

Integrated Guidance

DRAFT Plan for Approval by HSD Board
and Review by ODE

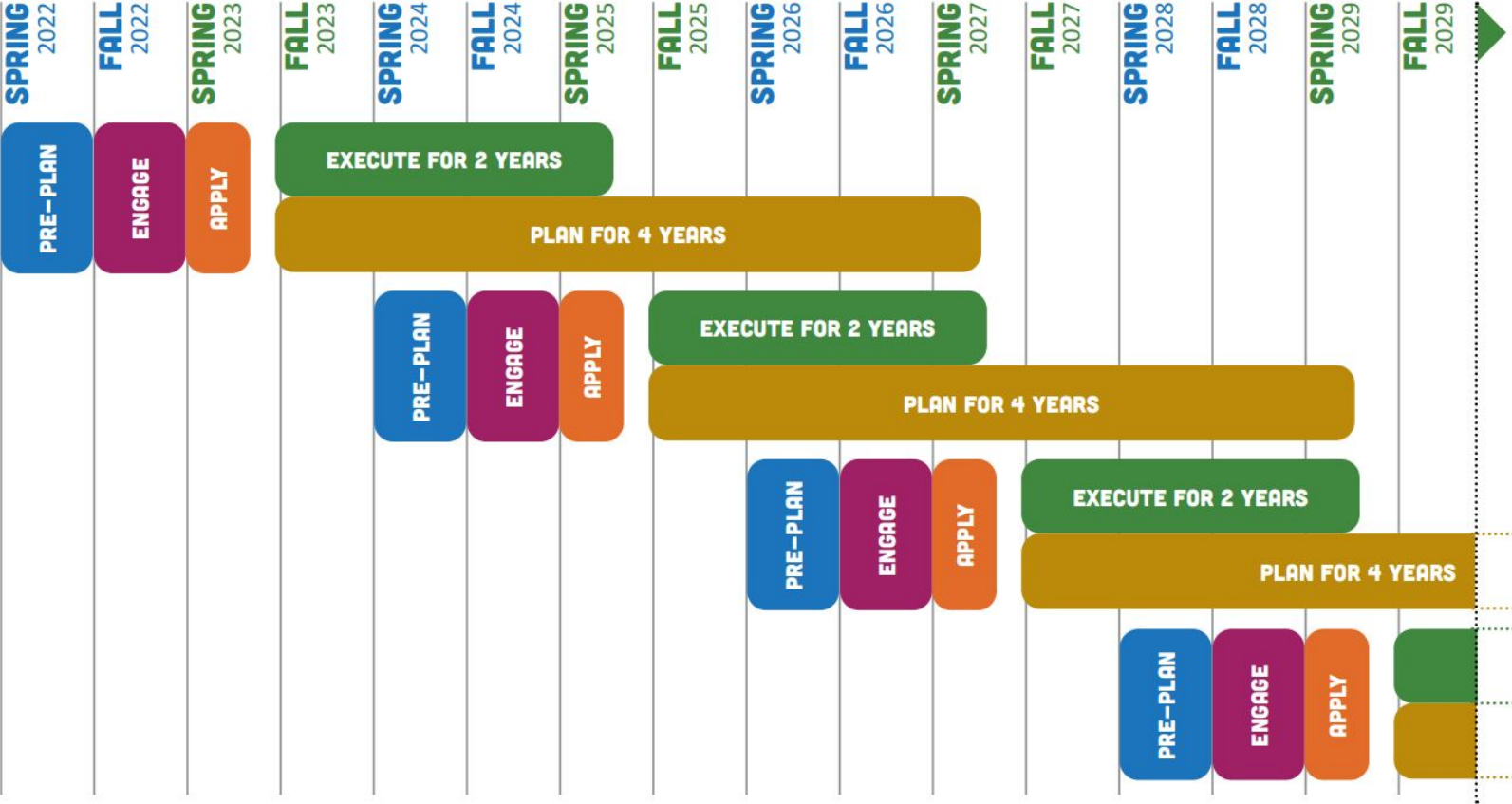
03-14-23
Travis Reiman

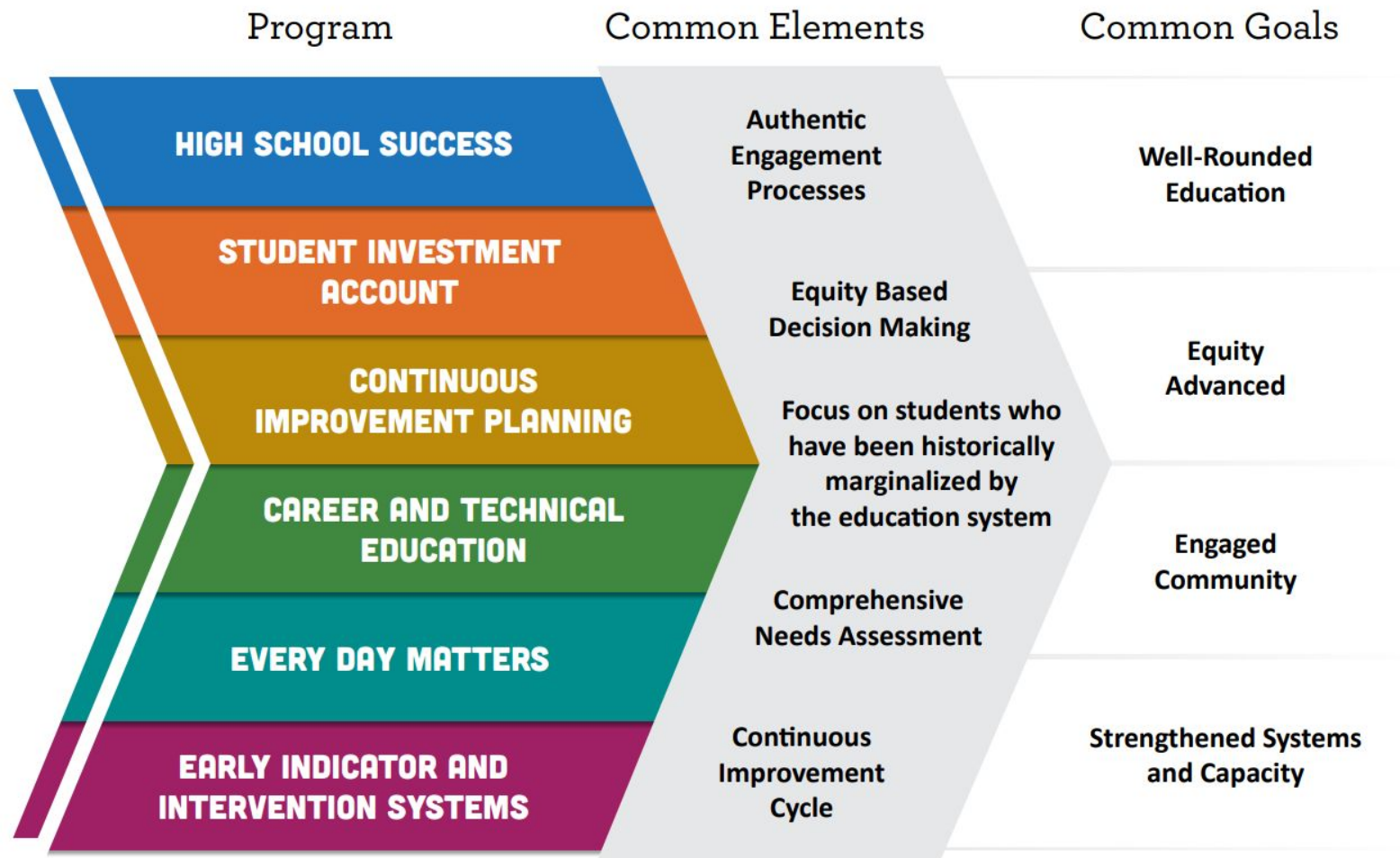


Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.





*footnote

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- 8 Districts are highly encouraged, over time, to align any and all strategic planning processes to the timing and rhythms within this guidance rather than running separate and distinct strategically planning efforts. This would mean that four-year plans required under guidance are also the continuous improvement plan and the strategic plan for a district.

2023 REVIEW PROCESS TIMELINE

MARCH

APRIL

MAY

JUNE

**APPLICATION
WINDOW**

ODE REVIEW

QALP REVIEWS

Approved applications move to growth
target setting and board approval.

Goal to have
all applications
completed and
reviewed.

