

SHAPING 4J's FUTURE

Strategic Planning Process for the Eugene School District

Identify Trends & Issues

Phase 1

August 2006 – February 2007

Assess the trends & instructional issues that will affect school facilities, program location & resource needs in the future.

Product: Trends and Issues Report

School Board: Review report & provide direction for Phase II

Activities

Gather Data

Enrollment trends, school building capacity, staff turnover, etc.

Analyze Instructional Issues

- Best practice research
- Focus groups
- Staff identify options & priorities for addressing a specific issue

Collect Feedback on Draft Report

Publish draft report & collect feedback via the 4J website

Develop Possibilities for the Future

Phase 2

February – June 2007

Describe different alternatives for the district's future that respond to the issues that emerged in Phase 1.

Product: Report Describing Future Possibilities

School Board: Review report & provide direction for Phase III

Activities

Develop Alternatives

Integrate instructional options & priorities that emerged in Phase 1 into alternative directions for the future

Analyze Feasibility of Future Alternatives

Assess costs, impacts & feasibility of the alternatives

Collect Feedback on Draft Report

Publish draft report & collect feedback via the 4J web site

Assess Community Preferences for Future Possibilities

Phase 3

Fall 2007

Present the possibilities to our community & get input on community preferences.

Product: Report to School Board

Activities

Public involvement

Activities will be planned in summer 2007, with direction from the School Board

October 2006

Present Superintendent Recommendations

February 2008

Adopt School Board Action

Spring 2008

PLANNING IN 4J



The Eugene School District is beginning a new strategic planning process called **Shaping 4J's Future**. This process is focused on several unanswered questions about how and where the district will provide instructional programs to best serve our students, in light of declining enrollment and changing student demographics and needs. Our choices will guide school size and grade configuration, location of schools and programs, and related decisions over the next 5-7 years.

Shaping 4J's Future will build upon ongoing instructional planning and previous district plans.

Board Instructional Goals

- Increase achievement for all students
- Close the achievement gap
- Provide equal opportunities for all students to succeed

Ongoing Instructional Planning

District instructional initiatives, including:

- literacy & math
- data-driven decision-making
- improved testing environments
- cultural competence
- integration of regular & special education
- high school program configuration

Curriculum planning & integration

504 services to students with disabilities

TAG services

Library/media center services

Physical education & nutrition education

Arts

School improvement plans & other initiatives within each school

Previous District Plans

1. Schools of the Future 2000
2. School Closure & Consolidation 2001
3. Strategic Facilities Long-Range Plan 2002
4. Access & Options 2004

Many of the recommendations from these plans have already been implemented.

Some recommendations are still to be addressed during **Shaping 4J's Future** including:

- placement of special education programs
- location of alternative elementary schools that are now co-located with neighborhood schools
- potential boundary changes

Shaping 4J's Future

1. Special Education: What is the right model for special education in 4J? What are the implications?
2. Title 1: What is the right model for Title 1 in 4J? What are the implications?
3. English Language Learners: What is the right model for ELL in 4J? What are the implications?
4. Pre-Kindergarten and Full Day Kindergartens: Are 4J elementary schools going to house and support full day kindergartens and/or pre-kindergarten programs? What are the implications?
5. High School Sizes: What size high schools, including alternative schools, is the district willing to accommodate? What are the implications?
6. Elementary and Middle School Size: What size elementary and middle schools, including alternative schools, is the district willing to accommodate? What are the implications?
7. Technology: How will technology support district operations and instruction (regular instruction and such programs as special education and ELL)? What are the implications?
8. Grade Configurations: Should 4J consider implementing alternative grade configurations (e.g., K-8 or primary schools), and, if so, which ones? What are the implications?