

2014-2015 BOARD GOAL & ACTION PLAN

Goal #1- MATHEMATICS- Increase School Board Understanding of Common Formative Assessments, Interim Assessments and Summative Assessments used in LGSD to Access Student Achievement in Math.

<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME/DUE DATES</u>	<u>DESIRED OUTCOMES</u>
School Board Work Session on common formative assessment, interim assessment and Smarter Balanced Assessment.	Superintendent	Smarter Balanced website Local Assessment Grant Curriculum Director	December Meeting/Work Session	School Board will have a deeper understanding of sound assessment practices that promote student learning and how results are used in the classroom at the District level.
School Board reports on progress of work on the local assessment grant.	Curriculum Director Superintendent	Berkeley evaluation and Research Center/ ODE	Selected Board Meetings (at least quarterly)	Enhanced understanding by School Board regarding local assessments in mathematics.
Board Members shall communicate with patrons about common formative assessments, interim assessments and Smarter Balanced Assessments and how they are used in LGSD to promote student learning. The transition from OAKS assessment to Smarter Balanced Assessment must be part of this communications process included in this process.	Board Chair Board Vice-Chair	Curriculum Director Superintendent ODE Evaluation Berkeley Education Research Center	Throughout the 2014-15 school year.	School Board Members will write newspaper articles, newsletter articles, talk on the radio shows and post articles the the LGSD website explaining assessment tools used in LGSD to public patrons.

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Goal #2- Part 1- Identified Teaching Staff Shall Gain Expertise in Local Math Assessment Skills

through Participation in the Oregon Department of Education's Local Assessment Grant.

<u>ACTIVITY</u>	<u>ASSIGNED TO</u> Task for two pairs of teachers at each grade 3-12	<u>RESOURCES</u>	<u>TIME/DUE DATES</u> Est timeline, exact dates TBD	<u>DESIRED OUTCOMES</u>
1. Participate in assessment training provided by Berkeley Evaluation and Research center and ODE	<u>Teaching Staff</u>	Grant Contract from ODE	Late Sept or Late Oct, 2014	Local assessment capacity for these purposes means teachers in the district develop, administer and score high-quality assessments. As an extension, these skills should also enable teachers to evaluate and adapt assessments found in open educational resources, understand how their local assessments complement and integrate with other assessment systems or programs, and be informed users of commercial assessment products.
2. Develop a shared summative assessment.	↓	↓	Between Oct & Nov, 2014	↓
3. Provide feedback on assessments developed by other teacher pairs.	↓	↓	Between Oct & Nov, 2014	↓
4. Revise assessments based on feedback	↓	↓	Between Oct & Nov, 2014	↓
5. Upload assessments to Portal.	↓	↓	Mid-Nov, 2014	↓
6. Administer assessments to at least one class of students.	↓	↓	Between Dec, 2014 and early Mar, 2015	↓
7. Participate in scoring training provided by Berkeley Evaluation and Research Center and ODE	↓	↓	Between late Nov and mid-Dec, 2014	↓
8. Score student work and calibrate scoring expectations.	↓	↓	Between Jan and early Mar, 2015	↓

<u>GOAL #2- Part 1 (Teaching Staff) Continued</u>				
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<u>ACTIVITY</u>	<u>ASSIGNED TO</u> Task for two pairs of teachers at each grade 3-12	<u>RESOURCES</u>	<u>TIME/DUE DATES</u> Est timeline, exact dates TBD	<u>DESIRED OUTCOMES</u>
9. Participate in scoring expectation calibrations conversation provided by Berkeley Evaluation and Research Center and ODE.	<u>Teaching Staff</u>	Grant Contract from ODE	Early Apr, 2015	Local assessment capacity for these purposes means teachers in the district develop, administer and score high-quality assessments. As an extension, these skills should also enable teachers to evaluate and adapt assessments found in open educational resources, understand how their local assessments complement and integrate with other assessment systems or programs, and be informed users of commercial assessment products.
10. Revise calibrated student work.	↓	↓	Apr, 2015	↓
11. Upload examples of scored student work to Portal	↓	↓	May, 2015	↓

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Goal #2- Part 2- Identified District/Building Staff Shall Gain Expertise in Local Math Assessment Skills through Participation in the Oregon Department of Education's Local Assessment Grant.