**GRANT
FINALIZATION
PROCESS**

Elements for Approval

- 1) Integrated Guidance Plan (aka Strategic Plan)
- 2) Integrated Guidance Budget Template
- 3) Integrated Guidance Application
- 4) Integrated Guidance Longitudinal Performance Growth Targets

Element 1: The Plan

Strategic Plan



HILLSBORO SCHOOL DISTRICT

Strategic Plan Overview

Mike Scott,
Superintendent



DRAFT

Element 2: The Budget

Braided Investments

HSD Integrated Guidance Budget Worksheet .XLSX								
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	A	B	C	D	E	F	G	H
1		Version 2: September 20, 2022						
2		Integrated Planning & Budget Template Technical Guide						
3		OUTCOMES & STRATEGIES	CSI/TSI	Perkins (CTE)	EIIS	HSS	SIA	ACTIVITIES
4	Strategies	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
5		S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.		x			
6		S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.		x		x	
7		S3	Provide equitable access to social, behavioral and mental health supports.		x		x	
8	Strategies	Outcome-A	Success in the Early Years: Every student will acquire the social-emotional readiness and foundational academic skills for future success. A. % of kindergarteners who attended a licensed daycare or preschool B. % of 3rd graders meeting/exceeding in reading, math, and writing. C. % of 4th graders self reporting social-emotional learning skills					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
9		A1	Increase staffing to support reading, writing, and math				RCS	
10		A2	Services and supplies to support early years				H&S/ITT/WRE	
11		A3	Increase staffing to support student health and safety				H&S	
12		A4						
13		A5						
14	Strategies	Outcome-B	Safe and Supported Learners: Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports. A. % of 5-12 grade students who respond favorably to statements on Student Survey regarding safe and welcoming schools, belonging at school, and students treating one another with respect. B. Attendance rates (90% regular attendees)					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
15		B1	Mental and behavioral health and related services specific to students and families				DP STA	
16		B2	Assess/monitor student attendance systems across buildings to analyze gaps in order to best support				DP STA	
17		B3	Staffing to provide health and safety services to students and families				H&S	
18		B4						
19		B5						
20			Access and Opportunity: Every student will receive equitable treatment and needed support and services to eliminate barriers and increase the predictability of future success. A. Reduce the disparity of disciplinary referrals, suspensions and expulsions.					

Element 3: The Application

Compliance Narrative

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.
(500 words or less)

Our needs assessment process began with a comprehensive gathering of student feedback through both a standardized survey and grade-band focus groups in the spring of 2022. The online survey was administered to students in grades 3-12 with the following participation: 3152 elementary students, 1535 middle school students, 2627 high school students. Focus groups were held virtually in this same time frame - there were three sessions for elementary students in grades 5 and 6, one session for middle school students in grades 7 and 8, and two sessions for high school students in grades 9 through 12 - moderated by an outside consultant. Survey responses and focus group feedback were compiled into a data booklet that was shared with our strategic planning teams. Data was disaggregated by grade level, gender, race and ethnicity. Students were asked a variety of questions about their perspective of their own readiness and ability to learn, school climate and culture, classmates' interactions with them, staff members' interest in and ability to support them, etc.

While the online survey was made available to all students, the students who participated in the focus groups were hand-selected to ensure there was broad representation across racial and ethnic groups, abilities, gender, and other factors.

District and state-level data on student outcomes and access was also gathered on nineteen different metrics, including attendance/absenteeism, discipline, achievement, availability of courses, graduation, and more. This data was also added to the data booklet for our strategic planning teams.

Cross-functional teams of district and school-level staff, parents, students, and community members comprised our main strategic planning teams: Core Team, Instructional Focus Team, Student Voice Team, Alignment Team. These teams spent dedicated time analyzing the data and reviewing best practices to begin fleshing out the key elements of our strategic plan. Along the way, information was shared with

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- ☒ Students of color
- ☒ Students with disabilities
- ☒ Students who are emerging bilinguals
- ☒ Students who identify as LGBTQ2SIA+
- ☒ Students navigating poverty, homelessness, and foster care
- ☒ Families of students of color
- ☒ Families of students with disabilities
- ☒ Families of students who are emerging bilinguals
- ☒ Families of students who identify as LGBTQ2SIA+
- ☒ Families of students navigating poverty, homelessness, and foster care
- ☒ Licensed staff (administrators, teachers, counselors, etc.)
- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☒ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☒ Tribal members (adults and youth)
- ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☒ Business community
- ☐ Regional Educator Networks (RENs)
- ☒ Local Community College Deans and Instructors; Local university deans and instructors
- ☒ Migrant Education and McKinney-Vento Coordinators
- ☒ Local Workforce Development and / or Chambers of Commerce
- ☐ CTE Regional Coordinators
- ☒ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- ☐ Justice Involved Youth
- ☒ Community leaders
- ☐ Other _____

