

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 1: Increase the number of students successfully transitioning between levels (P-20).

Objective 1-1.1 – Collaborate with the Early Learning Alliance, community-based agencies/ partners, and the Connected Lane County’s Early Learning Bridge (P-8) to support the successful transitioning of PK students into Kindergarten and school-age programs.		
1-1.1a	Activity: Continued participation on the Early Learning Alliance Governance Consortium and the Connected Lane County/Regional Achievement Compact’s (RAC) Early Learning Bridge.	Outcome: Periodic or annual reports to the Board on Early Learning Alliance (HUB) and Early Learning Bridge activities and outcomes.
		June 2015: Lane ESD has continued to meet regularly with representatives from the Early Learning Alliance Governance Consortium and the Connected Lane County/Regional Achievement Compact’s (RAC) P-8 Early Learning Bridge, Lane Early Childhood CARES, Head Start of Lane County, Oregon Social Learning Center, University of Oregon, and local school districts. To date, we have supported the development and dissemination a county-wide Kindergarten Survey.
		October 2016
		October 2017
1-1.1b	Activity: Collaboration with the Early Learning Alliance to provide early literacy, numeracy, and behavior supports/professional development for pre-school providers and K-3 teachers.	Outcome: # of trainings, participants and support activities.
		June 2015: Lane ESD has continued to meet regularly with representatives from Early Learning Alliance Governance Consortium and the Connected Lane County/Regional Achievement Compact’s (RAC) P-8 Early Learning Bridge, Lane Early Childhood CARES, Head Start of Lane County, Oregon Social Learning Center, University of Oregon, and local school districts. To date, we have supported the development and dissemination a county-wide Kindergarten Survey. Specific ELA is not currently available.
		October 2016
		October 2017

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1-1.1c	Activity: Support Lane County districts to improve student achievement on the Kindergarten Readiness Assessment (KRA) and First Grade EasyCBM. (*Connected Lane County Metric Data).	Outcome: Baseline 2014 data (1) KRA and (2) 1 st grade EasyCBM.
		June 2015: 1. KRA Score Range Approaches to Learning – 3.3 to 4.0 Early Mathematics – 6.7 to 9.9 Early Literacy – 4.5 to 11.6 2. Average Fall Testing Scores Word Reading Fluency – 14.2 Letter Names – 32.5 Letter Sounds – 27.6 Math - 20
		October 2016
		October 2017

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Objective 1-1.2 – Continued collaboration with the Elementary to Mid Bridge (6-14), University of Oregon, and component districts to provide professional development and supports to improve instruction in mathematics through Lane ESD’s mathematics programs (Lane Ignite K-5 and Fuel Lane 6-10).		
1-1.2a	Activity: Continued participation on the Connected Lane County/ RAC’s Elementary to Mid Bridge (6-14).	Outcome: Periodic or annual reports to the Board on Elementary to Mid Bridge activities and outcomes.
		June 2015: Met four times this year, led by Elementary Director of Springfield Public Schools. Identified priorities as STEM subjects, early literacy, and improved quality of care.
		October 2016
		October 2017
1-1.2b	Activity: Collaboration with the University of Oregon and district partners to provide math content, application and assessment professional development and follow-up classroom supports for K-5 and 6-10 teachers.	Outcome: # of trainings and participants and follow-up activities (K-5) (6-10).
		June 2015: There were 17 FUEL Lane professional development trainings at Lane ESD, with 125 participants attending at least one training, most participated in multiple trainings. FUEL Lane math specialists provided 55 district/classroom follow-up activities, several sites were visited more than once.
		October 2016
		October 2017
1-1.2c	Activity: Support Lane County districts to improve student achievement in mathematics as measure by 5 th grade Oregon Assessment of Knowledge and Skills (OAKS) and 3 rd grade EasyCBM. (*Connected Lane County Metric Data).	Outcome: Baseline June 2014 data (1) 5 th grade math – 57.9%, and (2) 3 rd grade math - 59.7%, meeting/exceeding OAKS benchmarks.
		June 2015: <ol style="list-style-type: none"> 1. 5th Grade Math – 40.6% 2. 3rd Grade Math – 46.1%
		October 2016
		October 2017

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 1: Increase the number of students successfully transitioning between levels (P-20).

Objective 1-1.3 – Support increased access/opportunity for students in pilot middle schools to explore career and college aspirations (collaboration with the Connected Lane Pathways grant, Lane Community College, UO, and Education and Policy Improvement Center (EPIC)).

1-1.3a	Activity: Continued participation, coordination, and infrastructure support for the Connected Lane Pathways grant activities focused on increased access/opportunity for students in pilot middle schools to explore career and college aspirations.	Outcome: Periodic or annual reports to the Board on Connected Lane Pathways grant activities and outcomes.
		June 2015: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
		October 2016
		October 2017
1-1.3b	Activity: Continued collaboration with Lane Community College, University of Oregon, EPIC, and local districts and community partners to develop college and career aspiration curriculum modules for pilot middle schools.	<p>Outcome: Four career aspiration curriculum modules developed by June 2015 and piloted in 2-13 middle schools.</p> <p>Modules were developed by EPIC and piloted in 3 Middle Schools in 3 districts. Three campus visits took place.</p>
1-1.3c	Activity: Support pilot schools and Lane County districts to implement college and career aspiration curriculum modules.	Outcome: Periodic Interview and Surveys of middle school students to assess increased/access to college and career aspirations.
		June 2015: Connected Lane Pathways & partner organizations (LCC, EPIC) developed career framework and modular curriculum, and conducted interviews and surveys with underserved students regarding college and career aspirations. Students were surveyed following activities and appropriate changes made to curriculum.

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Goal 1: Increase the number of students successfully transitioning between levels (P-20).

<p>Objective 1.1.4 – Support the implementation of the Closing the Achievement GAP for African American Students Grant (LEAP) to help improve student achievement for middle school students and engage parents and community in Lane County.</p>		
1-1.4a	<p>Activity: Provide the infrastructure and collaborate with the community and school district partners to implement the Closing the Achievement GAP for African American Students (LEAP) Grant.</p>	<p>Outcome: Periodic operation/infrastructure updates and Final Report (June 2015) to the Board on grant activities and outcomes. Lane ESD provided the “back bone” for implementing this program and partnered with the NAACP, Eugene 4J and Springfield school districts, University of Oregon, Pacific University, Northwest Christian University, Oregon State University and Northwest Youth Corps. These partnerships enriched the opportunities for youth and leveraged the small grant allowing youth to attend a second OSU Explorers Camp at the end of the grant.</p>
1-1.4b	<p>Activity: Develop and implement activities that (1) strengthen ties between home, school, and community, and (2) build innovative programming to close the opportunity gap for African American students, and (3) provide evidence-based training and outreach for families, educators, and communities entities that support closing gaps for African American students.</p>	<p>Outcome: Final Report (June 2015) submission to the ODE. Data includes (1) number of students participating in grant activities, (2) description of innovative programming, and (3) number and participants of training and outreach activities.</p> <ol style="list-style-type: none"> 1. 32 students participated in LEAP activities; 18 of the youth were male and 14 female; 20 of the youth identified at African American and 12 identified as being of 2 or more races. 2. Five community activities were planned including OSU Explores Camp, Science Factory trip, Oregon coast trip, and three visitations to the UO campus. During each trip students had opportunity to see successful role models and explore their own identity and consider post-secondary opportunities 3. During the NAACP Family conference youth and parents had the opportunity to attend workshops and take a local Black history tour of Eugene. Approximately 40 youth and parents participated.

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 1: Increase the number of students successfully transitioning between levels (P-20).

Objective 1.1.5 – Support the implementation of Lane County Youth Gang Prevention Grant in collaboration with community partners to provide mentor/mentee experiences for middle school students that may be exposed to or impacted by gang activities.