<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME/DUE DATES</u> Est timeline, exact dates TBD	<u>DESIRED OUTCOMES</u>
1. Participate in assessment training provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice	<u>District Staff / Building Staff</u>	Grant Contract from ODE	Late September or late October 2014	Local assessment capacity for these purposes means teachers in the district develop, administer and score high-quality assessments. As an extension, these skills should also enable teachers to evaluate and adapt assessments found in open educational resources, understand how their local assessments complement and integrate with other assessment systems or programs, and be informed users of commercial assessment products.
2. Coordinate development of shared summative assessments.	↓	↓	Between October and November 2014	↓
3. Coordinate feedback on assessments developed by teacher pairs.	↓	↓	Between October and November 2014	↓
4. Coordinated revision of assessments based on feedback.	↓	↓	Between October and November 2014	↓
5. Ensure that assessments are uploaded into Portal.	↓	↓	Mid-November 2014	↓
6. Ensure that all assessments are administered to at least one class of students.	↓	↓	Between December, 2014, and early March, 2015	↓
<u>GOAL #2- (District & Building Staff) Continued</u>				
<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME/DUE DATES</u> Est timeline, exact dates TBD	<u>DESIRED OUTCOMES</u>
7. Participate in scoring training provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice.	↓	↓	Between late November and mid-December 2014	↓
8. Coordinate collective scoring of student work and calibration of scoring expectations.	↓	↓	Between January and early March, 2015	↓

9. Participate in scoring expectation calibrations conversation provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice.	↓	↓	Early April, 2015	↓
10. Coordinate revisiting calibrated student work.	↓	↓	April, 2015	↓
11. Ensure that examples of scored student work are uploaded to Portal.	↓	↓	May, 2015	↓
12. Participate in planning phone call with ODE and other districts.	↓	↓	As needed	↓
13. Share relevant district-developed assessment and implementation resources so that they can be included in the Portal.	↓	↓	Periodically	↓
14. Participate in check in phone calls with other districts.	↓	↓	At least two times over the project: winter and spring	↓
15. Coordinate teachers and district and building staff to participate in phone calls with ODE to monitor the project and process the impact of the project.	↓	↓	At least three times over the project: fall, winter, and spring	↓
16. Complete interim progress reports based on template provided by ODE.	↓	↓	at least two times: winter and spring	↓
17. Coordinate with ODE to plan how district can serve as an ambassador of assessment development.	↓	↓	At least once in the spring	↓
18. Present about the project at future training events (at least four conference presentations) and be a resource to nearby districts as they have questions.	↓	↓	Across 2014-2015 school year and for at least 2 years following.	↓

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Goal #3- Attendance- By the end of the 2014-2015 school year, the District average K-12 student attendance rate will be 96% or better as measured in the final state report.

<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME / DUE DATES</u>	<u>DESIRED OUTCOMES</u>
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Evaluate attendance data to identify chronically absent students in each building.	Building Principals	Data Warehouse attendance data/ Input from Staff	Monthly or as needed	Focused plan for addressing chronically absent students.
Regular communication to parents about attendance, particularly those students with chronic absences.	Building Principals	Parent letters, newsletters, articles from each school, use of SchoolReach, phone calls, home visits	Focus on building/district attendance plans and results monthly at Administrative Council Meetings	Each principal will make regular contact with parents of chronically absent students.
PBIS Team focus on promoting attendance at each school.	Building Principals and Staff	Meeting time	Monthly	Use monthly meetings to focus on PBIS issues around attendance and chronically absent students.
Develop clear District standards for student attendance and accountability.	Superintendent and Principals	State ORS-OARS-Policy statements	September 2014 Administrative Mtg	Procedural guidelines will be established in handbook for enforcement of OAR's and ORS laws regarding attendance.
Use Care Coordinator to make home visits with chronically absent students/parents.	Principal	County and District funding	During school year 2014-15	To develop a district enforcement/support process for parents that is actively supported by the Union County Courts.
Each building will develop an attendance plan which rewards good attendance and addresses chronically absent students and submit it to the Superintendent.	Building Principal	Administrative Council meetings	October 3, 2014	To ensure each building has a plan to ensure improved attendance for all students.
YIT to develop a plan for increasing attendance of youth in transition.	YIT Coordinator	Building level meetings	October 2014	Improve school attendance for homeless youth.

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Goal #4- COMMUNICATIONS- Continue to improve communication regarding board goals and school activities with administration, staff, students and patrons of La Grande School District.