Element 4: Longitudinal Performance Growth Targets

Goals for Student Success

GOAL #1		Success in the Early Years Every student will acquire the social-emotional readiness and foundational academic skills for future success.
GOAL #2		Safe & Supported Learners Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports.
GOAL #3		Access & Opportunity Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success.
GOAL #4		Critical Thinking & Problem Solving Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.
GOAL #5		Graduate Ready for Career, College and Life Every student will successfully navigate significant transitions with access to supports to graduate from high school ready for career, college and life.

Goals, Metrics, & Equity Priorities

Metrics

<p>GOAL #1</p> <p>Success in the Early Years</p>	<p>A. % of kindergarteners who attended a licensed daycare or preschool</p> <p>B. % of 3rd graders meeting/exceeding in reading, math, and writing.</p> <p>C. % of 4th graders self reporting social-emotional learning skills</p>
<p>GOAL #2</p> <p>Safe & Supported Learners</p>	<p>A. % of 5-12 grade students who respond favorably to statements on Student Survey regarding safe and welcoming schools, belonging at school, and students treating one another with respect.</p> <p>B. Attendance rates (90% regular attendees)</p>
<p>GOAL #3</p> <p>Access & Opportunity</p>	<p>A. Reduce the disparity of disciplinary referrals, suspensions and expulsions.</p> <p>B. Demographic representation in college-level opportunities, extracurriculars, and career pathways.</p> <p>C. Increase the # of students who have been active English learners for 5+ years achieving language proficiency in grades 6-12.</p>
<p>GOAL #4</p> <p>Critical Thinking & Problem Solving</p>	<p>A. % of students in grades 7-12 meeting core academic standards.</p> <p>B. % of seniors who demonstrate employability skills.</p> <p>C. % of high school students on-track for graduation.</p>
<p>GOAL #5</p> <p>Graduate Ready for Career, College & Life</p>	<p>A. % of students achieving 4-year graduation & 5-year completion.</p> <p>B. % of students 9-12 enrolled in a career pathway, CTE, AP/IB, and Dual Credit courses, and 12th grade students successfully completing a career pathway.</p> <p>C. % of students accessing career-related learning experiences and supports (Experiential Learning Opportunities, Internships, and Apprenticeships).</p>

A Note on Focal Student Groups

For all HSD goals, students who identify as Native American, Latina/o/x, Black, African, African American, Native Hawaiian/Pacific Islander, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or houselessness, and students who identify as LGBTQ2SIA+ will get the support they need, ensuring that the rate of improvement (as measured by our metrics and performance targets) for our traditionally underserved students allows them to achieve at the same levels as students who have traditionally benefited from our school system.