1-1.5a	Activity: Provide the infrastructure supports and collaborate with the community and school district partners to implement the Lane County Youth Gang Prevention Grant.	Outcome: Periodic operation/infrastructure updates and Final Report (June 2015) to the Board on grant activities and outcomes. This grant included funding for a coordinator and unfortunately changes in partner agencies and development needs resulted in delays in getting the program implemented. Lane ESD facilitated development of referral process, assisted in augmenting mentor agency training to include cultural understanding, met regularly with mentor agencies to process referrals, and assisted in clarifying issues as they arose. Mentor agencies committed to mentoring youth for a full year regardless of receipt of referral.
1-1.5b	Activity: Develop, coordinate, and implement activities that support the community partners and four local districts to (1) implement mentor/mentee experiences for middle school students, (2) develop protocols for referral matches, and (3) support and augment the mentor trainings in the context of students that may be exposed to or impacted by gang activities.	Outcome: Final Report (June 2015) submission to the ODE. Data includes (1) number of students/mentors participating in the mentor program, (2) mentor trainings, and (3) baseline (February 2015) academic performance and discipline data and final Report (June 2015) academic performance and discipline data. 1. 59 youth were referred to one of the two partner agencies (Centro Latino Americano and A Family For Every Child); 8 youth subsequently refused to participate; 21 youth came from Springfield, 16 from Eugene 4J, 10 from Bethel, 3 from Fern Ridge and 1 from Blachly. Youth were predominantly male (42 students) with 43% (22 students) white, 41% (21 students) Latino, 14% (7 students) classified as multi ethnic, and one Native American student. At the end of June, 18 youth had been matched or were pending suitable matches with mentors and the remaining 33 students were completing the intake process. 2. All mentors participated in required trainings offered by the mentor agencies. Due to the delayed start mentor matches there was not an adequate time frame to determine changes in participant’s academic performance or discipline data. Lane ESD has offered to track this information for submission during next school year. ODE has yet to determine if this is of interest.

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 1: Increase the number of students successfully transitioning between levels (P-20).

Objective 1.1.6 – Collaborate with local districts, Lane Workforce Partnership, and community-based agencies to develop, implement and/or support extended learning opportunities (extended day, summer, before/after school) for students (P-12).		
1-1.6a	Activity: Continued participation with industry groups, Lane Workforce, post secondary institutions, and local districts to implement and support extended learning opportunities.	Outcome: Periodic or annual reports to the Lane ESD Board and Connected Lane County/RAC’s Mid to High Bridge and High School to College/Career Bridge.
		June 2015: The Superintendent provided periodic reports to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
		October 2016
		October 2017
1-1.6b	Activity: Collaborate with State and community partners to provide extended learning opportunities for underserved and students with disabilities.	Outcome: Review extended learning opportunities activities and review participation data for middle and high school students with disabilities and underserved students.
		Baseline data June 2015: Over 150 underserved students participated in the Lane Healthcare Pathways program. 25% of these students were Latino.
		October 2016
		October 2017
1-1.6c	Activity: Support Lane County districts to increase High School student participation in college and career extended learning activities.	Outcome: Baseline 2015 data (1) events/activities, and (2) student participation. Over 170 High School students participated in Connected Lane Pathways College-Going Culture activities. 600 students participated in CTE related events.
		October 2016
		October 2017

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 2: Increase the number of high school students accessing college credit programs or college options, accelerative learning opportunities, career pathways, and participating in meaningful life/independence transition programs.

Objective 1-2.5 – Support increased access and transition opportunities (and aspirations for college and career) for students in middle and high schools through contextualized learning in mathematics and language arts in CTE Revitalization grants’ programs.

1-2.5a	Activity: Collaboration with middle and high school representatives and industry/community partners to provide professional development on contextualize application of mathematics and English Language Arts lessons for teachers participating in the STEAMOn, Health Careers Pathway and Construction/Engineering Grants.	Outcome: Periodic reports to the Board and industry/community partners on the professional development activities for participating teachers.
		Baseline data 2015: STEAMOn! Had 35 teachers participate in 2014-15. Teachers/Teacher Teams created project based units aligned to standards in Mathematics, ELA, Science, CTE and Art.
		October 2016
		October 2017
1-2.5b	Activity: Support school districts and teachers to implement/utilize contextualized learning lessons in the classroom.	Outcome: Baseline data 2015. 15 districts participated in professional development in 2014-15 and 14 teachers participated in summer 2015 professional development around STEAMOn! Equipment and educational resources.
		October 2016
		October 2017
1-2.5c	Activity: Support school districts in providing students with contextualized learning activities and opportunities at local and regional level.	Outcome: Baseline data 2015 – (1) student data on college and career readiness, (2) high school completion, (3) dual credits earned, and (4) successful transition to college or a career. Over 4,000 dual credits were earned in college and career related areas. 36 dual credit classes were added in the CTE area.
		October 2016
		October 2017

Bold Step #1 Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success



Goal 2: Increase the number of high school students accessing college credit programs or college options, accelerative learning opportunities, career pathways, and participating in meaningful life/independence transition programs.		
Objective 1-2.6 – Continued collaboration with component districts, Connected Lane County, Lane Community College, and the Education and Policy Improvement Center (EPIC) to implement the Connected Lane Pathway’s career/college aspirations activities, e-Portfolio development, and college credit options for secondary students.		
1-2.6a	Activity: Continued coordination support for the Connected Lane Pathways grant activities focused on career/college aspirations, e-Portfolio development, and college credit options for secondary students.	Outcome: Periodic or annual reports to the Board on Connected Lane Pathways grant activities and outcomes.
		June 2015: The Superintendent provided periodic reports to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities (Connected Lane Pathways Grant)
		October 2016
		October 2017
1-2.6b	Activity: Continued collaboration with Lane Community College, University of Oregon, EPIC, and local districts and community partners to develop credit-bearing Career and College Readiness Capstone course(s).	Outcome: Connected Lane Pathways, 2015-17 Promise Grant Proposal detailing accelerated learning opportunities and dual credit courses. Capstone Course framework was designed, but not implemented by June 2015. The Capstone Course framework was incorporated in the 2015-17 Promise Grant Proposal.
1-2.6c	Activity: Continued collaboration with Lane Community College, University of Oregon, EPIC, and local districts and community partners to develop an E-Portfolio system for linking and documenting student college and career activities for middle and high school students.	Outcome: E-Portfolio explored with EPIC and OBA-World in Spring 2015. Other options are currently being explored based upon requirements of districts and technology restrictions.

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Goal 2: Increase the number of high school students accessing college credit programs or college options, accelerative learning opportunities, career pathways, and participating in meaningful life/independence transition programs.

Objective 1-2.7 – Continued collaboration with component districts, High School to College/Career Bridge (16-22), Lane Community College, and University of Oregon to develop implement Professional Learning Communities (PLC) (High School, Lane Community College and University of Oregon instructors) to design college-level course options for high school students. See #1-2.1

1-2.7a	Activity: Continued coordination and participation in the Connected Lane Pathways grant activities to develop and implement Professional Learning to design college-level course options for high school students.	Outcome: Periodic or annual reports to the Board on Connected Lane Pathways grant activities and outcomes. June 2015: Annual report to be completed and submitted to the Lane ESD Board, July 2015. October 2016 October 2017
1-2.7b	Activity: Continued collaboration with Lane Community College, University of Oregon, High School to College/Career Bridge, and Lane County school districts to design college-level course options for high school students.	Outcome: Develop and Pilot college-level course options for high school students by September 2015. Additional College Level course options for High School students supported by Connected Lane Pathways, were not implemented by September 2015. However, the 2015-17 Promise Grant Proposal will include increased options for accelerated learning and dual credit courses.
1-2.7c	Activity: Participate and support the High School to College/Career Bridge, Lane Community College, University of Oregon, and Lane County school districts to implement PLC strategies that lead to an increased number of college-level course options for high school students.	Outcome: Periodic or annual reports to the Board on the progress on the development of PLC strategies that lead to an increased number of college-level course options for high school students. June 2015 – Number of college-level course options. Lane ESD supported the Teacher To Teacher (PLC) model for Healthcare Pathways which increased the number of College Level/Career Courses in High Schools throughout Lane County.

Bold Step #2 Supporting Best Instructional Practices

Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.

Objective 2-1.2 – Provide ongoing supports and professional development to improve instructional practices of teachers in the content areas.

