EUGENE SCHOOL DISTRICT 4J
2013–14 GOALS, STRATEGIES, AND ACCOMPLISHMENTS and
2014–15 INITIATIVES AND METRICS

At Eugene School District 4J, excellence, equity and choice continue to drive the significant work occurring in the district. Despite facing another year of challenging financial times, in 2013–14 the district continued to innovate and make progress in meeting the goals adopted by the Board of Directors, which are the following:

I. **Student Achievement**: Increase achievement for every student and close the achievement gap.

II. **Staff Capacity Building**: Build our staff capacity to perform at a high level.

III. **Stewardship of District Resources**: Provide prudent stewardship of district resources to best support student success, educational equity and choice.

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

This document provides a summary of the district’s progress toward the four goals, and plans for the upcoming year. For each goal, the remainder of this document provides:

- **Strategies**: a description of key approaches to address the goal;
- **2013–14 Accomplishments**: a summary of the major accomplishments during the past year (2013–14);
- **2014–15 Plans**: a brief description of initiatives planned for the new school year (2014–15); and
- **Key Metrics**: examples of important measures to track progress on the goals for the future.

Please note that the strategies listed in this document are translations of the existing 2013–14 Key Results. The Key Results were translated into this action-oriented format to facilitate strategic planning conversations.

With the information provided in the proceeding table, the Board of Directors and staff can better understand where the district is currently, and can develop an effective plan for continuing the work to ensure that every student graduates from high school and is college and career ready.
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.

To achieve this goal, the district worked on implementing the Common Core State Standards in schools across the district, using data to improve decision-making to close the achievement gap, increasing graduation rates, and preparing students to be college and career ready.

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<td>1. Challenge and support each student with a rigorous and relevant curriculum and instructional strategies aligned to the Common Core State Standards (CCSS) and Essential Skills; and prepare each student for the Smarter Balanced Assessments (SBAC).</td>
<td>• Provided CCSS professional development (particularly in math) • Implemented CCSS aligned curriculum in math and piloted “Being a Writer” • Enhanced STEM and virtual learning opportunities for students</td>
<td>• Provide enhanced CCSS professional development in language arts and continue efforts in math • Select a new K-12 science program through an adoption process • Implement SBAC</td>
<td>OAKS and SBAC scores: Percentage of students demonstrating mastery of essential skills in math, reading and writing</td>
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<td>2. Utilize data measuring academic growth, and college and career readiness, to inform differentiated instruction, increase a diagnostic approach to teaching, and guide resource allocation decisions to ensure excellence and equity for each student.</td>
<td>• Supported data teams at each school with essential skill coordinators and regional essential skill coordinators • Increased individual use of data to differentiate and improve instruction through use of SMART goals as part of the teacher effectiveness process • Assessed each school’s leadership plans for whether they were organized to advance instruction and improve student achievement • Experimented at some schools with proficiency-based teaching and learning that continually utilized formative assessment data to improve student understanding and performance • Improved data access and capacity to provide better and more accurate data for teachers, administrators and the Board</td>
<td>• Further strengthen data teams • Expand use of SMART goals • Continue to enhance data accessibility and accuracy • Create an annual 4J staff survey</td>
<td>Staff survey results</td>
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<td>3. Raise the achievement of all students and improve equity by reducing the achievement gaps among all groups of students regardless of disability, ethnicity, race, gender, language, and socio-economic status.</td>
<td>• Scheduled all 9th graders fully and expanded the percent of students with a full high school schedule with a particular emphasis on students from historically underserved groups&lt;br&gt;• Utilized the trimester schedule to provide remediation for students who needed it&lt;br&gt;• Expanded AVID and BEST&lt;br&gt;• Continued home visits to students who are from non-English speaking homes&lt;br&gt;• Strengthened ECCO significantly by moving to the LCC campus and enhancing its organization and curriculum&lt;br&gt;• Continued CFEE and Taking It Up professional development to increase cultural competence&lt;br&gt;• Developed an equity lens for the district&lt;br&gt;• Transitioned Comprehensive Learning Center programs to the district to better serve special needs students.</td>
<td>• Continue increasing students with full schedules and providing remediation&lt;br&gt;• Expand AVID&lt;br&gt;• Deepen collaboration with LCC on a CTE program&lt;br&gt;• Launch the KITS program for economically disadvantaged preschool students entering kindergarten&lt;br&gt;• Develop an equity scorecard</td>
<td>Gaps among the percentage of students by subgroup demonstrating mastery of essential skills in Math, Reading, and Writing</td>
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<td>4. Improve high school graduation rates and prepare all students to be college and career ready.</td>
<td>• Expanded the number of students who had a full schedule in high school&lt;br&gt;• Collaborated in the formation of Connected Lane County to prepare students to be college and career ready&lt;br&gt;• Expanded the use of metrics to assess college and career readiness (EXPLORE, PLAN, FAFSA, Naviance, National Student Clearinghouse)&lt;br&gt;• Expanded AVID&lt;br&gt;• Strengthened ECCO&lt;br&gt;• Expanded dual credit opportunities as well as the 4J ACTS program</td>
<td>• Strengthen the collaboration with Connected Lane County through our College and Career Administrator&lt;br&gt;• Plan for the expansion of CTE pathways from high school to LCC&lt;br&gt;• Establish collaborative relationships with brokerages, community and state agencies to align vocational and functional skills instruction with post-high school opportunities for our special needs students.</td>
<td>• Percent of students on track to graduate high school students at each grade level&lt;br&gt;• ACT PLAN scores in 10th grade&lt;br&gt;• 4-year graduation rate&lt;br&gt;• 5-year graduation rate&lt;br&gt;• Drop-out rate&lt;br&gt;• College enrollment rate&lt;br&gt;• College persistence rate</td>
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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.