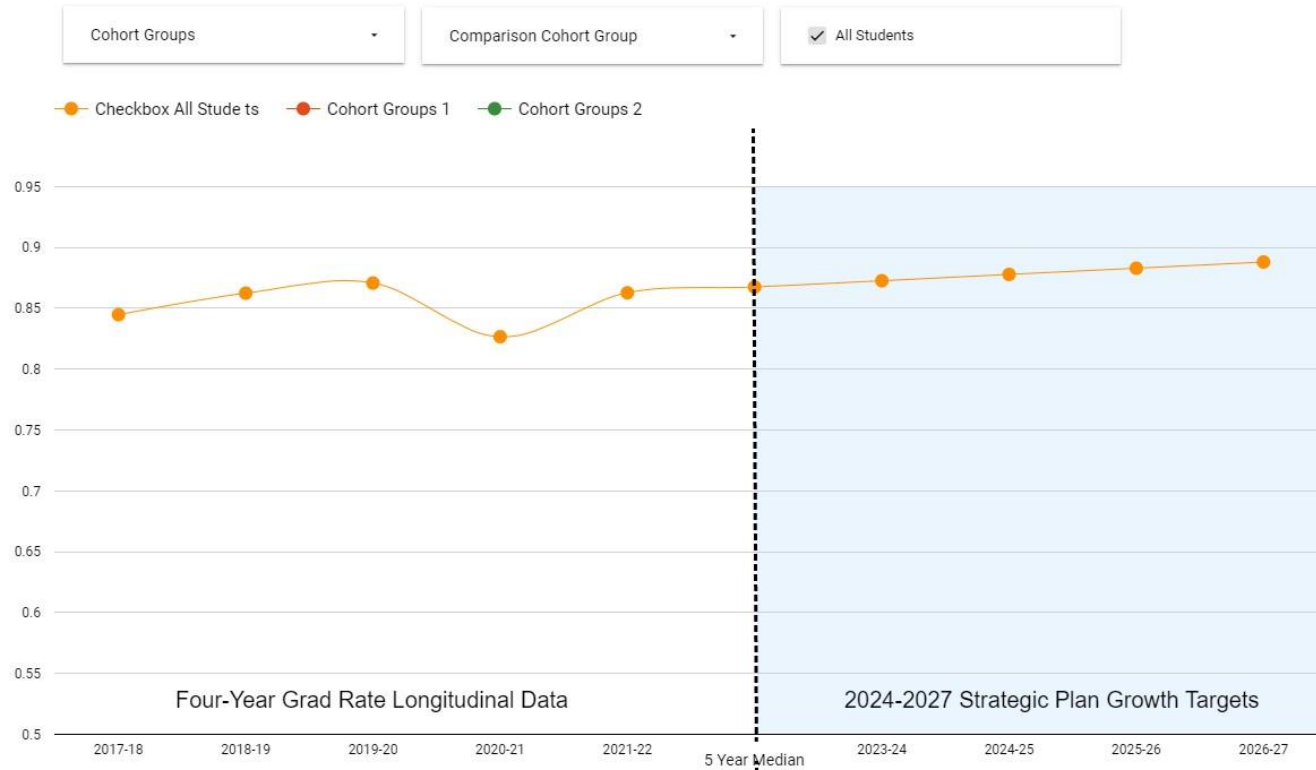
Reference: HSD Google Doc: Strategic Planning of Goals/Metrics/Widgets

HSD Performance Targets

	Description	Target by 2026-27	Focal Student Groups
Performance Target #1 3rd Grade Reading	The percentage of students proficient in reading in 3rd grade.	70% of all students	Students identified* as Hispanic†/ Latina/o/x and students accessing special education services
Performance Target #2 Regular Attendance	The percentage of students attending more than 90% of their enrolled school days.	80% of all students	Students identified* as American Indian/Alaska Native† Students identified* as Native Hawaiian/Pacific Islander†
Performance Target #3 Extracurricular Participation	The percentage of students participating in at least one school-based extracurricular activity.	% increase from Year 1 baseline	Students identified* as Hispanic†/Latina/o/x Students identified* as female
Performance Target #4 9th Grade On Track	The percentage of students on-track to graduate by the end of their 9th grade year.	95% of all students	Students identified* as Hispanic†/Latina/o/x Students accessing special education services
Performance Target #5 4-Year Graduation and 5-Year Completion Rate	<p>The percentage of students earning a regular or modified diploma within four years of entering high school.</p> <p>The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED, within five years of entering high school.</p>	<p>Grad Rate: 88.8% overall</p> <p>5 Year Completion: 93% overall</p>	<p>4-Year: Students experiencing houselessness Students experiencing foster care</p> <p>5-Year: Students identified* as Hispanic†/Latina/o/x</p>

*As identified by family/caregiver in the student information system.

†Term established by Oregon Department of Education (ODE) for reporting purposes.





GOAL #1: Success in the Early Years

Growth Target: Increase the percentage of 3rd graders meeting/exceeding in reading