2-1.2a	Activity: Collaboration with district partners, UO and Early Learning Alliance to provide professional development and follow-up support for P-12 teachers to improve instructional practices in literacy/English Language Arts.	Outcome: # of trainings and participants (P-12) to support knowledge and application of Common Core Standards in English Language Arts.
		June 2015: Essential Skills Reading and Writing trainings and supports for South Lane, Crow-Applegate-Lorane, and Marcola, and literacy training and supports for Junction City, Marcola, Oakridge, Eugene 4J and Creswell school districts. In total 150 teachers participated.
		October 2016
		October 2017
2-1.2b	Activity: Collaboration with district partners, UO and Early Learning Alliance to provide professional development and follow-up support for P-12 teachers to improve instructional practices in mathematics.	Outcome: # of trainings and participants (P-12) to support knowledge and application of Common Core Standards in mathematics.
		June 2015: There were 17 FUEL Lane professional development trainings at Lane ESD, with 125 participants attending at least one training, most participated in multiple trainings. FUEL Lane math specialists provided 55 district/classroom follow-up activities, several sites were visited more than once.
		October 2016
		October 2017
2-1.2c	Activity: Collaboration with district partners, UO and Early Learning Alliance to provide professional development and follow-up support for P-12 teachers to improve instructional practices in science.	Outcome: # of trainings and participants (P-12) to support knowledge and application of Common Core Standards in science.
		June 2015: Lane ESD collaborates with the Content in Context Super Lessons Math and Science Partnership grant to provide Spring and Summer professional development around Next Generation Science Standards.
		October 2016
		October 2017

Bold Step #2 Supporting Best Instructional Practices

Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.		
Objective 2-1.3 - Provide ongoing supports and professional development to improve instructional practices of CTE/career and (college) acceleration teachers.		
2-1.3a	Activity: Collaboration with district partners, UO/Lane Community College, and local businesses to provide professional development and follow-up support for grades 8-12 teachers to improve instructional practices across the content areas.	Outcome: # of trainings and participants (8-12) to support knowledge and application of instructional practices of CTE/career teachers across the content areas.
		June 2015: CTE Leadership Cadre comprising ten CTE teachers met nine times as a PLC.
		October 2016
		October 2017
2-1.3b	Activity: Collaboration with district partners, UO and Lane Community College to provide professional development and follow-up support for grades 9-12 teachers to improve instructional practices in college credit (dual credit) content courses in high school.	Outcome: # of trainings and participants (9-12) to support knowledge and application of instructional practices for college credit (dual credit) content courses in high school.
		June 2015: Supported two High School Connections professional development meetings for High School teachers on Dual Credit; 64 teachers in total. Provided 19 teachers "Teacher to Teacher" training for instructors in Health Sciences.
		October 2016
		October 2017
2-1.3c	Activity: Support Lane County districts to increase the number of students accessing accelerated learning courses (dual credit, IB/AP) in high school (*Connected Lane County Metric Data).	Outcome: (1) dual credit and (2) IB/AP
		Baseline 2015: Dual credit classes in core areas (English, Math and Science) are available in 11 high schools. Over 4,000 dual credits were earned in college and career related areas. IB/AP available Fall 2015.
		October 2016

Bold Step #2 Supporting Best Instructional Practices

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Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.

Objective 2-1.4 - Provide ongoing supports and professional development to improve instructional practices through RBT Skillful Teacher Module Trainings.		
2-1.4a	Activity: Collaboration with Springfield PS and Eugene 4J (Lane Consortium) to improve the knowledge and application of instructional practices through the Studying Skillful Teaching trainings/follow-up supports.	Outcome: # of participants completing Module 1, Module 1 and 2 or 3, and Modules 1-3 by June 2015, and summarize teacher/administrator module evaluations.
		June 2015: 310 teachers and administrators participated in one of 10 Studying Skillful Teaching Module 1 trainings. 15 of our 16 districts are represented. 212 participated in one of 4 Module 2: Essential Elements of Unit/Lesson Design, and 230 participated in one of 4 Module 3: Making Student Thinking Visible trainings. Forty administrators from 5 districts participated in Analyzing Teaching for Student Results (the admin course)
		October 2016
		October 2017
2-1.4b	Activity: Collaboration with Springfield PS and Eugene 4J (Lane Consortium) to develop and implement (provide professional development trainings) of Modules 4 and 5.	Outcome: (1) Develop Module 4 content by December 2015 and provide trainings starting in January 2016, and (2) develop Module 5 content by December 2016 and provide trainings starting in January 2017. Module 4; High Expectations Teaching has been developed and plans for training are in place.

Bold Step #2 Supporting Best Instructional Practices

2-1.4c	Activity: Continued collaboration with Research for Better Teaching and Lane Consortium to expand the Studying Skillful Teaching trainings beyond Lane County (Northwest Hub).	<p>Outcome: (1) Plan for the expansion of Studying Skillful Teaching (Modules 1-3) and enter into an agreement with RBT by June 2015, and (2) begin Module trainings for district outside of Lane County by January 2016.</p> <p>Talks with RBT regarding a business plan for expansion are currently being held. We have presented at COSA Seaside Conference and the Summer Assessment Institute. We have determined that there is interest in taking this training outside Lane County.</p>
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Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.

Objective 2-1.5 – Provide ongoing supports, professional development, and Mentor Program coordination offering needed teacher induction supports for new teachers and administrators in Lane County to improve 1) teachers’ skills and knowledge, 2) administrator effectiveness as instructional leaders, 3) feelings of efficacy and competency, and 4) retention.		
2-1.5a	Activity: Provide ongoing supports, professional development, and Mentor Program coordination for new and returning mentors.	<p>Outcome: # of trainings and participants to support new and returning mentors.</p> <p>June 2015: In addition to mentoring sessions, participants and mentors received upwards of 30 hours of both subject area and generalized Professional Development. Mentors also received program specific Professional Development.</p> <p>October 2016</p> <p>October 2017</p>
2-1.5b	Activity: Provide ongoing supports, professional development, and Mentor Program coordination for new teachers (Yr 1-2) and administrators.	<p>Outcome: # of trainings and participants to support new teachers and administrators and returning mentors.</p> <p>June 2015: 108 new teachers and 18 new administrators participated during 2014/15. About 80 mentors received: 2 trainings for new mentors and 2 trainings for continuing mentors. In addition to mentoring sessions, participants and mentors received upwards of 30 hours of subject area, generalized Professional Development and Instructional Equity practices. Mentors also received program specific Professional Development.</p>

Bold Step #2 Supporting Best Instructional Practices

		October 2016
		October 2017
2-1.5c	Activity: Provide professional development, on-going support and coordination of mentoring activities to improve 1) teachers' skills and knowledge, 2) administrator effectiveness as instructional leaders, 3) feelings of efficacy and competency, and 4) retention.	Outcome: Lane Mentor Program Annual Report and Survey Results - 1) teachers' skills and knowledge, 2) administrator effectiveness as instructional leaders, 3) feelings of efficacy and competency, and 4) retention.
		June 2015: Participants and mentors received upwards of 30 hours of Professional Development. 95% of participant teachers reported feeling a high level of efficacy due to their relationship with their mentor. The majority of participant teachers returned for the following year, with only five teachers resigning.
		October 2016
		October 2017

Bold Step #2 Supporting Best Instructional Practices

Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.

Objective 2-1.6 – Collaborate with component districts, University of Oregon, Lane Community College, and community-based agencies/partners to develop, implement and support increased teacher-leadership opportunities for classroom teachers to improve their professional skills and knowledge, and to contribute to their profession.

2-1.6a	Activity: Collaborate with component districts, LCC, UO, and community-based agencies/partners to develop, implement and support increased teacher-leadership opportunities for classroom teachers to improve their professional skills and knowledge, and to contribute to their profession.	Outcome: # of classroom teachers participating in teacher-leadership opportunities: 1) Mentor Program, 2) RBT Trainer-of-Trainers, 3) Studying Skillful Teaching Modules 1-3, 4) District-level Professional Learning Teams, and 5) Lane IGNITE and FUEL, CTE Programs, and STEM/STEAM grants.
		Baseline Data 2015: 310 teachers and administrators representing 15 districts have participated in one of 10 Studying Skillful Teaching Module 1 trainings. Lane ESD currently has 13 trainers of certified across three districts. One hour of UO graduate credit is being offered and has been accessed by 24 teachers for Modules 2 and 3.
		October 2016
		October 2017
2-1.6b	Activity: Collaborate with component districts, LCC, UO, and community-based agencies/partners to develop new teacher-leadership opportunities for classroom teachers to improve their professional skills and knowledge, and to contribute to their profession.	Outcome: # of new teacher-leadership opportunities for classroom teachers to improve their professional skills and knowledge, and to contribute to their profession.
		Baseline Data 2015: A cadre of teachers from the Content in Context Math Science Partnership grant will attend the National Science Teachers Association regional conference (October 2015) to form a leadership team to support roll out of NGSS. Provided 12 new CTE Teachers with industry visits, presentations on trends in industry. Four new CTE teachers have participated in the Skillful Teacher workshop.
		October 2016
		October 2017

Bold Step #2 Supporting Best Instructional Practices

Goal 1: Support effective teacher development through the implementation of best instructional practices in schools (P-12), Lane ESD, and community partners.

