



Lake Oswego School District

Strategic Perspectives - Phase III Recommendations

Overarching Objectives

Reducing costs is a necessary survival strategy in a recession. To do this successfully, an organization must adapt programs, services and operations to fit the emerging conditions and foreseeable future. The strategic challenge is to determine the most effective combination of decisions and actions that simultaneously disassemble what will not be maintained while continuing to strengthen, innovate, improve and initiate what will form the foundation of future district educational offerings and support operations.

1. We must be future oriented, yet grounded in the pragmatic imperative to make things work.
2. We must be progressive while striving for continuous improvement in our core competence.
3. We must be focused on the relative value and impact of all of our programs and operations.
4. We must be protective of core programs, values and intangibles that define what we aspire to be.

Strategic Perspectives

Organizations that have the ability to adapt to changing circumstances are those that survive and thrive in challenging conditions. The predictable challenges the district will be facing will necessitate organizational adaptability and require us to work together to develop the best possible means of accomplishing our future goals.

Research focused on large client-dependent organizations confirms that the most effective strategic paths to adaptive success in and emerging from a recession are

1. To assertively accomplish operational efficiencies to both reduce and control costs.
2. To strategically adjust employment levels and role expectations to fit the economic realities.
3. To selectively implement future-oriented programs and services to maintain progressive momentum and competitive advantage.

As the School Board has previously approved, and as the district has done in the past during periods of downsizing, it is imperative that, despite the economic challenges, we continue evolving our educational vision, building from our strengths while working to design programs and services that will best meet the future needs of our students.

Phase III Recommendations

ELEMENTARY SECOND LANGUAGE

Program: The district should initiate the development of an elementary second language program by providing two half-day kindergarten Spanish immersion classes at Lake Grove Elementary.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year. Implementation of this program is contingent on hiring qualified staff and on achieving sufficient enrollment to support the program. Application and registration processes are yet to be determined.

EXTENDED DAY PRE-K SECOND LANGUAGE PROGRAM

Program: The district should pilot a pre-k Mandarin Chinese immersion class at Palisades Elementary.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year. Implementation of this program is contingent on hiring qualified staff and on achieving sufficient enrollment to support the program. Registration and application details will be determined. The district should study the feasibility of providing a kindergarten Mandarin offering in 2011-12.

SUMMER SECOND LANGUAGE PROGRAM

Program: The district should pursue the development of summer second language camps for elementary students. Such summer activity and language based learning opportunities could be developed through the district's extended day program or through the district's Community School program.

Timeline: The administration is requesting this recommendation be approved at the May 24th school board meeting for implementation in summer 2011.

***SECONDARY SCHOOL CHINESE ELECTIVE CHANGE**
At the School Board meeting on 5/24/10, the administration requested that this recommendation be deferred for further consideration.

Program: The secondary school Mandarin Chinese language elective should be phased out due to low enrollment, allowing the district to focus on the development of an elementary Mandarin language program that will introduce students to the language at an earlier age.

Licensed: Reduce .5 FTE Chinese teacher.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year. Students who have already completed Chinese I will be offered off-site and/or online options for continuing their study of the Chinese language. However, Chinese I would not be offered in the 2010-2011 school year.

K-12 SCIENCE—ELEMENTARY LAB PROGRAM

Program: As the district initiates revised science curriculum at all levels, we should begin incorporating cross-discipline generative concepts and frameworks from Mindful Teaching. It is also recommended that the district increase science opportunities for all elementary students by establishing a north-side science lab at Oak Creek, to complement the south-side lab at Hallinan. Funding for this project would be provided by revenues from the construction excise tax approved by the school board this year.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation during the 2010-11 school year.

K-12 PROFESSIONAL DEVELOPMENT - INSTRUCTION

Program: It is recommended that the district continue to actively pursue the development and implementation of the Mindful Teaching emphasis on cross-discipline generative concepts and frameworks in all applicable areas of the curriculum. Professional development in-service time should be focused on evolving and incorporating conceptual teaching into all such areas.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation during the 2010-11 school year.

MIDDLE LEVEL PROFESSIONAL DEVELOPMENT

Program: Teachers at the junior high level will be given two opportunities to attend professional development with a trainer from the National Middle School Association (NMSA). The trainer will work with teachers on brain research, best middle level practices, and effective instruction in the block schedule. This professional development is being funded through state grant monies that are restricted to professional development activities.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for continued development in the 2010-11 school year.