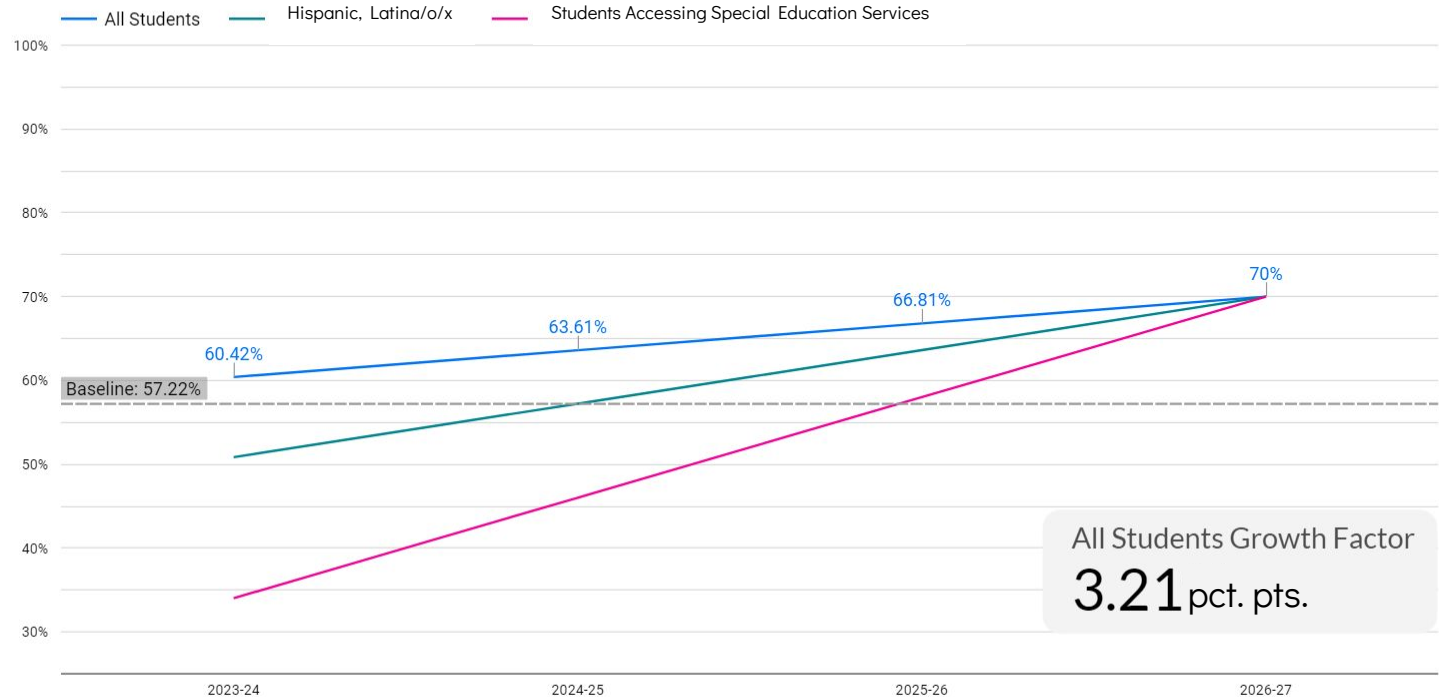
AZ | ⋮

RATIONALE:

Equity Focal Groups

Hispanic, Latina/o/x

Students Accessing Special Education





GOAL #2: Safe & Supported Learners

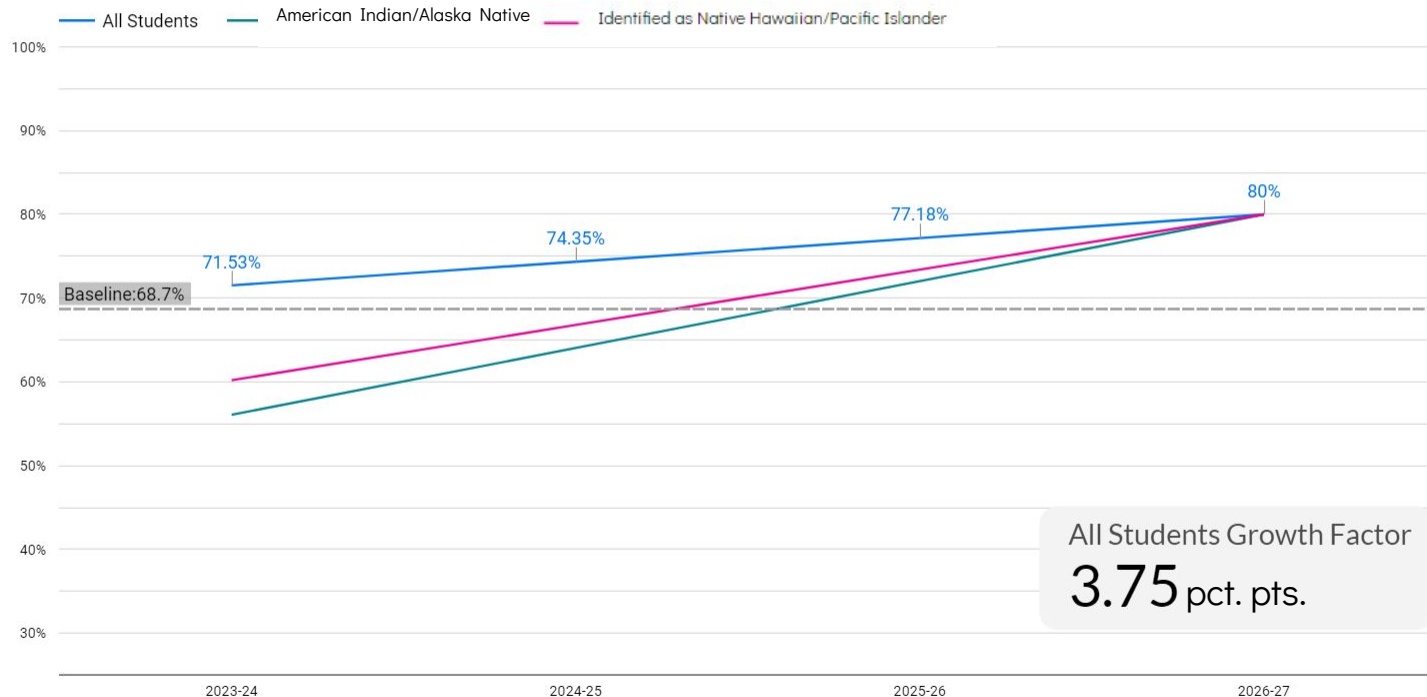
Growth Target: Increase the percentage of regular attendees to 90% or better