The district is working to build the capacity of staff in a number of areas. The areas include expanding access to and use of data for student-level, school-level and district-level decision-making; providing a coherent professional development program to enhance teachers’ skills; developing a new growth-oriented evaluation system to promote teacher effectiveness; and creating opportunities for teacher and administrator collaboration.

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| 1. Advance a data-informed culture and expand the capability to use data-driven decision-making in the district through improved quality, technology, understanding, and access. | • Transitioned to Synergy and created new modules in the Instructional Data Warehouse to monitor the middle to high school transition, referrals to alternative education, expulsions, truancy, and data team actions  
  • Integrated the use of data into SMART goals as part of the Teacher Effectiveness and Growth Model  
  • Enhanced network services and upgraded hardware and software to better support data systems and district operations | • Continue data, reporting and network upgrades  
  • Strengthen the data teams in each school  
  • Refine the use of Synergy, TalentEd, AESOP, NEOGOV and Lawson to provide greater ease of access and greater usability of data in each department and school | Customer satisfaction survey for each software system |
| 2. Use formative and summative student data to inform instruction, personalize learning, and identify strategies for providing appropriate support, interventions, and accommodations for each student. | • Transitioned to the CCSS version of EasyCBM  
  • Implemented the Oregon Kindergarten Readiness Assessment (KRA)  
  • Piloted proficiency-based teaching and learning in a number of middle and high schools  
  • Continued to strengthen data teams at each school through the Essential Skills Coordinators and Regional Essential Skills Coordinators | • Provide training for teachers and testing coordinators on the new Smarter Balanced Assessment Consortium (SBAC) tests and inform families about the transition to CCSS and Smarter Balanced  
  • Use ODE funding to support the use of common formative and interim assessments aligned to CCSS and SBAC  
  • Expand targeted professional development to write IEPs which are based upon growth data and aligned with CCSS | Teacher survey on use of data to inform instruction |
| Strategies                                                                 | 2013–14 Accomplishments                                                                                                                                                                                                 | 2014–15 Plans                                                                                                                                                                                                                   | Key Metrics                                                                                                                                                              |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Foster a culture of professional learning and collaboration to improve teaching and learning. | • Provided intensive professional development:  
  o Trained teacher cohorts in the “big rock” strategies to advance student learning through RBT’s Skillful Teacher course  
  o Created school-based study groups to expand teacher knowledge base  
  o Trained all principals and instructional administrators in the district in supporting improvement in instruction through RBT’s Observing and Analyzing Teaching course  
  o Conducted collaborative observations of classroom instruction  
  • Implemented the Teacher Effectiveness and Growth System with significant support given to collaborative SMART goal setting at each school  
  • Continued the Learning About Elementary Learning teams that met throughout the year to collaboratively advance classroom practice  
  • Engaged middle and high school math teachers in a Math Teacher Collaborative Project throughout the year and established common learning targets, aligned assessments, developed proficiency based grading rubrics, and studied effective teaching practices  
  • Convened groups of secondary science, social studies, language arts and world language teachers to establish common learning targets in a number of courses;  
  • Established a Life Skills professional learning community | • Ensure all administrators have consistent training and a common language to effectively support instructional improvement through RBT’s Observing and Analyzing Teaching strategies  
  • Develop internal capacity to sustain the Skillful Teacher course through our own staff  
  • Expand the school-based work on Skillful Teacher strategies to improve adult professional culture and instructional quality  
  • Collaborate with Middle and high school English Language Arts, Math, Science, and Social Studies teachers to establish common learning targets, align assessments, develop proficiency-based scoring rubrics, and study effective teaching practices  
  • Strengthen special education professional learning community opportunities | • OAKS and SBAC scores  
  • Survey of teachers and administrators on utilization of Skillful Teacher strategies |
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| 4. Develop and retain a highly skilled and high performing workforce. | • Implemented the new Teacher Effectiveness and Growth System with significant support given to collaborative SMART goal setting at each school  
• Developed and implemented Emerging Leaders Academy (ELA) in collaboration with Instruction, ESS and Technology Departments  
• Developed and successfully implemented the EXPO pilot program to expedite placement of licensed staff that were either displaced from current assignment or interested in changing assignments  
• Launched a minority teacher and administrator recruitment initiative | • Deepen implementation of the Teacher Effectiveness and Growth System  
• Continue to effectively utilize the EXPO to expedite teacher placement  
• Expand the minority recruitment initiative | • Quantitative and qualitative reports from TalentEd  
• Observation and evaluation completion rates |
| 5. Strengthen teacher expertise district-wide in best practices that enhance instruction, student achievement, and college and career readiness. | • Launched the iT3 project to enhance student and teacher capacity to effectively integrate technology into classroom instruction  
• Expanded the Caring for Kids program that fosters a positive school culture through social-emotional learning strategies to six more elementary schools  
• Offered after-school professional development in a wide range of areas through our ESCs and RESCs | • Expand the iT3 and Caring for Kids initiatives to more schools | • Evaluation of the iT3 project and teacher and student use of technology  
• Evaluation of the Caring for Kids program in the three cohorts of schools |
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.