Objective 2-1.8 – Provide supports and professional development to improve instructional practices across transitions (for example, early childhood to kindergarten, elementary to middle school, middle to high school and high school to college and career).		
2-1.8a	Activity: Collaboration with the Early Learning Alliance and RAC’s Early Learning Bridge to provide professional development for pre-school providers and K-3 teachers to improve instructional practices across the P-3 transition.	Outcome: # of trainings and participants (P-3) to improve instructional practices
		June 2015: Lane ESD continues to collaborate with the Early Learning Alliance and Early Learning Bridge members to develop professional development for P-3 teachers. K-3 teachers have participated in K-5 math and science, Mentor Grant, and Studying Skillful Teaching professional development. ELA data is not currently available. 40 teachers participated in the Mentor Grant. 70 K-3 teachers participated in Studying Skillful Teaching trainings.
		October 2016
		October 2017
2-1.8b	Activity: Continued collaboration with the Elementary to Mid Bridge (grades 4-8), UO, and component districts to provide professional development and supports to improve instruction across the elementary to middle school grades transition.	Outcome: # of trainings and participants (grades 4-8) to improve instructional practices.
		June 2015: Grade 4-8 teachers participated in Grade 4-8 math and science, Mentor Grant, and Studying Skillful Teaching professional development. 30 teachers took part in math and science trainings. 20 teachers participated in the Mentor Grant. 70 Grade 4-8 teachers participated in Studying Skillful Teaching trainings.
		October 2016
		October 2017

Bold Step #2 Supporting Best Instructional Practices

2-1.8c	Activity: Continued collaboration with the Mid to High Bridge (grades 6-12) and High to College/Career Bridge (grades 11-14), LCC/ UO, and component districts to provide professional development and supports to improve instruction across the middle school to high and high school to college/career transitions.	Outcome: # of trainings and participants (grades 6-12 and 11-14) to improve instructional practices.
		June 2015: Provided 6 Professional Development sessions incorporating engineering principles in to CTE construction programs. (10-15 instructors participated depending upon the session topic). Eight teacher teams participated in Language Arts in CTE professional development sessions. Grade 6-10 teachers participated in math and science, Mentor Grant, and Studying Skillful Teaching professional development. 35 teachers took part in math and science trainings. 15 teachers participated in the Mentor Grant. 70 Grade 6-10 teachers participated in Studying Skillful Teaching trainings.
		October 2016
		October 2017
2-1.8d	Activity: Support Lane County districts to improve student achievement as measured by the 13 Connected Lane County Metric Data.	Outcome: Connected Lane County Metric Data
		Baseline 2015 Data: Data is available for the majority of K-12 metrics for 14 districts. Sample school report available.
		October 2016
		October 2017

Bold #3 Modeling and Promoting Equitable Practice for All



Goal 1: Support the implementation of equitable practices in schools (P-20), Lane ESD, and community partners.

Objective 3-1.1 – Promote/support the understanding and application of the Oregon Education Investment Board’s (OEIB) Equity Lens and other Equity Tools in education decision-making and practices (P-20).		
3-1.1a	Activity: Review OEIB Equity Lens and the Oregon Leadership Network (OLN) and locally developed Equity Tools with the Board and Lane ESD staff.	Outcome: Develop a working knowledge of the Equity Lens and Equity Tools, and integrate the Equity Lens and Equity Tools, including OEIB’s Asset Based Communication, into the agency decision-making process. Periodic or annual reports to the Board on the implementation progress.
		June 2015: The Lane ESD Leadership introduced the Equity Lens and Equity Tools to the Lane ESD Board.
		October 2016
		October 2017
3-1.1b	Activity: Review OEIB Equity Lens and Equity Tools with Superintendents’ Council, Lane Oregon Leadership Network (LOLN), Curriculum Leaders, and Special Education Directors.	Outcome: Develop a working knowledge of Equity Lens and Equity Tools, and integrate the Equity Lens and Equity Tools into the groups’ decision-making processes. Periodic or annual reports to the Board on implementation progress.
		June 2015: The Lane OLN team and Superintendents’ Council reviewed the Equity Lens and Equity Tools and developed a plan to implement activities in 2015/16, including a yearlong conversation and periodic trainings related to equity and Implicit Bias, this will include principals, curriculum leaders and SPED directors.
		October 2016
		October 2017

Bold #3 Modeling and Promoting Equitable Practice for All



Goal 1: Support the implementation of equitable practices in schools (P-20), Lane ESD, and community partners.

Objective 3-1.2 – Promote/support the Lane Oregon Leadership Team (LOLN) and Superintendents’ Council work to address a disproportionate discipline of diverse and underserved students, review OLN’s <i>Discipline Policies and Procedures of 14 Oregon Leadership Network Districts</i> discipline policy document, and their efforts to implement Restorative Justice strategies in Lane County schools.		
3-1.2a	Activity: LOLN will complete an in-depth review of districts’ discipline data and develop a protocol for the Superintendents’ Council to use in analyzing disproportionate discipline data of diverse and underserved students in their districts.	Outcome: LOLN facilitates the completion of the district-level discipline data review using the protocol. Report the Superintendents’ Council and the Board on the review outcomes and possible next steps.
		June 2015: All nine elements addressed during a yearlong training (14/15) with Superintendents’ Council. Superintendents identified and discussed district level best practices for moving forward during 2015/16.
3-1.2b	Activity: LOLN will plan and facilitate the Superintendents’ Council review of the <i>Discipline Policies and Procedures of 14 Oregon Leadership Network Districts</i> (9 Elements) document, and guide the process to inform discipline policy and improving procedures/practice.	Outcome: Superintendents’ Council completes a review of OLN <i>Discipline Policies and Procedures of 14 Oregon Leadership Network Districts</i> (9 Elements) document, and develops a process for revising district discipline policies and procedures that will lead to the reduction of disproportionate discipline. Periodic or annual reports to the Superintendents’ Council and Board on the outcomes and possible next steps.
		June 2015: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities in relation discipline policies and disproportionate discipline.
		October 2016
		October 2017

Bold #3 Modeling and Promoting Equitable Practice for All



3-1.2c	Activity: LOLN will work with the University of Oregon to 1) provide training for district superintendents and administrators on Restorative Justice practices, and 2) plan and implement Restorative Justice pilots in 2-3 middle schools. (see #3-1.4 a)	Outcome: Periodic or annual reports to the Superintendents’ Council and Board on the training and pilot outcomes.
		June 2015: Limited available funding has restricted Restorative Justice to implementation in one middle school. Superintendents’ Council has shifted their emphasis to support and expand Implicit Bias training.
		October 2016
		October 2017

Bold #3 Modeling and Promoting Equitable Practice for All



Goal 1: Support the implementation of equitable practices in schools (P-20), Lane ESD, and community partners.

Objective 3-1.5 – Promote/support the recruitment, retention, and promotion of diverse staff in Lane ESD, component districts, and community partners.		
3-1.5a	Activity: Continue the development of screening and interview protocols to ensure fair and equitable hiring practices (for example integrating behavior-based interview practices).	Outcome: Periodic or annual reports to the Board on equitable hiring practices and hiring outcomes.
		June 2015: Management staff receives support for development of behavior based interview questions. There is need for better articulation of “look fors” in candidate responses.
		October 2016
		October 2017
3-1.5b	Activity: Provide annual training and support in equitable hiring practices to management staff and the selection process participants.	Outcome: Periodic or annual reports to the Board on the number of trainings and participants.
		June 2015: No trainings were completed prior to the conclusion of the 14-15 school year. We will be working with directors to determine content and schedule of training.
		October 2016
		October 2017
3-1.5c	Activity: Review and modify recruitment practices and strategies to support increased diversity of applicant pools.	Outcome: Periodic or annual reports to the Board on the changes made to recruitment practices and strategies, and diversity of applicant pools.
		June 2015: Developing distribution list of teacher education programs having higher percentage of diverse student enrollment.
		October 2016
		October 2017
3-1.5d	Activity: Review current retention and promotion strategies that support maintaining a diverse workforce.	Outcome: Periodic or annual reports to the Board on the review process for retention and promotion strategies.
		June 2015: Working on establishing annual survey of employees and exit interview process for employees leaving the ESD.

Bold #3 Modeling and Promoting Equitable Practice for All



		October 2016
		October 2017

Bold #3 Modeling and Promoting Equitable Practice for All



Goal 1: Support the implementation of equitable practices in schools (P-20), Lane ESD, and community partners.

