

**Board Goals Committee Proposal**

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**Committee Members**

Cathy Keathley, Chair  
Blake Petersen  
Holly Riegelmann

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**Background**

The purpose of the Gresham-Barlow School Board is to represent its community’s interests in public education. The Board, therefore, establishes goals for the purpose of maintaining accountability to the public and promoting the advancement of the district’s mission *to inspire and empower each student* and the pursuit of its vision to produce *graduates who thrive in an ever-changing global community*.

The Board Goals Committee spent the past year researching, compiling, and collaborating with district leadership to define board goals. The proposal that follows is the result of those efforts, and provides a framework that identifies conditions, goals, and monitors, which are defined in their respective sections.

The intention of the proposal is to align with existing district strategic planning and provide guiding strategic expectations that endure for years to come. Documents for alignment include School Improvement Plans, Portrait of a Graduate, District Strategic Priorities, and existing Mission, Vision, and Values.

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**Conditions**

Conditions provide the strategic target for all district activities. These conditions, fulfilled, reflect the achievement of the district mission, vision, and purpose. The conditions that the Gresham-Barlow School Board has established are *safety, belonging, opportunity, and achievement*.

Safety	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.
Belonging	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.
Opportunity	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.
Achievement	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.

## **Goals**

Goals are specific and measurable targets that indicate progress toward the conditions described above. The committee deliberated numerous goals in collaboration with district leadership on the basis of pertinence (*Is the goal closely related to the conditions that the district is pursuing?*), effectiveness (*Would the achievement of this goal most reflect the improvement of our conditions?*), durability (*Will the goal's information be available for our use and comparable to previous information in the future?*), timeliness (*Is this information current when we receive it?*), and availability (*Is this information available without presenting an undue distraction from the core purpose of teaching and learning?*).

Many of the goals identified by the committee rely on accurate baseline data that the district has not yet collected. In those instances, determining baseline data will be the focus of academic year 2024-25, and subsequent goals will focus on either sustaining or improving outcomes. Academic year 2024-25 is identified as "Year 0," academic year 2025-26 is "Year 1," etc. The intention of the goals is that they can be measurable over at least a five-year period.

Goals statements are identified in Table 1 and Table 2.

## **Monitors**

Monitors provide contextual understanding of the district's advancement toward conditions with information that is not suitable for goal statements. Often, these are data points that are already reported to the board and the public. Monitors are identified in the timeline in Table 3.

**Table 1. Proposed Goal Statements**

Goal	Year 0 (AY 24-25) Statement	Year 1+ (AY 25-26 +) Vision	Conditions
1.1.	Establish baseline Student Educational Equity Development (SEED) Survey <sup>1</sup> participation and response data.	Sustain/improve representative participation rates in the SEED Survey for students in K-5/6-8/9-12/K-12 levels.	[S] [B] [O]
1.2.		Sustain/improve positive response rate <sup>2</sup> on section 9 of the SEED Survey to X%.	[S] [B]
1.3.		Sustain/improve positive response rate on section 30 of the 9-12 SEED Survey to X%.	[O]
1.4.	Improve regular attendance rate at the K-5/6-8/9-12 levels to 73%/65%/55%, respectively.	Improve regular attendance rate at the K-5/6-8/9-12 levels to X%/X%/X%, respectively.	[S] [B] [A]
1.5.	Implement consistent district-wide collection and reporting practices for disciplinary incidents.	Reduce major incidents (or specific incident types) at the K-5/6-8/9-12/K-12 levels as defined in the Student Disciplinary Handbook.	[S]
1.6.	Establish baseline participation data for 9-12 students who participate in CTE pathway and/or co-curricular activities.	Improve participation rate of 9-12 students in CTE pathway and/or co-curricular <sup>3</sup> activities.	[B] [O] [A]
1.7.		Expand 9-12 student participation data to include extra-curricular activities. <sup>4</sup>	[B] [O] [A]
1.8.	Establish preliminary list of K-8 co-curricular and extra-curricular opportunities by school.	Establish baseline participation data for K-8 students who participate in CTE and/or co-curricular activities.	[B] [O] [A]
1.9.	Establish baseline Multi-Tiered Systems of Support (MTSS) academic data tier distribution.	Improve MTSS academic tier distribution to 80%/15%/5% (Universal Support/Additional Support/Intensified Support).	[A]

<sup>1</sup> Available at [https://www.oregon.gov/ode/educator-resources/assessment/pages/student\\_educational\\_equity\\_development\\_survey.aspx](https://www.oregon.gov/ode/educator-resources/assessment/pages/student_educational_equity_development_survey.aspx)

<sup>2</sup> Positive response rate is proposed as any “strongly agree” or “agree” response compared to total responses.

<sup>3</sup> Co-curricular activities are defined as credit-earning activities that include school representation, for example band, choir, drama, etc., wherein participation is included in synergy.

<sup>4</sup> Extra-curricular activities are defined as non-credit-earning activities that include school representation, for example athletics, clubs, etc.