RATIONALE:

Equity Focal Groups

Identified as American Indian/Alaska

Identified as Native Hawaiian/Pacific





GOAL #3: Access & Opportunity

Growth Target: Increase the percentage of participants in extracurricular activities

AZ | ⋮

RATIONALE:

Equity Focal Groups

Identified as Hispanic, Latina/o/x

Identified as Female



100%
90%
80%
70%
60%
50%
40%
30%

TBD
Assessing Available Data &
Designing Collection Systems

2023-24

2024-25

2025-26

2026-27

GOAL #4: Critical Thinking & Problem Solving

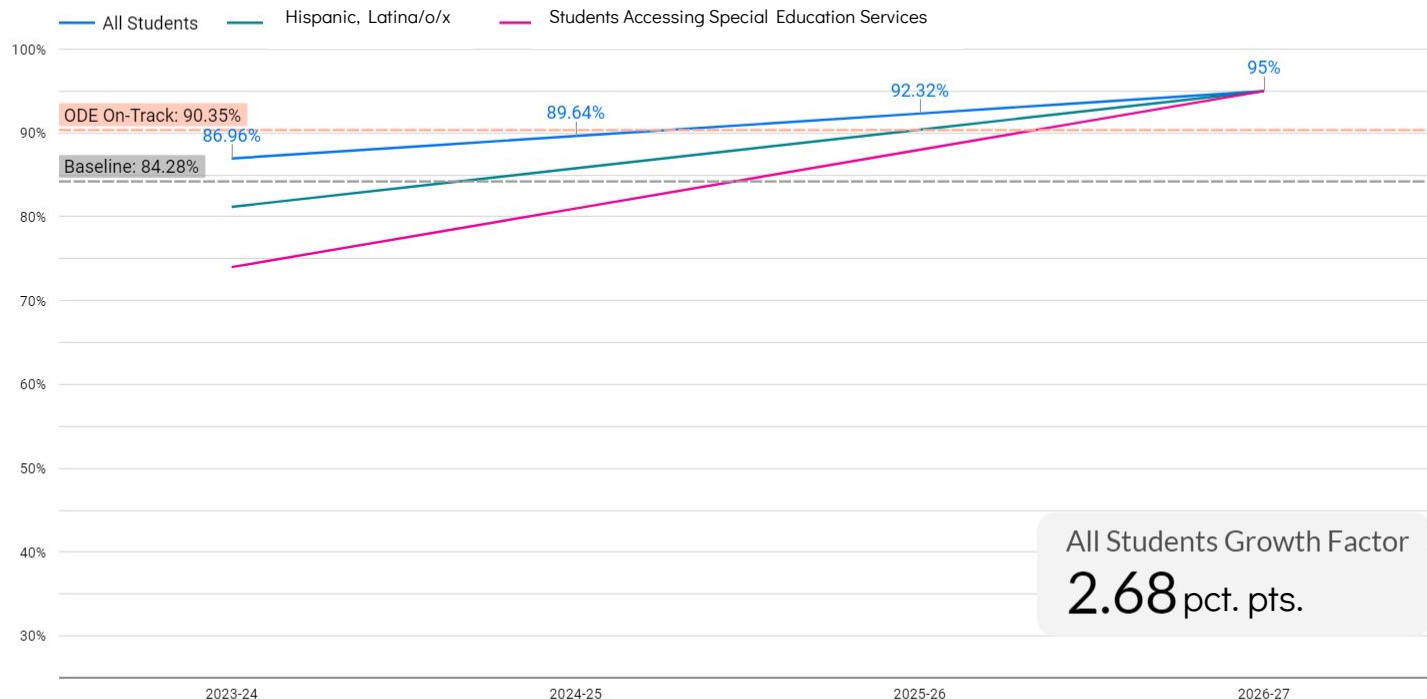
Growth Target: Increase the percentage of high school students on-track for graduation