Objective 3-1.6 – Promote/support the participation of Lane ESD and component districts’ staff in equitable practices.		
3-1.6 a	Activity: Review and develop a plan to incorporate equitable practices and a working knowledge of Oregon Education Investment Board (OEIB) Equity Lens into all aspects of our work.	Outcome: Periodic or annual reports to the Board on the review and development of the professional development plan to incorporate equitable practices and a working knowledge of OEIB Equity Lens.
		June 2015: Completed review of ODE Equity Report
		October 2016 October 2017
3-1.6 b	Activity: Review Lane ESD’s programs and services using the OEIB Equity Lens and Equity decision-making tools.	Outcome: Periodic or annual reports to the Board on the review of programs and services use of OEIB Equity Lens and Equity decision-making tools.
		June 2015: Lane ESD staff met with Education Northwest staff to review our goal of infusing equity focus in all ESD services. Education Northwest is scheduled to meet with School Improvement staff to begin a professional learning community discussion on the topic of equitable instructional practices and ESD services.
		October 2016 October 2017
3-1.6 c	Activity: Promote and support professional development for all Lane ESD staff in equitable practices relevant and applicable to their assignment.	Outcome: Periodic or annual reports to Board on the content and participation in professional development activities.
		June 2015: Reports provided on ongoing training for School Improvement staff. Professional developmental as part of Indian Pedagogy. Participation for School Improvement staff in multiple Studying Skillful Teaching trainings.
		October 2016 October 2017
3-1.6 d	Activity: In response to the Lane ESD survey (2014/15) and at the request of the Superintendents’	Report to Superintendents’ Council and Board on the recommended changes to Equity and Diversity services.

Bold #3 Modeling and Promoting Equitable Practice for All



	<p>Council, Lane ESD’s Leadership will review current Equity and Diversity services and make changes reflecting the needs of the districts.</p>	<p>June 2015: Based on the Superintendents’ Council’s priority for Culturally Responsive Instruction and Professional Development for teachers, Lane ESD Leadership is consulting with Northwest Regional Education and ODE Equity Division staff to develop a plan for Equity and Diversity Services.</p>
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Bold #3 Modeling and Promoting Equitable Practice for All



Goal 2: Support the implementation of culturally responsive pedagogy (Gay, 2010*) and instruction (Koppelman, 2011) for teachers in Lane County.**

Objective 3-2.1 -Provide supports and professional development to integrate culturally responsive teaching practices in the content areas, grant funded activities, and Studying Skillful Teaching module trainings.		
3-2.1a	Activity: School Improvement Specialists, in collaboration with Curriculum Leaders, will review and develop a plan to integrate culturally responsive teaching practices in the content areas, grant funded activities, and Studying Skillful Teaching module trainings.	Outcome: Periodic or annual reports to Board on the development of the plan to integrate culturally responsive teaching practices.
		June 2015: School Improvement Specialists have initiated a review and will develop a plan to integrate culturally responsive teaching practices in the content areas. All School Improvement Specialists have participated in at least two modules of Studying Skillful Teaching, which includes culturally responsive teaching practices.
		October 2016
		October 2017
3-2.1 b	Activity: Develop and implement a professional development plan for School Improvement Specialists to integrate culturally responsive teaching practices in their content areas.	Outcome: Periodic or annual reports to Board on the development and implementation of the plan to integrate culturally responsive teaching practices in the content areas.
		June 2015: School Improvement Specialists have initiated a review and develop a plan to integrate culturally responsive teaching practices in their content areas.
		October 2016
		October 2017
3-2.1 c	Activity: Review and assess all Lane ESD professional development activities provided to component district teachers to ensure that culturally responsive teaching practices are integrated in the content areas, grant funded activities, and	Outcome: Periodic or annual reports to Board on the review and assessment of professional development activities to ensure that culturally responsive teaching practices are integrated.
		June 2015: School Improvement Specialists have initiated a review and are developing a plan to integrate culturally responsive teaching practices in their professional development in their content areas. Teachers from all 16 districts have participated in Studying Skillful Teacher training, which includes culturally

Bold #3 Modeling and Promoting Equitable Practice for All



	Studying Skillful Teaching module trainings.	responsive teaching practices.
		October 2016
		October 2017
3-2.1 d	Activity: Review and assess professional development activities of new initiatives (for example, K-3 Readings, Science/Technology/Engineering/Math (STEM) Hub) to ensure the integration of culturally responsive teaching practices.	Outcome: Periodic or annual reports to Board on the assessment of professional development activities of new initiatives to ensure that culturally responsive teaching practices are integrated.
		June 2015: Lane ESD has initiated a review of Professional Development activities to ensure the integration of culturally responsive teaching practices.
		October 2016

Bold Step #4 Leveraging Education and Community Partners



Goal 1: Continue to collaborate and expand cooperative partnerships with P-20 education agencies to improve services and programs for children and youth in Lane County.

Objective 4-1.1 – Continue and expand Lane ESD’s leadership role in building coalitions and collaboratives, and leveraging and braiding funds and resources (for example, Connected Lane County/Regional Achievement Compact (RAC) and Early Learning Alliance).		
4-1.1a	Activity: Continue and expand Lane ESD’s leadership role in building coalitions and collaboratives.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role in building coalitions and collaboratives.
		June 2015: Lane ESD has expanded and increased its leadership role in building coalitions and collaborative in multiple areas, including: 1 Lane County Consortium for Studying Skillful Teaching (Lane ESD, Eugene 4j, and Springfield School District) 2 Lane Community College - CTE Program of Study Advisory Committees, High School Connections Steering Committee, Collaboration with LCC Deans on aligning standards in secondary and post secondary CTE programs. 3 Expanded CTE partnerships with LCC, Lane Workforce Partnership, U of O, Chamber of Commerce, Oregon Employment Department and Society of Manufacturing Engineers. 4 STEM Hub, Equity and Community Consortium, OAESD Governance, and legislative leadership. 5 ODE Data Leadership Committee, Regional Data Warehouse Committee.
		October 2016
		October 2017
4-1.1b	Activity: Continue and expand Lane ESD’s leadership role in	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role in leveraging and braiding funds and resources.

Bold Step #4 Leveraging Education and Community Partners



	<p>leveraging and braiding funds and resources.</p>	<p>June 2015: Lane ESD has expanded and increased its leadership role in leveraging and braiding funds and resources in multiple areas, including:</p> <ol style="list-style-type: none"> 1. Lane County Consortium for Studying Skillful Teaching 2. Grant funding (Strategic and Legislative Initiatives, and Consortium Grant Funds) 3. Superintendents' Council Investment (Innovation Funds)
		<p>October 2016</p>
		<p>October 2017</p>
<p>4-1.1c</p>	<p>Activity: Provide leadership in the building of district and community coalitions and collaboratives, and in leveraging and braiding funds and resources.</p>	<p>Outcome: Baseline data – number and amount of grant and Strategic Funding, and leveraged funds/resources.</p> <p>June 2015: 25 Grants worth almost \$6m. 7 other sources of funding equaling \$20.5m in funding.</p>
		<p>October 2016</p>
		<p>October 2017</p>

Bold Step #4 Leveraging Education and Community Partners



Goal 1: Continue to collaborate and expand cooperative partnerships with P-20 education agencies to improve services and programs for children and youth in Lane County.

Objective 4-1.2 – Expand Lane ESD’s participation and leadership in developing partnerships with local districts/education agencies that improve/increase programming and services (for example Lane Consortium – Research for Better Teaching (RBT) Training).		
4-1.2a	Activity: Expand Lane ESD’s participation and leadership in developing partnerships with local districts/education agencies.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-1.2b	Activity: Expand Lane ESD’s participation and leadership in developing partnerships that improve/increase programming and services.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-1.2c	Activity: Continued collaboration with RBT and Lane Consortium to expand the Studying Skillful Teaching trainings (Activities: 2-1.4a-c)	<p>Outcome: Outcomes of 2-1.4a-c</p> <p>a) # of participants completing Module 1, Module 1 and 2 or 3, and Modules 1-3 by June 2015, and summarize teacher/administrator module evaluations.</p> <p>b) (1) Develop Module 4 content by December 2015 and provide trainings starting in January 2016, and (2) develop Module 5 content by December 2016 and provide trainings starting in January 2017.</p> <p>c) (1) Plan for the expansion of Studying Skillful Teaching (Modules 1-3) and enter into an agreement with RBT by June 2015, and (2) begin Module trainings for district outside of Lane County by January 2016.</p> <p>310 teachers and administrators participated in one of 10 Studying Skillful Teaching Module 1 trainings. 15 of our 16 districts are represented. 212 participated in one of 4 Module 2: Essential Elements of Unit/Lesson Design, and 230 participated in one of 4 Module 3: Making Student Thinking Visible trainings.</p> <p>Forty administrators from 5 districts participated in Analyzing Teaching for Student Results (the admin course)</p>

Bold Step #4 Leveraging Education and Community Partners



		<p>Module 4; High Expectations Teaching has been developed and plans for training are in place.</p> <p>Lane ESD is in continued discussion with RBT regarding a business plan for expansion of Studying Skillful Teaching module trainings outside of Lane County. Lane ESD staff presented at the COSA Seaside Conference and the Summer Assessment Institute, and have determined that there is an interest in trainings outside the Lane ESD service area.</p>
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Bold Step #4 Leveraging Education and Community Partners



Goal 2: Continue to collaborate and expand cooperative partnership with our community agencies and organizations to improve services and supports for children and youth in Lane County.