CREDIT FOR PROFICIENCY

Program: This year the district implemented credit for proficiency of .5 physical education credit for successful participation in district-sponsored competitive athletics for juniors and seniors. The recommendation is to continue developing credit for proficiency in world languages when such proficiency can be demonstrated. The district should also continue to pursue developing credit for proficiency guidelines in other curricular areas to explore possible opportunities for student transcript enhancement. The goal in exploring a range of credit proficiency transcript enhancement options is to provide students with credit opportunities outside of the district's core academic required courses.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for continued development in the 2010-11 school year.

ONLINE COURSE OFFERINGS

Program: The school district is recommending the piloting of an on-line computer programming course, for credit, this summer taught by district staff. This offering, like other district summer courses for credit, is offered through Community School. It is also recommended that the district continue to research and develop additional on-line credit opportunities for students.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

ONLINE GRADES

Program: The district will upgrade to the web-based version of Easy Grade Pro at all four secondary schools, and develop guidelines and expectations for use for teachers, students, and parents. The majority of secondary teachers have already been using the Easy Grade Pro electronic grade book. This web version will not change how teachers use their electronic grade books; however, implementation of the web-based version will allow students and parents to use one login code to view all assignments and grades via the internet.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

ELEMENTARY TECHNOLOGY EQUITY ADJUSTMENT

Enhancement: Periodically, the district makes adjustments as needed to ensure equitable access to technology for all schools. Approximately \$30,000 is included in the proposed 2010-11 budget to address current under-representation of technology equipment at Bryant and River Grove.

TALENTED AND GIFTED PROGRAM

Program: The district's Talented and Gifted service model should be re-evaluated and reorganized for 2010-11 in order to reduce costs through natural change and reduction of temporary staff, while providing the highest value with the available resources. This recommendation is contingent upon having an adequate level of staffing needed for elementary accelerated math groupings taught by TAG specialists.

Licensed: Reduce 1.3 FTE TAG Coordinator

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

SPECIAL SERVICES

Program: The district has recently learned it is being required by federal and state mandate to shift \$180K (\$90K in 2010-11, \$90K in 2011-12) in IDEA spending to improve academic performance and potential over-identification in its special education services. This mandate will require the district to reallocate resources within the IDEA program and will be accomplished by reducing 1.0 FTE in the high school Delta program and utilizing \$50K in contingency funds from IDEA. This recommendation would not impact the elementary counseling and school psychologist model for 2010-11.

The federal mandate requires the district to dedicate 15% of its IDEA budget to increasing instructional resources focused on improving basic academic skills for elementary students.

Timeline: This recommendation has been amended for approval by the school board for implementation in the 2010-11 school year.

FEDERAL, STATE, AND PRIVATE SECTOR GRANTS

Program: It is recommended that the district enter into a mutually beneficial collaborative partnership with the Northwest Evaluation Association to develop a solid research base from which to evaluate the success of district instructional values, beliefs, and strategies. This evaluation undertaking will also provide a solid foundation from which the district can actively pursue federal, state, and private sector grants. If successful, the district would be able to fund professional development instructional and curriculum activities at times other than released time during the instructional day.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

ENTREPRENEURIAL REVENUE POSSIBILITIES

Program: It is recommended that the district actively pursue entrepreneurial partnerships to develop a means of benefiting economically from conceptual models and instructional strategies that have been developed for programs such as Scholars' Alliance and Mindful Teaching as well as Principles of Learning and cross-discipline generative concepts and frameworks.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

TEACHER-STUDENT-PARENT-DISTRICT LEARNING PARTNERSHIPS

Program: It is recommended that the district develop and expand opportunities like Scholars' Alliance and Raising Minds in order to continue building learning partnerships among teachers, students, and parents that are based on the teaching, learning, and role modeling of commonly understood generative concepts and thinking strategies. With the benefit of outstanding teachers and strong students, the extent to which our educational efforts can include parents in a meaningful way to support their children in their learning can greatly enhance district success.

Timeline: The administration is requesting this recommendation be approved at the May 24th School Board meeting for implementation in the 2010-11 school year.

Dr. Bill Korach