integrity, honesty, empathy, kindness, humility, and joy.

### Ensure Quality Student Learning:

- ▶ Continually work toward systemic equity and ensure that ALL students are known by name, strength, and need, and then do something about it.
- ▶ Possess an unwavering commitment to students and rigorous, data-driven, research-based learning outcomes for ALL.
- ▶ Ensure that students own their present and future, listen to their voices, and adapt our systems to best meet their needs.
- ▶ Recognize that students are whole human beings with individual needs, and strive to provide an environment that is inclusive, welcoming, compassionate, and hopeful.

## Medford SCHOOL DISTRICT | Story of a Student

Our Story of a Student embodies the knowledge and skills our students need to bring their stories to life.



### AGENCY

All students write their own stories.

#### MSD LEARNERS:

- Seize opportunities and courageously pursue challenges.
- Solve problems with determination and grit.
- Embrace change by boldly taking risks.
- Exercise healthy habits for mind and body to become their best selves.



### GROWTH

All students learn in a place where learning is for all.

#### MSD LEARNERS:

- Embody curious and creative thinkers.
- Develop deep interests and personal strengths.
- Exhibit a strong work ethic and remain resilient through adversity.
- Innovate utilizing a variety of tools including technology and the arts.



### CONNECTION

All students care about others and actively contribute to their communities.

#### MSD LEARNERS:

- Communicate effectively through listening, speaking and writing.
- Engage others in a welcoming, respectful, supportive way.
- Demonstrate kindness to others and themselves.
- Care for the community, world and environment.

MSD's current mission is:

All students graduate with the skills, knowledge, curiosity and drive to succeed in a job, trade school, or university.

**In assessing the current state of MSD, the following themes emerged:**

**STRENGTHS:**

**Strong, Caring Staff Culture**

- o Dedicated and professional teachers and staff.
- o Student-centered, hardworking, and motivated by genuine care for kids rather than political agendas.
- o *Opportunity:* This intrinsic motivation is a powerful foundation the new administration can build on by investing in retention and recognition.

**Supportive Roles at the School Level**

- o Addition of assistant principals and social-emotional advocates at the schools.
- o These roles are making a visible difference in behavior management and student support.
- o *Opportunity:* There is a desire to expand and sustain these types of roles.

**Community Partnerships and Family Engagement**

- o Utilizing partnerships and efforts to involve parents.
- o Board meeting structure giving classified employees, certified staff, and student body presidents a voice.
- o *Opportunity:* This is an impactful practice worth deepening.

**Fiscal Responsibility and Resources**

- o Strong financial stewardship and spending meaningfully per student
- o Solid facilities and resources
- o *Opportunity:* The district is well-positioned to be strategic rather than reactive in how it deploys resources.

**Curriculum Direction**

- o Defining a reading and math curriculum is headed in a good direction.
- o *Opportunity:* There is momentum here to follow through. Investments made can pay dividends if implementation is supported consistently.

### **Transparency and Inclusive Decision-Making**

- o Recent moves toward greater transparency (notably how the superintendent search was handled) and asking for input from employees.
- o *Opportunity*: This is a relatively new cultural shift that can be expanded and institutionalized.

### **Diverse Program Offerings**

- o High school academic opportunities, pathways for career interests, and options like homeschool blends are attractive features that help retain families.
- o *Opportunity*: Building on these programs of choice could be a meaningful enrollment and retention lever.

# Vision Statement

The April 22, 2026 retreat participants identified six potential vision statements. The one with far and away the most votes of support was the following:

***To lead our MSD community by cultivating innovative thinkers, who are fully prepared as engaged citizens in an ever-changing world.***

# Strategic Priorities

Utilizing all data gathered for this project, the following opportunities emerged.

## **OPPORTUNITIES:**

### **Student Behavior & Safety**

- o The single most dominant concern across employee surveys, community feedback, and the superintendent search.
- o Staff feel unsafe and unsupported; consistent consequences are lacking.

### **Trust & Transparency**

- o Surfaces in nearly every data source. Transparency scored lowest in district perception ratings (40% "poor").
- o Rebuilding trust is a top expectation for the new superintendent.

### **Curriculum Dissatisfaction & Micromanagement**

- o The district-created flipping books and curriculum guides are widely criticized as burdensome.
- o Staff feel their professional autonomy has been stripped, taking the joy out of teaching.

### **Staffing Shortages & Workload**

- o Understaffing cuts across every role — teachers, classified, custodial, nursing, and Special Education — creating unsustainable workloads and burnout.

### **Leadership Quality & Visibility**

- o Both staff and community members want leaders who are present, approachable, and responsive, not removed or top-down in approach.

### **Special Education Strain**

- o Consistently among the lowest-scoring areas, with high caseloads, inadequate staffing, and lack of clear guidance across all levels.