Objective 4-2.1 – Continue and expand Lane ESD’s leadership role in building coalitions and collaboratives, and leveraging and braiding funds and resources (for example, Connected Lane County/RAC and Early Learning Alliance).		
4-2.1a	Activity: Continue and expand Lane ESD’s leadership role in building coalitions and collaboratives with our community agencies and organizations.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-2.1b	Activity: Continue and expand Lane ESD’s leadership role in leveraging and braiding funds and resources with our community agencies and organizations.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-2.1c	Activity: Provide leadership in the building of coalitions and collaboratives and in leveraging and braiding funds and resources with our community agencies and organizations.	Outcome: Baseline data – number of coalitions and collaboratives and leveraged funds/resources.
		Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role in building coalitions and collaboratives with our community agencies and organizations.
		The Superintendent has reported upon Lane ESD’s expanded and increased its leadership role in building coalitions and collaborative in multiple areas, including:
		1 Equity and Community Consortium 2 Lane Workforce Partnership 3 Health and Human Services, Trillium Behavioral Health 4 Centro Latino, NAACP, Native American community
		October 2016
		October 2017

Bold Step #4 Leveraging Education and Community Partners



Goal 2: Continue to collaborate and expand cooperative partnership with our community agencies and organizations to improve services and supports for children and youth in Lane County.

Objective 4-2.2 – Expand Lane ESD’s participation and leadership in developing partnerships with community agencies and organizations that improve/increase community programming and services for children and youth in Lane County.		
4-2.2a	Activity: Expand Lane ESD’s participation and leadership in developing partnerships with community agencies and organizations.	Outcome: The Superintendent has reported upon Lane ESD’s partnerships with community agencies and organizations. Including with Trillium Behavioral Services and Direction Services to provide a Therapeutic Classroom, industry representatives (Peace Health, EWEB, gravel and mining companies) and Eugene Chamber of Commerce
4-2.2b	Activity: Expand Lane ESD’s participation and leadership in developing partnerships that improve/increase community programming and services for children and youth in Lane County.	Outcome: The Superintendent has reported upon Lane ESD’s partnerships that include Direction Services, Land County Mental Health, Trillium, Community Health Centers, State Hospital and Youth Services, Transition Services, and DHS.
4-2.2c	Activity: Continued collaboration with Lane Arts Council, Lane County HHS, Trillium Coordinated Care Organization, and expand the number of collaborations with other community agencies and organizations.	Outcome: Baseline data 2014 – current collaborations with Lane Arts Council, Lane County HHS, Trillium Coordinated Care Organization, and others.
		June 2015: Health Sciences Professions - 32 health care industries Construction industry – 18 Partners Manufacturing Industry - 17 Partners Lane Arts Council – Two STEM/STEAM Grants Trillium Behavior Health – Therapeutic Classroom Centro Latino – Gang Prevention Grant NAACP – African American Gap Grant
		October 2016
		October 2017

Bold Step #4 Leveraging Education and Community Partners



Goal 2: Continue to collaborate and expand cooperative partnership with our community agencies and organizations to improve services and supports for children and youth in Lane County.

Objective 4-2.3 – Expand Lane ESD’s participation in developing collective impact - based on other partnerships with community agencies and organizations, especially agencies serving diverse and underserved youth, that improve/increase community programming and supports for children and youth in Lane County (for example, NAACP – Education Committee, Blacks in Government, Centro Latino Americano, Collective Impact Committee, and Lane County Gang Prevention Taskforce).		
4-2.3a	Activity: Expand Lane ESD’s participation in developing collective impact initiatives with community partners, agencies and other organizations that improve/increase community programming and supports for children and youth in Lane County.	Outcome: The Superintendent has reported upon Lane ESD’s participation and leadership in developing collective impact initiatives. Including Connected Lane County/RAC, Gang Prevention Grant, African American Gap Grant, Easter Promise Replication Grant, and STEM Community Engagement.
4-2.3b	Activity: Expand Lane ESD’s participation in developing collective impact initiatives with community partners, agencies and other organizations that improve/increase community programming and supports especially for diverse and underserved youth.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-2.3c	Activity: Continue to support the current collective impact initiatives with community partners, agencies and other organizations that improve/increase community programming and supports especially for diverse and underserved youth.	Outcome: (1) Collective Impact Committee, (2) Gang Prevention Grant, (3) African American GAP Grant –LEAP, and (4) American Indian/ Alaskan Native Pedagogy Grant.
		June 2015: Lane ESD is pursuing alternative funding/supports for continued programming in these areas.
		October 2016 (if funding continued)
		October 2017 (if funding continued)

Bold Step #4 Leveraging Education and Community Partners



Goal 2: Continue to collaborate and expand cooperative partnership with our community agencies and organizations to improve services and supports for children and youth in Lane County.

Objective 4-2.4 - Expand Lane ESD’s participation and leadership in developing collaborations and cooperatives with community business, technology, and industry partners to increase career and college opportunities for youth in Lane County (for example, Lane Workforce Partnership and CTE – Revitalization Grants).		
4-2.4a	Activity: Expand Lane ESD’s participation and leadership in developing collaborations and cooperatives with community business, technology, and industry partners.	Outcome: The Superintendent has reported on Lane ESD’s participation and leadership in developing collaborations and cooperatives. These include connections with over 100 businesses through Construction-Engineering Technology, Society of Manufacturing Engineers, and manufacturing programs at High Schools and Lane Community College. In addition, Lane Workforce Partnership in the areas of CTE Grants and Tech Sector Strategies.
4-2.4b	Activity: Develop collaborations and cooperatives with community business, technology, and industry partners to increase career and college opportunities for youth in Lane.	Outcome: Periodic or annual reports provided to the Lane ESD board, Connected Lane County/RAC Steering Committee, Superintendents’ Council, and Curriculum Leaders describing activities.
4-2.4c	Activity: Support the development of collaborations and cooperatives with community business, technology, and industry partners that increase career and college opportunities for youth in Lane County.	Outcome: June 2015 data – (1) Lane Workforce Partnership Youth Grants, and (2) CTE – Revitalization Grants.
		<p>June 2015:</p> <p>Health Care--238 High School students completed the Anatomy and Physiology and Medical Terminology classes. Students participated in Skills Development Day (Peace Health Diagnostic and EMR training)</p> <p>32 High School students completed a 36 hour Health Career Internship</p> <p>18 students completed and passed the certification Medical Emergency Responder</p> <p>150 Middle School students participated in Health Science Career Day.</p> <p>36 new Dual Credit classes were offered through LCC</p> <p>Professional Development provided for 12 CTE instructors.</p>

Bold Step #4 Leveraging Education and Community Partners



		October 2016
		October 2017

Bold Step #4 Leveraging Education and Community Partners



Goal 3: Continue to collaborate and expand partnerships with state-level agencies/organizations and ESDs to improve services and supports for children and youth in Oregon.

<p>Objective 4-3.2 – Expand Lane ESD’s participation and leadership in developing partnerships with state-level and regional organizations that improve/increase community programming and services for children and youth.</p>		
4-3.2a	<p>Activity: Continue and expand Lane ESD’s participation and leadership in developing partnerships with state-level and regional organizations that improve/increase community programming and services for children and youth.</p>	<p>Outcome: The Superintendent has reported on Lane ESD’s participation and leadership in developing partnerships with state-level and regional organizations that improve/increase community programming and services for children and youth. Including, CTE State Leaders Networking Group, Oregon Vocational Rehabilitation, Oregon Association of Career and Technical Education, DHS/HHS, OEIB, ODE, Lane County, Connected Lane County, and the Early Learning Alliance.</p>
4-3.2b	<p>Activity: Continue Lane ESD’s leadership role in supporting state-level and regional organizations that improve/increase community programming and services, specifically (1) Oregon Leadership Network, (2) Collective Impact Committee, (3) Lane System of Care Committee, (4) Connected Lane County/RAC P-20, and (5) Equity and Community Consortium.</p>	<p>Outcome: The Superintendent has reported on Lane ESD’s role in supporting state-level and regional organizations that improve/increase community programming and services, specifically (1) Oregon Leadership Network, (2) Collective Impact Committee, (3) Lane System of Care Committee, (4) Connected Lane County/RAC P-20, and (5) Equity and Community Consortium.</p>

Bold Step #4 Leveraging Education and Community Partners



Goal 3: Continue to collaborate and expand partnerships with state-level agencies/organizations and ESDs to improve services and supports for children and youth in Oregon.

