2013-14 BOARD GOALS and ANNUAL AGENDA

Excellence, equity and choice are the core values that have shaped the board’s direction and actions over the last ten years.

In School District 4J, we believe that every student in every school can excel and that it is our responsibility as a board to ensure that every student has equitable access and opportunity. While our district has many strengths and successes to build on, we also must improve to make this vision a reality. In our current system, inequities exist among schools in terms of their ability to address students’ educational needs. These inequities affect student performance and contribute to an achievement gap.

The agenda for the Eugene School District 4J Board of Directors is established in accordance with district policy as a statement of those issues that the board believes are the highest priority for action in the coming year and beyond. It is also a statement of the outcomes and results against which the board will evaluate the district’s and the board’s success, and it reflects expectations consistent with state college and career readiness goals and federal requirements. The agenda is reviewed and modified at the beginning of each school year.

We recognize that implementing the agenda and achieving the board goals may be affected by the availability of district financial and staff resources. Despite reductions in staff and school days, we are setting ambitious goals for student achievement. We are actively aligning our resources to enhance learning and deliver the best possible results for every student.

These outcome goals and key results help us focus our efforts where improvement is most needed. It does not describe everything we are dedicated to doing. Although not all programs and services are specifically addressed in these goals and key results, we are committed to providing a comprehensive education that meets the needs of each student.

KEY RESULTS are the specific changes in behavior, knowledge, skills, status and level of functioning that will be observable and measurable and should allow us to answer the question: “How will we know we were successful?” Our outcome goals should be attainable within 1 to 4 years, while longer-term goals should be achievable within a 4 to 7 year timeframe.

These board goals will allow us 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. Upon the board’s adoption of these goals and key results, the superintendent will develop superintendent, department, and school-level outcome goals that will help achieve the key results.
I. STUDENT ACHIEVEMENT

Goal: Increase achievement for every student and close the achievement gap.

The board is committed to ensuring that every student graduates and is college and career ready. Every school must improve teaching and learning with a focus on the Common Core State Standards. Our expectation is that every student will make at least one year of academic growth in each school year. All staff shall provide the support needed to actively engage students in their learning. Some schools will require additional resources to achieve district and state academic goals and close the achievement gap.

Key Results

1. By 2015-16, the district will implement the Common Core State Standards, providing clear goals for student learning in English language arts and math and focusing instruction on the knowledge and essential skills that each student will demonstrate for college and career readiness and to achieve the Oregon diploma.

   Sponsor: Sara Cramer

2. In 2013-14, continue tracking both formative academic growth and college and career readiness measures and Oregon Achievement Compact targets, so that this data can inform instruction and resource allocation decisions. These measures include:

   • the proportion of ninth graders earning six credits;
   • the percentage of students fully scheduled at each grade level;
   • attendance rates by grade level;
   • EXPLORE college and career readiness results for eighth grade students;
   • PLAN college and career readiness results for tenth grade students;
   • OAKS (Oregon Assessment of Knowledge and Skills) and essential skills performance for all students and for subgroups;
   • graduation rates for four-year and five-year cohorts;
   • the number and percentage of graduates who enter two-year and four-year colleges; and
   • the number of graduates who are still enrolled in postsecondary education 16 months following their high school graduation.

   Sponsors: Laurie Moses, Sara Cramer, and Oscar Loureiro

3. By 2013-14, the district’s overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading, writing and math will increase by 12% from 2007-08, with the target adjusted for the change in the passing score. The gaps for African American, Hispanic, Native American, multi-ethnic, special education and economically disadvantaged students will be cut in half, with the target adjusted for the change in the passing score. Those students in the class of 2014 not meeting the OAKS benchmarks in reading, writing, and math will show mastery of essential skills in those areas using any of the alternatives to OAKS approved by ODE so that they can satisfy graduation requirements.

   Sponsors: Sara Cramer, Laurie Moses, and Cheryl Linder

4. By 2020-21, the five-year cohort graduation rate for 4J students in regular education will reach 100%. Students with disabilities, after four or five years of high school years, will attain a regular, modified, or extended diploma or a certificate of program completion, resulting in a cumulative 100% five-year completion rate.

   Sponsor: Brad New, Marilyn Williams and KC Clark
II. STAFF CAPACITY BUILDING

Goal: Build our staff capacity to perform at a high level.

Staff capacity to deliver high quality instruction is a key lever to student success. Collaborative, data-informed decision-making processes, proficiency in culturally responsive practices, and continued systemic professional development are essential to our success as a school district.