**Student-Centered Focus & Equity**

- o The aspirational and consistent thread in the data — every student should be known, challenged, and prepared.

**Communication Gaps**

- o Between district office, administrators, and building-level staff
- o A recurring frustration across all stakeholder groups.

**Fiscal Stewardship & Resource Alignment**

- o Concerns about top-heavy administration and misaligned spending, with strong desire to redirect resources to classrooms.

**Academic Achievement & Future-Readiness**

- o Attendance, literacy, math proficiency, graduation rates, and career readiness are the measurable outcomes the district is accountable for delivering.

## **ORGANIZED OPPORTUNITIES:**

The ten opportunities were then organized into three Priorities, which were reviewed and agreed upon at the April 22, 2026 retreat:

### **Building Trust & Relationships (Internal & External)**

- Communication Gaps
- Curriculum Dissatisfaction & Micromanagement
- Leadership Quality & Visibility
- Trust & Transparency (i.e., Confidence that leaders will be forthright, honest, responsive, and accountable - and their actions will match their words.)

### **Financial Stability & Sustainability**

- Fiscal Stewardship & Resource Alignment
- Staffing Shortages & Workload
- Strain on Special Education

### **Student Achievement Gaps**

- Academic Achievement & Future-Readiness
- Student Behavior & “Safety” (student wellbeing/safe student behavior)
- Student-Centered Focus, Retention, & Equity

A few observations worth noting:

- Building Trust & Relationships holds the most themes (4), reflecting that the district's most urgent and widespread challenge is relational and cultural — not just operational
- Student Behavior & Safety could reasonably sit under *both* the Trust and Achievement headers, as it undermines both staff morale and student learning simultaneously

- Staffing Shortages also bridges both Financial and Trust categories, since inadequate staffing erodes both fiscal efficiency and staff confidence in district priorities

**Utilizing the findings above, retreat participants identified primary strategies that would have the biggest impact for MSD – see next page:**

# Priorities and Strategies

## **Priority #1: Building Trust & Relationships**

**Strategy #1: Craft a model of clear communication and feedback that can be used widely and across MSD (e.g. the 360° communication loop model)**

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

**Strategy #2: Clarity in expectations (tight and loose) for district alignment**

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

## **Priority #2: Financial Stability & Sustainability**

**Strategy #1: Develop and sustain a world-class recruitment, onboarding, and retention strategy**

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

**Strategy #2: Engage our community to re-imagine a sustainable and highly effective public education system in MSD.**

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

## **Priority #3: Student Achievement Gaps**

**Strategy #1: Increase attendance by aligning with parent/family value, knowing each and every learner, and having a system to identify, support, and address barriers.**

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

**Strategy #2: Ongoing professional development/training**

- For all staff
- An instructional model (scaffolding, assessment, and differentiation)
- Clear expectations with accountability

To Do:

- Identify person/group to lead this Strategy
- Develop Action Steps

# Comments and Recommendations

MSD has made a very strong start in developing their new strategic plan. Superintendent Jeanne Grazioli began this process with the goal of focusing on fewer things and doing them better. In the process, the community had created a new Vision statement, as well as the targeted, strategic Priorities, each with two bold yet realistic strategies. Of course, more work needs to be done. It is suggested that MSD focus on the following next steps:

Socialize the newly created Vision statement, Priorities, and Strategies with key community stakeholders for their feedback.

Constituents to consider may include:

- o Interviewees for this project
- o Retreat attendees
- o Staff and student leaders
- o School Board

Identify and convene team leaders and groups to develop:

- o Develop Action Steps for each Strategy.
- o Develop a high-level financial model linking strategic priorities with the resources needed. *Note: A sample template is on the next page.*
- o Develop a presentation to be used with internal and external constituents.

Develop an MSD decision-making rubric, incorporating the Vision:

- o Share it openly to enhance transparency of how key decisions are being made.
- o Utilize it to make important decisions in implementing the Strategic Plan.

Acknowledge and formalize accountability:

- o Identify how people will be held accountable for the implementation of the plan – both the administration and other involved constituents.
- o Share progress transparently.

# Appendix A: Data Sources

MSD provided the following [data](#) as relevant sources of academic and perceptions data collected from a wide array of community stakeholders. ODE academic data offered an overview of district demographics, student success rates, and state goals for 13,548 students, 708 teachers, and 377 staff members. Additional input came from the YouthTruth Survey (4,843 students and 2,486 parents), the Employee Experience Survey (993 employees), the Superintendent Search Survey (287 respondents), the Voices of the District Survey, 10 stakeholder interviews conducted by Spiro, and the Superintendent Student Advisory Committee (13 students). Together, these sources represent approximately 4,884 student responses, 2,613 parent responses, and 1,174 staff responses.