Objective 4-3.3 - Expand Lane ESD's administration and staff participation and leadership in regional and state-level committees that effect programs, services, and funding for children and youth (for example, ODE – Talented and Gifted (TAG), State Discipline Committee, Equity, CTE, Lane County Mental Health, Community Health Centers, and Systems of Care).

4-3.3a	Activity: Continue and expand Lane ESD's administration and staff participation and leadership in regional and state-level committees that effect programs, services, and funding for children and youth.	Outcome: The Superintendent has reported on the administration and staff of Lane ESD's participation and leadership in regional and state-level committees that effect programs, services, and funding for children and youth. Specifically ODE – Talented and Gifted (TAG), State Discipline Committee, Equity, CTE, Lane County Mental Health, Community Health Centers, and Lane County Systems of Care.
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Bold Step #4 Leveraging Education and Community Partners



Goal 4: Develop new strategies to increase communication and highlight Lane’s ESD’s leadership and partnership roles in providing quality programs that serve districts and students in Lane County.

Objective 4-4.1 – Develop strategies to increase Lane ESD’s visibility in its leadership role in building coalitions and collaboratives to develop/improve programs and services in Lane County, regionally, and state level. (see #4 Goal 4-1.2)		
4-4.1a	Activity: Develop new strategies to increase Lane ESD’s visibility in its leadership role in building coalitions and collaboratives in Lane County, regionally, and state level.	Outcome: The Superintendent has reported on the development of new strategies to increase Lane ESD’s visibility in its leadership role in building coalitions and collaboratives in Lane County, regionally, and state level. For example, ODE Data Leadership Committee, Regional Data Warehouse Committee, and AHEC Advisory Committee.
4-4.1b	Activity: Develop new strategies to increase Lane ESD’s visibility in its leadership role to develop/improve programs and services in Lane County, regionally, and state level.	Outcome: The Superintendent has reported on the development of new strategies to increase Lane ESD’s visibility in its leadership role to develop/improve programs and services in Lane County, regionally, and state level. See 4-3.3a.

Bold Step # 5 Strong Student Centered Advocacy



Goal 1: Advocate for programming and funding for diverse and underserved students that increases student achievement, reduces the opportunity gap, and eliminates disproportionate outcomes.

**Objective 5-1.1 – Advocate for the funding of programs that increase the number of students transitioning between levels (P-20).
Reference #1-1.1–7**

5-1.1a	Activity: Advocate for continued funding (beyond the current biennium) of Oregon Education Investment Board (OIEB) Strategic Initiatives, ODE, and Oregon Youth Development Council grants that support diverse and underserved students, including American Indian/Alaskan Native Pedagogy, African American – Closing the Achievement GAP, Youth and Gangs, and Youth & Innovation grants.	Outcome: The Superintendent and staff have worked with ODE/Grant Program Officers, the Superintendents’ Council, Curriculum Leaders, community/partner agencies, and local legislators to advocate for continued funding. Applied for the continued funding for current grants in Lane County, if funding is available.
5-1.1b	Activity: Advocate for the continued funding and expanded service for early learning services (age 0-5) in Lane County.	<p>Outcome: Increase the number of students accessing early learning services in Lane County and making a successful transition into Kindergarten.</p> <p>Baseline data June 2015</p> <ol style="list-style-type: none"> 1. ELA Services were accessed by over 2,700 students in 80 facilities 2. ODE has not released disaggregated data for the KRA <p>October 2016</p> <p>October 2017</p>

Bold Step # 5 Strong Student Centered Advocacy



5-1.1c	Activity: Advocate for and support practices that eliminate the disproportionate discipline for culturally diverse students and students with disabilities attending K-12 schools in Lane County.	<p>Outcome: Decrease the number of students and number of discipline referrals of culturally diverse students and students with disabilities in Lane County school districts.</p> <p>Baseline data June 2015 – (1) number of students, (2) number of discipline referrals, and (3) overall disproportionate discipline comparison data. Data does not include Eugene 4j and Springfield SD</p> <p>1. Number of Students Referred All Students – 4,706 Non White Students – 1,134 (24.1%) SPED Students – 833 (17.7%)</p> <p>2. Number of Referrals All Students - 16,859 Non White Students – 4,116 (24.4%) SPED Students – 3,576 (21.2%)</p> <p>October 2016</p> <p>October 2017</p>
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Bold Step # 5 Strong Student Centered Advocacy

Goal 1: Advocate for programming and funding for diverse and underserved students that increases student achievement, reduces the opportunity gap, and eliminates disproportionate outcomes.

Objective 5-1.4– Advocate for the funding to support effective, research-based dual language programs (K-12) that increase student achievement for English Language Learners (ELL) and offer English speaking students the opportunity to become global citizens by learning a second language.

5-1.4a	Activity: Advocate for the funding and support the development of dual language programs (K-12) in Lane County school districts.	Outcome: Periodic or annual reports on the development of dual language programs and the student achievement data for English Language Learners.
		Baseline 2014 data – English Language Learners (ELL) (Oregon Assessment of Knowledge and Skills (OAKS) ELA 22.7% and OAKS Math 20.9)
		June 2015: The Superintendent will provide periodic reports to the Lane ESD Board on the development of dual language programs and the student achievement data for English Language Learners in Lane County. ODE has not yet released OAKS scores disaggregated to this level.
		October 2016

Bold Step # 5 Strong Student Centered Advocacy



Goal 2: Advocate for programming and funding that will increase access/opportunity for diverse and underserved learners to be successful in school leading to college and career.

Objective 5-2.1 - Support increased access/opportunity for diverse and underserved learners to explore career and college aspirations, explore pathways, and acceleration options for college.		
5-2.1a	Activity: Advocate for continued funding and the expansion of the Connected Lane Pathways (Eastern Promise Replication) that works to increase access/opportunity for diverse and underserved learners to be successful in school leading to college and career.	Outcome: Continued funding and expansion of services beyond the current grant timeline (June 2015). The Superintendent has reported to the Lane ESD Board upon the progress of the Connected Lane Pathways Grant and shared the 2014/15 Final Report. Lane ESD intends to submit a Promise Grant proposal in October 2015.
5-2.1b	Activity: Collaborate with local districts, Lane Community College, University of Oregon, and the Education and Policy Improvement Center to advocate for increased funding for programs that will provide access/opportunity for diverse and underserved learners to be successful in school leading to college and career.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for increased access/opportunity for diverse and underserved learners to be successful.
		June 2015: The Superintendent has reported to the Lane ESD Board upon the continued collaborative efforts to advocate for increased access/opportunity for diverse and underserved learners. Additional Legislative Initiative funding will be available August through January 2015/16.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 2: Advocate for programming and funding that will increase access/opportunity for diverse and underserved learners to be successful in school leading to college and career.

Objective 5-2.2 - Support increased participation for diverse and underserved learners in the Career Technical Education programs and career pathways.

5-2.2a	Activity: Advocate for and support practices that increase participation for diverse and underserved learners in the Career Technical Education programs and career pathways.	Outcome: Increase the number of diverse and underserved learners participating in Lane ESD’s Career Technical Education programs and Career Pathways Grants.
		Baseline data June 2015: Lane ESD’s CTE programs served over 850 diverse and underserved learners. Over 25% of the Middle School students who participated in the College and Career Aspiration modules were diverse learners, while over 40% were from underserved populations.
		October 2016
		October 2017

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Goal 2: Advocate for programming and funding that will increase access/opportunity for diverse and underserved learners to be successful in school leading to college and career.

Objective 5-2.3 - Support the increased participation of diverse and underserved learners in teacher pathway programs in collaboration with local districts, colleges/universities, and through current/future ODE Educator Pipeline Grant activities.		
5-2.3a	Activity: Advocate for and support the development of teacher pathway programs in collaboration with local districts, colleges/universities, and through current/future ODE Educator Pipeline Grant activities.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative effort to advocate for the development of teacher pathway programs.
		June 2015: The Superintendent has reported that there has been no new funding for teacher pathway grants for 2014/15, however, Lane ESD continues to plan with local districts and the University of Oregon’s College of Education.
		October 2016
		October 2017
5-2.3b	Activity: Support and collaborate with local districts and colleges/universities to increase the number of diverse and underserved learners participating in teacher pathway programs.	Outcome: Increase the number of diverse and underserved learners participating in teacher pathway programs.
		Baseline data June 2015: The Superintendent has reported that there has been no new funding for teacher pathway grants for 2014/15, however, Lane ESD continues to plan with local districts and the University of Oregon’s College of Education.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 3: Advocate for the funding and implementation of equitable practices in schools (P-12), colleges/universities, ESDs, and community agencies across Oregon.

