

**Lane County School District 4J
Eugene, Oregon**

**SUPERINTENDENT'S GOALS for 2009-10 and 2010-11
October 21, 2009**

Each fall, the board and the superintendent agree on a set of annual goals that, along with the superintendent's job description and contract, are the criteria used in the annual evaluation of the superintendent. The following superintendent goals are aligned with the 2009-10 Board Goals and Annual Agenda and the key results set forth in the goals.

The board and superintendent goals are intended to focus our attention on a few key priorities to ensure that we can succeed; that we continue to work within our means; and that we can measure our progress along the way. Staff also will develop department and school-level outcome goals to help achieve the key results.

I. STUDENT ACHIEVEMENT

Board Goal: Increase achievement for all students and close the achievement gap.

Key Results

1. By 2011-12, the district will implement state-adopted content and performance standards, and outline the knowledge and essential skills that students will demonstrate at the critical transition stages of elementary and middle school, in order to achieve the Oregon diploma.

Superintendent Goal:

- *Establish content and performance standards in 2009-10 that outline the knowledge and essential skills that students need to master by the end of transition grades 5 and 8, in order to be on track to earn an Oregon diploma.*
2. By 2012-13, the district will provide targeted resources for elementary and middle school students who are not on track to demonstrate the knowledge and essential skills needed upon entry to high school, and for high school students needing additional support to meet the new graduation requirements.

Superintendent Goals:

- *Assess the resources needed to support elementary, middle and high school students who are not on track to graduate, and develop a proposal for Budget Committee consideration in February 2011 for implementation in 2011-12.*
- *Conduct an alternative school review of the Eugene International High School (IHS) program by March 1, 2010, to ensure that the program has a clearly distinctive instructional strategy and supports district goals for student achievement, access and diversity, in keeping with the Alternative Schools board policy and the adopted School Choice Access and Options of March 2005.*

- *Develop a plan for and complete a progress review of the North Eugene High School small schools initiative by October 2010, and develop recommendations regarding small school structure, school culture, district and school policies and practices that build upon and support student success, and meet board goals.*
3. By 2012-13, the district's overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading and math will increase to 90% and 85% (currently 80% and 76% respectively), and the gaps for racial/ethnic subgroups – African American, Hispanic, and Native American – will be cut in half (currently 10-20%).

Superintendent Goals:

- *Increase the percentage of 4J students who meet the OAKS benchmarks in reading and math by 2.5 percentage points by spring 2010.*
 - *Increase the percentage of African American and Hispanic students who meet OAKS benchmarks in reading and math by five percentage points and the percentage of Native American students who meet OAKS benchmarks in reading and math by three percentage points to narrow the achievement gaps by spring 2010.*
4. By 2013-14, the overall graduation rate for 4J students will improve by 50%, based on the formula used for calculating high school graduation rate for the 2008-09 school year, with the rates for African American, Hispanic, and Native American students increasing at an accelerated rate to narrow the gaps for racial/ethnic subgroups.

Superintendent Goal:

- *Meet the incremental targets developed by the Instructional Leadership Team to increase the graduation rate for African American, Native American, and Hispanic students by 2013-14 and implement targeted intervention strategies starting in 2009-10.*

II. STEWARDSHIP OF DISTRICT RESOURCES

Board Goal: Provide prudent stewardship of district resources to best support student success, educational equity and choice.

Key Results

1. In 2009-10, the district will review and update the facilities long-range plan and establish a timeline for a capital bond measure in 2011 or after.

Superintendent Goal:

- *Update the district's technology and facilities plans, set program priorities, and identify funding strategies, including a recommended timeline for the next bond measure, by September 2010.*

2. By 2012-13, the district will implement a sustainable budget that maintains reserves at or above board targets, minimizes the use of one-time funds for ongoing expenses, and optimizes the use of short-term resources to improve student achievement and increase operational efficiency while reducing long-term capital needs.

Superintendent Goals:

- *Develop strategy options for achieving the board's sustainable budget goal and present a proposal to the board and Budget Committee by February 2011.*
 - *Provide a status report to the board by April 2010 on the district's implementation of the efficiency measures accepted from the OSBA/Chalkboard business audit.*
 - *Conduct a focused review of Special Education services to identify opportunities to increase student achievement and optimize cost-effective strategies and practices, and present a report to the board in April 2010.*
3. By 2009-10, the district will complete the district's workforce diversity plan and by 2012-13, will increase the representation of minority teachers to 10% of licensed staff (currently about 6%), to make progress toward meeting the goals of the Oregon Minority Teacher Act.

Superintendent Goals:

- *Complete the district's workforce diversity plan by November 2009.*
 - *Increase the representation of minority teachers to 7.5% of licensed staff for the 2010-11 school year, and provide report to the board by December 2010.*
4. By June 2012, the district will implement the Shaping 4J's Future adopted recommendations related to differentiated staffing and enrollment transfers for middle and high schools.

Superintendent Goals:

- *Implement enrollment and transfer limits for middle and high schools for the 2010-11 school year.*
- *Develop options for implementing a differentiated staffing ratio, in alignment with the board's direction from Shaping 4J's Future, and present options and recommendations to the board in February 2010.*

III. STAKEHOLDER ENGAGEMENT

Board Goal: Engage the community, staff, families, students, elected officials and other stakeholders in supporting our schools and improving educational outcomes for all 4J students.

Key Results

1. In the 2009-11 biennium, the board will work with other local school districts, the Lane County legislative delegation, the Superintendent of Public Instruction, other elected

officials, OSBA and other groups to secure adequate and stable state school funding for the 2009-11 biennium and to advocate for legislation in support of increased student achievement and the local control of schools.

Superintendent Goal:

- *Facilitate opportunities for district leadership to interact with local legislators regarding district priorities and school funding prior to and during the February 2010 special legislative session.*
2. The board and staff will work with community stakeholders and organizations to increase the opportunities for all 4J students to receive the public education and related services that they need to succeed in school.

Superintendent Goals:

- *Expand communications and outreach with stakeholder groups whose voices are not typically represented through community organizations and traditional public input processes.*
- *Develop and implement a Superintendent's Student Advisory Council for the 2009-10 school year to access student voice and feedback to the superintendent, staff and board on key issues affecting their education and related programs and services.*