## Sources of Existing Data:

- ABLE Leadership
- Current Vision & Values for MSD
- Employee Experience Results
- Employee Job Satisfaction
- Employee Experience Weighted Averages - MSD Staff Experience 10.25
- Leadership Definition - Feedback Working Doc
- Medford School District Youth-Truth Insights Deck 25-26
- Medford Survey Report Superintendent Search Data
- MSD-Profile-At-A-Glance
- Priorities - Summary of Feedback from Administrative Leadership
- Story of a Student/Feedback Working Docs from Leadership
- Superintendent Search Medford Survey Report
- Superintendent Qualities and Characteristics
- Superintendent Student Advisory Group
- Themes From Employee Survey Comments Section

**Interviews:**

Additionally, the consultant interviewed 10 key constituents, to gather more detailed vantage points. Interviewees included:

- Interviewee 1      Parent, active community member
- Interviewee 2      Versatile Educator and Administrator
- Interviewee 3      BlendEd Teacher, Innovation Academy
- Interviewee 4      Employee, Community Member
- Interviewee 5      Elementary Teacher
- Interviewee 6      Teaching & Learning Facilitator
- Interviewee 7      School Counselor
- Interviewee 8      Elementary Principal
- Interviewee 9      High School Special Education Assistant
- Interviewee 10     Special Education ERC

# Appendix B: Interviews

## Questions Used:

Name:

Role:

How long have you been affiliated with MSD:

1. What is working well in the Medford School District that the administration should leverage further?
2. From your perspective, what information would you like the new administration to know?
3. [Jack and the Beanstalk question] If you had three magic beans and could give them to the superintendent to apply to the Medford School District, how you advise she use each one?
4. In your perception of the Medford School District, what would you recommend they Continue doing? Stop doing? Start doing?
5. Looking back three years from now, if you were incredibly proud of what has been accomplished in the Medford School District, what might you be bragging about?
6. Anything else that would be useful for me to know?

## Themes from Interviews:

### **Staff-Administration Trust Deficit & Communication Gaps**

This was the most pervasive concern across nearly every interview. Teachers and classified staff feel a significant "chasm" between themselves and district leadership — voiceless, distrusted, and left out of curriculum and decision-making. Multiple respondents called for more visible leadership presence in schools, clearer communication channels, and genuine inclusion of classified employees in district-level conversations.

### **Student Behavior, Mental Health & Social-Emotional Support**

Interviewees across roles — parents, teachers, counselors — flagged student behavior as a major drain on learning environments. There's strong consensus that consistent, early, and well-resourced social-emotional learning (SEL) supports are needed at all levels, particularly in elementary school. One interviewee specifically called for measurable mental health outcomes as a 3-year success benchmark.

### **Staff Retention, Morale & Wellbeing**

High turnover — of teachers, counselors, and administrators — came up repeatedly as both a symptom and a cause of instability. Respondents want MSD to become an "employer of choice," with better recognition (big and small tokens of appreciation), competitive salaries, and leadership that celebrates staff. Lastly, there was a theme of being able to ask for help without fear of retribution.

### **Academic Quality, Curriculum Consistency & Educational Model**

There is tension between the pace of curriculum changes and their actual implementation quality. Several interviewees questioned the 100-year-old educational model and called for a more modern approach — slowing down early learning, increasing rigor in middle school, improving literacy and numeracy instruction, and reducing over-reliance on technology (e.g., Chromebooks). Consistent alignment between classroom instruction and assessments was also flagged.

### **Enrollment Decline, Family Retention & Community Partnerships**

Multiple respondents raised concern about families leaving the district and not being re-engaged. Suggestions included expanding programs of choice, proactively reaching out to families who left, and deepening partnerships with local businesses, employers, and civic organizations to make MSD more attractive. Safety concerns and school quality perceptions were cited as reasons families exit.

# Appendix C: Retreat Agenda & Attendees

## Medford School District - Strategic Planning Meeting April 22, 2026

### AGENDA

| Time          | Activity   |
|---------------|--|
| 8:00-8:30am   | Arrive, breakfast refreshments, get settled in   |
| 8:30-8:40am   | Welcome & Overview/Purpose for the Day, Introduce Facilitator Jeanne Grazioli and Rob Kramer |
| 8:40-9:45am   | MSD Vision Creation  |
| 9:45-9:55am   | Transition   |
| 9:55-10:30am  | Complete MSD Vision Creation   |
| 10:30-10:45am | <b>BREAK</b>   |
| 10:45-11:45am | Develop Strategic Plan Goals & Initiatives – part 1  |
| 11:45-12:25pm | <b>LUNCH</b>   |
| 12:45-1:20pm  | Develop Strategic Plan Goals & Initiatives – part 2  |
| 1:20-1:35pm   | <b>BREAK</b>   |
| 1:35-2:45pm   | Develop Strategic Plan Goals & Initiatives – part 3  |
| 2:45-3:00pm   | Next Steps, Closing Comments, Adjourn  |

### Attendees:

49 attendees were invited to participate in a full day of strategic planning. Out of those invited, 34 stakeholders attended the planning day. The 34 attendees are comprised of 9 self-identified parents, 14 staff members, 16 administrators, eight self-identified community members, and one self-identified Medford Business / Community Partner. Unions were also represented that day as MEA and OSEA leadership were in attendance. Lastly, the MSD School Board was represented with one Board Director in attendance.