Objective 5-3.1 – Promote/support the understanding and application of the Oregon Education Investment Board’s (OEIB) Equity Lens and other Equity Tools in education decision-making and practices (P-20). Reference 3-1.1.		
5-3.1 a	Activity: Advocate for and support a systemic application of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices in schools (P-12), colleges/universities, ESDs, and community agencies across Oregon.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role to support and advocate for the integration of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices.
		June 2015: The Superintendent has reported to the Board upon Lane ESD’s leadership role to support and advocate for the integration of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices with schools (P-12), colleges/universities, ESDs, and community agencies across Oregon.
		October 2016
		October 2017
5-3.1 b	Activity: Advocate for and support a systemic application of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices through the Equity and Community Consortium and Lane Oregon Leadership Network.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role to support and advocate for the integration of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices.
		June 2015: The Superintendent has reported to the Board upon Lane ESD’s leadership role to support and advocate for the integration of the OEIB’s Equity Lens and other Equity Tools in education decision-making and practices with the Equity and Community Consortium and Lane Oregon Leadership Network.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 3: Advocate for the funding and implementation of equitable practices in schools (P-12), colleges/universities, ESDs, and community agencies across Oregon.

Objective 5-3.3 – Promote/support the recruitment, retention and promotion of diverse staff in Lane ESD, component districts, community partners, and across Oregon. Reference 3-1.5.		
5-3.3a	Activity: Advocate for and support a systemic implementation of practices that ensure the recruitment, retention and promotion of diverse staff in Lane ESD, component districts, community partners, and across Oregon.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role to support and advocate for a systemic implementation of practices that ensure the recruitment, retention and promotion of diverse staff in Lane ESD, component districts, community partners, and across Oregon.
		June 2015: The Superintendent has reported upon Lane ESD staff’s work with Oregon School Personnel Association on ODE’s plan for increasing the diversity of the teacher workforce. Lane ESD staff are also partnering with local districts and local agencies (ECC) to review recruitment, retention and promotion practices.
		October 2016
		October 2017
5-3.3b	Activity: Advocate for and support a systemic implementation of practices that ensure the recruitment, retention and promotion of diverse staff in Lane ESD and community partners through Lane ESD’s participation in the Equity and Community Consortium.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role to support and advocate for the implementation of practices that ensure the recruitment, retention and promotion of diverse staff through Lane ESD’s participation in the Equity and Community Consortium.
		June 2015: The Superintendent has reported upon Lane ESD staff’s work with Oregon School Personnel Association on ODE’s plan for increasing the diversity of the teacher workforce. Lane ESD staff are also partnering with local districts and local agencies (ECC) to review recruitment, retention and promotion practices.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 4: Advocate for funding and programming that will increase teacher effectiveness (P-20).

Objective 5-4.2 – Advocate for increased funding that will support teacher induction programs (including mentoring) for all new teachers in Oregon.		
5-4.2 a	Activity: Collaborate with component districts, South Lane Mentor Program, and other Oregon Department of Education (ODE) funded mentor programs across the state to advocate for continued and increased funding mentor programs for all new teachers in Oregon.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for funding and programming. Continued funding and expansion of services beyond the current grant timeline.
		June 2015: The Superintendent has provided testimony to the legislature for continued programming and funding of the ODE Mentoring Program Grants for 2015/17.
		October 2016
		October 2017
5-4.2 b	Activity: Advocate for comprehensive, multi-year teacher and administrator induction model (including mentoring).	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for the development and implementation of a comprehensive, multi-year teacher/administrator induction model.
		June 2015: The Superintendent has provided testimony to the legislature and met with ODE leaders to advocate for the development and implementation of a comprehensive, multi-year teacher/administrator induction model.
		October 2016
		October 2017
5-4.2c	Activity: Advocate for comprehensive, multi-year administrator induction model (including mentoring).	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for the development and implementation of a comprehensive, multi-year administrator induction model.
		June 2015 The Superintendent has provided testimony to the legislature and met with ODE leaders to advocate for the development and implementation of a comprehensive, multi-year administrator induction model.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 4: Advocate for funding and programming that will increase teacher effectiveness (P-20).

Objective 5-4.3 – Advocate for increased funding to support on-going professional development and teacher-leadership opportunities for teachers.		
5-4.3 a	Activity: Collaborate with local districts, University of Oregon – College of Education, and other local colleges to advocate for increased funding to support on-going professional development and teacher-leadership opportunities for teachers.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for increased funding to support on-going professional development and teacher-leadership opportunities for teachers.
		June 2015: 24 teachers have received UO graduate credit through Studying Skillful Teaching Module trainings.
		October 2016
		October 2017
5-4.3 b	Activity: Collaborate with local districts, University of Oregon – College of Education, and other local colleges to develop and support teacher-leadership opportunities for classroom teachers in the component districts and Lane ESD.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to develop and support teacher-leadership opportunities for classroom teachers in the component districts and Lane ESD.
		June 2015: 24 teachers have received UO graduate credit through Studying Skillful Teaching Module trainings.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 5: Advocate for increased state funding for Oregon school districts that goes beyond the status quo.

Objective 5-5.1 – Advocate for an increase in state school funding for Oregon school districts that would allow districts to make targeted investments and improvements in programs and services.		
5-5.1 a	Activity: Collaborate with local districts, School Boards, and the Superintendents’ Council to advocate for an increase in state school funding for Oregon school districts that would allow districts to make targeted investments and improvements in programs and services.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for increased funding to support targeted investments and improvements in programs and services.
		June 2015: The Superintendent has reported upon the Superintendents’ Council’s and Lane ESD’s leadership efforts to advocate for increased funding to support targeted investments and improvements in programs and services.
		October 2016
		October 2017
5-5.1 b	Activity: Collaborate with local districts, School Boards, and the Superintendents’ Council to advocate for changes to state school funding distribution and carve-out funds (ex. strategic initiative) that would allow districts more flexibility to make targeted investments and improvements in programs and services.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for changes to state school funding distribution and carve-out funds that would allow districts more flexibility to make targeted investments and improvements in programs and services.
		June 2015: The Superintendent has reported upon the Superintendents’ Council’s and Lane ESD’s leadership efforts to advocate for increased funding to support targeted investments and improvements in programs and services.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



5-5.1c	Activity: Collaborate with local districts, School Boards, and the Superintendents’ Council to advocate for an increase in state school funding that would move us closer to Quality Education Model (QEM) level of funding.	Outcome: Periodic or annual reports to the Board on Lane ESD’s leadership role and collaborative efforts to advocate for increased funding that would move us closer to QEM level of funding.
		June 2015: The Superintendent has reported to the Lane ESD Board on the Superintendents’ Council’s efforts to advocate for an increase in state school funding that would move us closer to Quality Education Model (QEM) level of funding.
		October 2016
		October 2017

Bold Step # 5 Strong Student Centered Advocacy



Goal 5: Advocate for increased state funding for Oregon school districts that goes beyond the status quo.

Objective 5-6.1 – Advocate for and support the Oregon Association of Education Service Districts (OAESD) 2015 Legislative Platform.		
5-6.1 a	Activity: Collaborate with the OAESD and member ESDs, Lane ESD Board, and Superintendents’ Council to advocate and promote the OAESD Legislative Platform for this biennium.	Outcome: Cross-walk the respective legislative agenda(s) for each group, and identify advocacy strategies. Periodic reports to the Board on Lane ESD’s leadership role and collaborative advocacy efforts.
		June 2015: The Superintendent has reported to the Board on Lane ESD’s leadership role in support of the Oregon Association of Education Service Districts (OAESD) 2015 Legislative Platform.
5-6.1 b	Activity: Collaborate with the OAESD and member ESDs to advocate for the amended language in SB 216 that would allow ESDs to be eligible to receive funding.	Outcome: Testify in support of the amended language in SB 216 that would allow ESDs to be eligible to receive funding.
		June 2015: The Superintendent has reported to the Board on Lane ESD’s leadership role in support of the amended language in SB 216.
5-6.1 c	Activity: Collaborate with the OAESD and member ESDs to advocate for/against specific legislation that does/does not support equity and access to services and programs for all districts and students in Oregon.	Outcome: Advocate for/against specific legislation that does/does not support equity and access to services and programs. Periodic reports to the Board on Lane ESD’s leadership role and collaborative advocacy efforts.
		June 2015: The Superintendent has reported to the Board on Lane ESD’s leadership role in support of legislation that advocates for equity and access to services and programs.