<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME/DUE DATES</u>	<u>DESIRED OUTCOMES</u>
La Grande Lion's	Superintendent	Dues for	2014-2015 school	Close working relationship with business people

Club- Current member and past President.		Membership fees	year Weekly meetings, Monday at noon	and people active in community improvement efforts.
Monthly Key Communicator newsletter.	Superintendent, Gaye Young and Casey White, IMESD	Key Communicator email list	Monthly	Enhanced communications with patrons and staff members/ Continue to increase the number of Key Communicators.
Attend student activities and games.	Superintendent Board Members	Athletic Director Schedules	As scheduled	More direct communications with parents, students, and patrons/ Visibility in the community.
Each school and district office to develop a communications plan.	Casey White-Zollman, IMESD	Principals	Due in to Superintendent's office by October 3, 2014	More effective communications throughout the La Grande School District with both internal and external audiences.
La Grande Observer articles. Editorial board meetings.	Superintendent Board Chair Vice Chair	School district information, events, etc	As needed	Write Op-Ed piece for the La Grande Observer and attend Editorial Board Meetings as needed.
Regular updates on board goals.	Superintendent	School district information	Quarterly at Board meetings	Superintendent shall make a quarterly goals update report to board as part of superintendent's report.
Monthly radio shows	Superintendent	1450AM 99.9FM 1031 FM 104.7 FM	Thursday morning after Board Meetings	Keep community updated on School District news after each Board Meeting.

<u>GOAL #4- Communications</u>	<u>-Continued</u>			
<u>ACTIVITY</u>	<u>ASSIGNED TO</u>	<u>RESOURCES</u>	<u>TIME / DUE DATES</u>	<u>DESIRED OUTCOMES</u>

Electronic Communications	Superintendent's Office	Website/Facebook	Updates monthly	Provide district and school information electronically to public.
LHS Student Representative to the Board	LHS Principal and Board Chair	Board packets Board Meetings OSBA Training Materials	Monthly	Work to include the LHS student representative in board meeting agenda discussions. Make communication plan for student representative to report back to LHS students via Tiger Hi Lites, newspaper articles, etc.
District Communications Calendar	Superintendent Casey White, IMESD	District calendar information about events	August 1, 2014	Develop a District Communications Calendar for 2014-2015 school year and use to guide communications.
Communications Survey	Superintendent Casey White, IMESD	District website	August 2014	Place communications survey on District website to gain community input about communication needs and preferences.
School Reach/ Mobile App	Superintendent/ Tim Welch	School Reach Program	2014-2015 School year	Develop and implement a plan to use School Reach/ Mobile App District wide to communicate more effectively with parents.
Newsletter to La Grande residents	Superintendent	Budget Dollars IMESD print shop	2 x per year September/ January	School Information sent to all La Grande residents.
LHS Bullying Hotline LMS Bullying Hotline	Brett Baxter Kyle McKinney	District Budget	Online on the first day of school 2014.	A record of bullying/suicide incidences called into an anonymous hotline & monitored by LHS/LMS Admin. A response plan shall be in place for all calls received.

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AD HOC COMMITTEE ASSIGNMENTS- 2014-15 Ad Hoc Committees are tasked with making advisory recommendations to the School Board. The School Board shall make final decisions regarding all committee recommendations.

ACTIVITY	ASSIGNED TO	RESOURCES	TIME /	DESIRED OUTCOMES
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			<u>DUE DATES</u>	
1. <u>Monitor New Guidelines for Teacher/Administrator Evaluation Recommendations</u> - Develop Committee in accordance with guidelines for implementation of student growth goals and Oregon Matrix.	Superintendent	Committee to include LEA rep, teaching staff, administrators and one board member/ Use Title II-A funds as needed for meetings.	Meetings in September and as needed throughout school year	Monitor second year implementation and make recommendations for improvement to School Board in May 2015.
2. <u>District Achievement Compact Committee</u> -School Board appoints in accordance with OEIB guidelines.	Superintendent	Teachers, administrators, board members and classified staff assigned to committee/ Use Title II-A funds as needed.	Monthly meetings as needed beginning in September 2014	Committee to make Achievement Compact recommendations for 2015-16 school year at May Board Meeting.
3. <u>Bond Communications Committee</u>	Superintendent/ Plant & Op Director/ DLR Group/Strategic Planning Committee	Budgeted dollars for consultant services in general fund	Through November 2014	Successful Bond Election- November 2014 and continuing after successful election.
4. Establish a committee to evaluate current grading practices and report cards and recommend changes to the School Board	John Tolan, Chair	Superintendent's substitute budget	Report due to School Board March 2015	Upgrade grading practices and report cards to reflect new Common Core State Standards (C.C.S.S).