The District continues to move forward on a number of initiatives to ensure that every dollar in invested in making a difference by focusing on improving efficiency and maximizing the impact of our expenditures. These initiatives include continuing development of a sustainable budget strategy, improved resource allocation strategies, improved facilities, increased efficiencies and increased revenues through outside funding opportunities.

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<td>1. Develop a budget that supports and aligns to the district’s goals and strategies by 2019–2020.</td>
<td>• Began to rebuild the district’s general fund to the board policy level of 5.00% by setting a floor for the 30 June fund balance of 4.25% for 2014–15</td>
<td>• Provide a clear description of how resources are targeting goals and how progress is being made on outcomes</td>
<td>General fund balance as of June 30 will be aligned with board decision at 4.25%</td>
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<td>2. Use the needs index to improve the transparency, equity, and effectiveness of resource allocations.</td>
<td>• Used the needs index to allocate licensed staffing resources across schools with the exception of special education and ECCO which have separate resource models</td>
<td>• Include special education and ECCO in the needs index</td>
<td>Percentage of licensed staffing resources allocated through the use of the needs index</td>
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<td>3. Implement the Facility Plan to update facilities, instructional materials, and technology district-wide. This includes on overall improvement to the district’s land holding, including new construction, renovations, and dispositions.</td>
<td>• Took major steps towards the disposal of Civic Stadium • Launched the design and construction process for all four school building projects • Addressed sustainability through a Sustainability Summit and Board process • Convened a Bond Review Committee to provide community oversight and internal monitoring of bond expenditures • Utilized bond resources to replace outdated networking and data storage equipment and operational software in student information systems, parent communications, teacher evaluation, human resource management and financial operations • Purchased critical instructional materials in mathematics, writing and special education • Began the process of updating technology in schools through the replacement of outdated computers with new laptops for student use</td>
<td>• Complete of the sale of Civic Stadium • Continue the construction of four school buildings • Review the status of and potential disposition of such other properties as Bailey Hill and Dunn • Continue to update school-based technology and instructional materials through the bond</td>
<td>• Construction schedule • Student to computer ratio for equipment rated A and B • Catalogue of instructional materials purchased through the bond</td>
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<td>III. STEWARDSHIP OF DISTRICT RESOURCES (Cont.)</td>
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| 4. Increase efficiencies by aligning business systems and resources to maximize the investment in student success. | • Examined and implemented some efficiency measures including moving to a single copier solution across the district  
• Completed the standardization of computer purchases as a first step toward centralized purchasing in that area  
• Implemented energy conservation measures and upgrades funded from the 2011 bond measure to provide significant operational cost savings  
• Executed IGA with Head Start of Lane County and Lowell School District to perform routine maintenance and annual inspections of their bus fleets | • Continue to monitor current programs for additional efficiencies  
• Continue to implement energy conservation measures and upgrades | • Comparison of annual operating costs and expenditures |
| 5. Increase revenue through the pursuit of external funding opportunities to support district goals. | • Aggressively pursued grant resources and secured over $2 million in grant awards from 12 private, state and federal grants  
• Collaborated with other districts, Connected Lane County and higher education institutions on other grant programs  
• Submitted an additional 10 grant proposals for $7,570,040 that were not awarded but set a strong base for future proposals  
• Negotiated membership with Lane ESD that resulted in a $900,000 increase in the allocation to 4J from ESD funds | • Target grant proposal submission to support district initiatives without increasing the burden on the staff | • Number of grants awarded  
• Total amount of grant awards received  
• Percent of successful grant submissions |
## 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.