Key Results

1. In 2013-14, continue implementing our plan to expand access to robust data and analyses that inform instruction, personalize learning and better support district planning and leadership decision-making by:
   • improving the timeliness and usability of the data through Synergy, the 4J data portal and other tools, and
   • expanding access to such information to all staff members.
   We will measure our progress in this area through user surveys.

   Sponsors: Oscar Louriero and Matt Hayes

2. By June 2014, all schools will be effectively using formative and summative student data to inform instruction and personalize learning and to identify strategies for providing support to students at risk of falling behind.

   Sponsors: Sara Cramer and Laurie Moses

3. By June 2014, implement collaborative practices K-12 that lead to a more systemic and flexible approach to teaching and learning, such as job/school embedded professional development, common planning time, lesson study and instructional teaming strategies.

   Sponsor: Laurie Moses

4. By 2014-15, complete implementation of our aligned teacher and administrator effectiveness and growth systems, with the purpose of developing and retaining a highly skilled and high performing workforce. Improve alignment of our principal evaluation and teacher evaluation. By June 2014, all teacher and administrators will have developed SMART goals that specify growth goals in student academics, professional practice, professional development, as well as a related action plan.

   Sponsor: Celia Feres-Johnson

5. By June 2015, train additional teacher cohorts to strengthen teacher expertise district-wide in best practices that enhance instruction, student achievement and college and career readiness. Deepen the expertise of principals to observe and support high quality instruction.

   Sponsor: Celia Feres-Johnson and Tasha Katsuda

III. STEWARDSHIP OF DISTRICT RESOURCES

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

The board will direct district resources to support the instructional core and to provide educational equity and choice while maximizing administrative and operational efficiency within a sustainable budget. The district must also respond to declining enrollment, regional enrollment patterns, a student population with more diverse needs, uncertain revenue streams and escalating costs.
Key Results

1. By 2019-20, the district will develop a sustainable budget strategy that
   • funds a full school year and reasonable class sizes, reaching a target of 22 students per classroom teacher at elementary and 25 students per class at middle and high school;
   • supports staffing and programs needed to achieve a 100% five-year cohort graduation rate, including fully scheduling all high school students;
   • provides full-day kindergarten;
   • provides a sustainable health services program;
   • maintains reserves at or above board targets;
   • minimizes the use of one-time funds for ongoing expenses,
   • optimizes the use of short-term resources to reach student achievement goals, and
   • increases operational efficiency while reducing long-term capital needs.

   Sponsor: Simone Sangster

2. During 2013-14, the district will review and adjust our need index methodology for calculating licensed teacher staffing for individual schools. This will improve the transparency, equity, and effectiveness of resource allocations. It will also ensure that resources are allocated to schools based on the needs of students within those schools.

   Sponsor: Oscar Loureiro

3. By September 2017, complete construction of Howard, River Road/el Camino del Rio, Roosevelt and Jefferson school buildings. Beginning in 2014, provide annual reports to the community from the Bond Review Committee regarding the investment of 2013 bond measure funds.

   Sponsors: Jon Lauch and Barb Bellamy

4. By November 2013, determine whether to continue receiving services from the Lane Education Service District or develop a plan to provide those services within the district or in consortium with other providers by 2014-15.

   Sponsors: Shelley Berman and Cheryl Linder

5. By June 2014, dispose of the Civic Stadium properties and review the district's land holdings and property classification as in use, reserve, or surplus.

   Sponsor: Jon Lauch

6. By June 2014, improve and centralize processes and reduce energy consumption to further leverage our taxpayer resources.

IV. STAKEHOLDER ENGAGEMENT

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

   In order for the board to provide effective leadership, it must communicate with and establish working relationships with students, families, staff, the community, and other governmental agencies and engage these stakeholders in supporting our students and schools.
Key Results

1. In 2014-15, the board will work with other local school districts, the Lane County legislative delegation, the Governor’s Chief Education Officer and education advisor, the Deputy Superintendent of Public Instruction, the City of Eugene, other elected officials, OSBA and other groups to advocate for legislation in support of increased student achievement envisioned in Oregon’s 40-40-20 goal, the funding level identified in the Oregon Quality Education Model and the local control of schools.

   Sponsors: Shelley Berman and Board

2. The board and staff will work with the 4J Equity Committee to create community partnerships and connections that increase the opportunities for every 4J student to meet college and career readiness goals and receive the related services that they need to succeed in school.

   Sponsors: Carmen Urbina

3. By June 2014, the board will provide timely parent access to all of their student’s information about grades, assignments, progress and attendance through the district’s student information system, so that families can better support student learning and success in school.

   Sponsor: Peter Tromba

4. By June 2014, the Board will consider new strategies for expanding public engagement and provide direction for 2014-15.

   Sponsor: Barb Bellamy