**Table 2. Proposed Goals by Condition**

Condition	Goal	Year 0 (AY 24-25) Statement	Year 1+ (AY 25-26 +) Vision
<b>SAFETY</b>			
	1.1.	Establish baseline Student Educational Equity Development (SEED) Survey participation and response data.	Sustain/improve representative participation rates in the SEED Survey for students in K-5/6-8/9-12/K-12 levels.
	1.2.		Sustain/improve positive response rate on section 9 of the SEED Survey to X%.
	1.4.	Improve regular attendance rate <sup>5</sup> at the K-5/6-8/9-12 levels to 73%/65%/55%, respectively.	Improve regular attendance rate at the K-5/6-8/9-12 levels to X%/X%/X%, respectively.
	1.5.	Implement consistent district-wide collection and reporting practices for disciplinary incidents.	Reduce major incidents (or specific incident types) at the K-5/6-8/9-12/K-12 levels as defined in the Student Disciplinary Handbook.
<b>BELONGING</b>			
	1.1.	Establish baseline Student Educational Equity Development (SEED) Survey participation and response data.	Sustain/improve representative participation rates in the SEED Survey for students in K-5/6-8/9-12/K-12 levels.
	1.2.		Sustain/improve positive response rate on section 9 of the SEED Survey to X%.
	1.4.	Improve regular attendance rate at the K-5/6-8/9-12 levels to 73%/65%/55%, respectively.	Improve regular attendance rate at the K-5/6-8/9-12 levels to X%/X%/X%, respectively.
	1.6.	Establish baseline participation data for 9-12 students who participate in CTE pathway and/or co-curricular activities.	Improve participation rate of 9-12 students in CTE pathway and/or co-curricular activities.
	1.7.		Expand 9-12 student participation data to include extra-curricular activities.
	1.8.	Establish preliminary list of K-8 co-curricular and extra-curricular opportunities by school.	Establish baseline participation data for K-8 students who participate in CTE and/or co-curricular activities.
<b>OPPORTUNITY</b>			
	1.1.	Establish baseline Student Educational Equity Development (SEED) Survey participation and response data.	Sustain/improve representative participation rates in the SEED Survey for students in K-5/6-8/9-12/K-12 levels.
	1.3.		Sustain/improve positive response rate on section 30 of the 9-12 SEED Survey to X%.
	1.6.	Establish baseline participation data for 9-12 students who participate in CTE pathway and/or co-curricular activities.	Improve participation rate of 9-12 students in CTE pathway and/or co-curricular activities.
	1.7.		Expand 9-12 student participation data to include extra-curricular activities.
	1.8.	Establish preliminary list of K-8 co-curricular and extra-curricular opportunities by school.	Establish baseline participation data for K-8 students who participate in CTE and/or co-curricular activities.

<sup>5</sup> Regular attendance rate is the percentage of students with 90% or greater attendance.

ACHIEVEMENT			
	1.4.	Improve regular attendance rate at the K-5/6-8/9-12 levels to 73%/65%/55%, respectively.	Improve regular attendance rate at the K-5/6-8/9-12 levels to X%/X%/X%, respectively.
	1.6.	Establish baseline participation data for 9-12 students who participate in CTE pathway and/or co-curricular activities.	Improve participation rate of 9-12 students in CTE pathway and/or co-curricular activities.
	1.7.		Expand 9-12 student participation data to include extra-curricular activities.
	1.8.	Establish preliminary list of K-8 co-curricular and extra-curricular opportunities by school.	Establish baseline participation data for K-8 students who participate in CTE and/or co-curricular activities.
	1.9.	Establish baseline Multi-Tiered Systems of Support (MTSS) academic data tier distribution.	Improve MTSS academic tier distribution to 80%/15%/5% (Universal Support/Additional Support/Intensified Support).

**Table 3. Timeline of Board Activities**

Month	Presentation	Condition	Goal/Monitor
August	ELL Update	[A]	Monitor
	AFSS Grants Update and Longitudinal Growth Performance Targets (LGPT)	[A]	
	Board Committee Assignments		
	Board & Superintendent Working Agreements		
September	AFSS Grant Agreement	[A]	Monitor
	Student Equity Advisory Committee	[B]	
	Nominations for OSBA Board of Directors & Legislative Policy Committee		
	Superintendent Evaluation Overview	[S] [B] [O] [A]	
	Student Disciplinary Handbook & Incident Report	[S]	Goal
October	Division 22 Report	[O] [A]	Monitor
	School Enrollment & Class Size Report	[S]	Monitor
	SEED Survey Report	[S] [B] [O]	Goal
November	SIA Annual Report	[A]	Monitor
	Restraint & Seclusion Data	[S]	Monitor
	Nutrition Services Annual Report	[S] [B]	Monitor
December	Curriculum Update	[A]	
	Annual Comprehensive Financial Report		
	Annual Technology Report	[O] [A]	
January	Health & Safe Schools Plan	[S]	Monitor
	Out of State Travel Report	[O]	Monitor
	Recognitions for Holiday Donations	[B]	Monitor
	Graduation Requirements & Graduation Data	[A]	Monitor
February	Inclusion Audit Update	[B]	Monitor
	MTSS Update	[A]	Goal
	Center for Advanced Learning (CAL) Annual Report	[O]	Monitor
	MESD Programs & Services Proposal	[O]	Monitor
	Attendance Data Review	[S] [B] [A]	Goal

March	Gresham Arthur Academy (GAA) Update	[O]	Monitor
	Student Transportation Services Update	[S]	Monitor
	CTE & Co-Curricular Participation Data	[B] [O]	Goal
	School Year Calendars		
	District Level Data Overview	[A]	Goal
	Mid-Year School Data	[A]	Goal
	Budget 101 & Budget Message	[S] [B] [O] [A]	Monitor
April	Dual Language Instruction Update	[B] [O]	Monitor
	Metro East Web Academy (MEWA) Update	[O]	Monitor
	Make-up Days for Inclement Weather Closures		
	Budget Meeting	[S] [B] [O] [A]	Monitor
May	Lewis & Clark Montessori School (LCMS) Update	[O]	Monitor
	Tuition & Fees	[O]	Monitor
	Date, Time & Place of Board Meetings		
	Paid Lunch Equity		
June	Alternative Education Contracts	[O]	Monitor
	Budget Adoption	[S] [B] [O] [A]	Monitor
	Out of State Travel Report	[O]	Monitor