# Appendix D: Retreat Flip Chart Notes

## Strategic Planning Day Notes Vision, Priorities, and Strategies

**MSD Vision:** “To lead our MSD community by cultivating innovative thinkers, who are fully prepared as engaged citizens in an ever-changing world.”

### Future Questions:

- ***It's 2036. What is MSD known for that it isn't in 2026?***
  - “Innovative, developmentally appropriate instructional design with experience-based learning”
  - “Student engagement that increases attendance, academics, and provides purpose for learning.”
  - “A nimble system that responds to the changing needs of students”
- ***What exists in 2036 because MSD stopped operating in self-limiting ways?***
  - “Having the willingness to change.”
  - “Focusing on the individual rather than standards/grouping.”
  - “More fluid and engaging collaboration”
- ***In 2036, the best teachers in the country are choosing to come to work in MSD. Why?***
  - “Strong culture and climate - human-centered - part of decision-making.”
  - “Focus on professional growth and support.”
  - “Teaching and learning grounded in research-based best practices.”

## Primary Strategies:

- **Building Trust & Relationships**
  - Craft a model of clear communication and feedback (i.e., the 360 model)
    - Communication loop
  - Clarity in expectations (tight & loose) for district alignment
- **Financial stability & Sustainability**
  - Develop and sustain world-class recruitment, onboarding, and retention
  - Engage our community to reimagine a sustainable and highly effective public education system in MSD
- **Student Achievement Gaps**
  - Attendance (Get 'em here!)
    - Parent/Family Value
    - Know each & every learner
    - Systems to identify, support, and address barriers
  - Professional Development / Training (Skills of Adults)
    - All staff (ongoing)
    - Instructional model (scaffolding, assessment, elements of UDL)
    - Differentiated
    - Brain Science / Developmentally Appropriate
    - Clear expectations with accountability

## Priorities and Strategies:

*Where do we see ourselves going (developing, accomplishing, changing) in the next 1-3 years? How and in what ways can we move forward? What are the primary things we could do? (bold/specific/realistic)*

### Table 1

Improve Communication/Transparency

- Common Communication Platform for Family Communication (i.e., Parent Square)
  - Improve Communication
  - District Office to staff... but how?

Safety/Behavior

- Expedited, appropriate placements
- A return of consequences
- Clear expectations
- Engagement / developmentally-appropriate practices/curriculum
- Funding / \$
- Being efficient with resources, staffing, and systems

## **Table 2**

### Building Trust + Relationships

- Settling contracts
- Strategic focus/risk-taking (middle school family engagement)
- Ensure feedback loops on decision-making

### Financial Sustainability + Stability

- “Right-size”

### Student Achievement Gaps

- Plan to close gaps

## **Table 3**

### More PD Dedicated Trainings

- Planned PD Plan > Teaching Interventions
- Focus on “How” we’re teaching

### Clear Communication Expectations

- In Buildings > Can Predict

### Completely Redesign SPED

- Research where it's working?

### Alignment & Autonomy are related to in silos (use data)

- More Parent Involvement
- Higher Attendance
- More and reallocate resources to student supports

## **Table 4**

### Thinking creatively about how we use the money and resources we have

- 4-day school week
- Staffing
- Remote work for some staff
- Consolidate schools

### Every school builds relationships with community partners

- Families as an avenue for community building
- Creating an Advocacy group for SPED/student services resources (put pressure on the state to provide funding/support)
- Work with local agencies to provide more mental health services for students
- Schools as community hubs
- Quality teacher retention committee (educator/staff)
- Districtwide / school site
  - Book studies

**Table 5**

SPED: Staff Members

- Shared Leadership
  - Staff who are experts
- Training & Support
  - Meaningful & focused
  - With resources
  - Manageable caseloads

Leadership Quality & Visibility

- Include staff in decision-making
- Multi-tiered meetings
  - Email communication
  - Active collaboration

Communication

- Encourage all relevant voices
- Feedback loop

**Table 6**

- Problem-solving committees with all stakeholders
- Clear communication about systems and feedback loops
- Professional development opportunities - specifically for classified staff
- Community + Parent engagement
- State-level advocacy for funding priorities
- Language equity with staff > not just teachers - educators includes all staff