The district continues to build stronger communication with key stakeholders. Communication is critical to help various constituencies understand the challenges and successes the district faces, and support the initiatives underway. The District targets enhanced communication with key leaders from legislature, business, and the community to advocate for legislation to support increased student achievement and sustainable funding. The District also targets for stronger communication with parents and communities of color to increase the opportunities for every 4J student to meet college and career readiness goals.

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<td>1. Advocate for legislation in support of increased student achievement and sustainable funding.</td>
<td>• Maintained key relationships with legislators during the short legislative session that did not deal with budget</td>
<td>• Continue to work with COSA and the legislative delegation to ensure progress in increasing funding to education</td>
<td>• Advancement of key legislative proposals</td>
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<td>• Worked with COSA on policy and funding priorities</td>
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<td>• Collaborated with legislators to support school-based health centers and mental health services</td>
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<td>2. Increase equity by creating community partnerships and connections to improve student success among students from racial and ethnic minority groups and economically disadvantaged backgrounds, GLBTOQ students, students who have disabilities and students who speak languages other than English.</td>
<td>• Continued to refine the work of the Equity Committee and their efforts to develop an equity lens and equity scorecard</td>
<td>• Refine the equity lens and finish the work on the equity scorecard</td>
<td>Publication of 4J’s equity lens and scorecard</td>
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## IV. STAKEHOLDER ENGAGEMENT

### Strategies

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| 3. Provide timely information to families to better support student learning and success in school. | • Launched a redesigned district website with updated capabilities and analytics  
• Continued to provide parents and other stakeholders with specific information through email, autodialer, printed newsletters and social media  
• Implemented the parent portal in Synergy for improved communications with parents on student performance  
• Engaged multiple audiences and proactively shared successes and key messages via social media platforms Facebook and Twitter  
• Increased Facebook and Twitter followers | • Expand the use of the parent portal  
• Expand the provision of key information to parents and stakeholders through multiple communication vehicles | • Publication distribution  
• Email and autodialer distribution  
• Website page visits (“hits”)  
• Facebook followers, page visits and post engagement  
• Twitter followers  
• E-newsletter open and click metrics |
| 4. Expand public engagement to increase community awareness, involvement, and support for District goals and student success. | • Maintained positive news media relations  
• Provided accurate information in response to hundreds of news media inquiries  
• Engaged with news media personnel to raise their level of understanding of district issues, policies and practices  
• Organized and publicized numerous public engagement events around school design for bond-funded building replacement and renovation  
• Created timely web content to inform the public on district-wide topics and current issues from instructional programs to facilities projects to the Common Core State Standards  
• Redesigned and expanded “4J School News” community e-newsletter  
• Created a public engagement process for the new building projects | • Review communication strategies used by other districts to enhance two-way communications between the district and key constituencies  
• Continue the public engagement process for the new buildings  
• Continue to grow audience for our social media channels. | • Website page visits (“hits”)  
• Facebook followers, page visits and post engagement  
• Twitter followers  
• E-newsletter subscriptions  
• E-newsletter open and click metrics  
• Public meeting attendance / participation |