RATIONALE:

Equity Focal Groups

Identified as Hispanic, Latina/o/x

Students Accessing Special Education



GOAL #5: Graduate Ready for Career, College & Life

Growth Target: Increase the percentage of students achieving 4-year graduation & 5-year completion

RATIONALE:

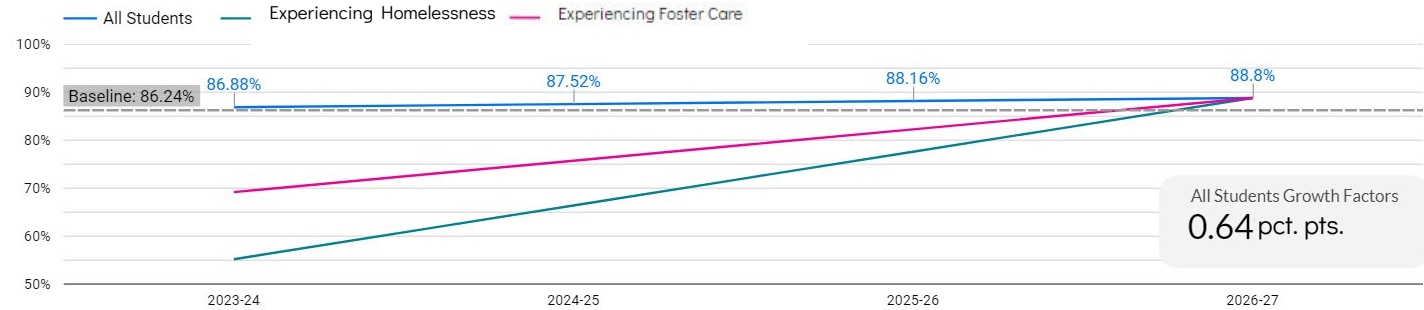
Equity Focal Groups

Experiencing Homelessness

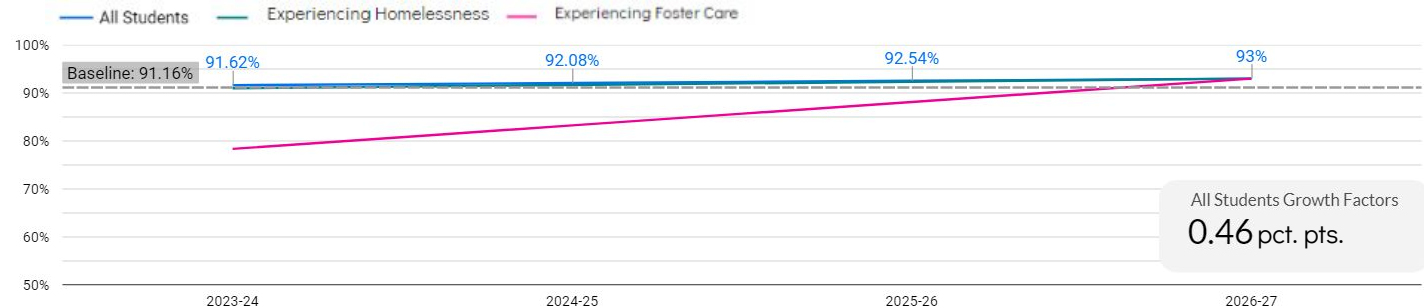
Experiencing Foster Care



Four-Year Graduation Rate



Five-Year Completion Rate



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all applications
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**GRANT
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PROCESS**

Next Steps

April/May: ODE Review

May/June: Quality Assurance Learning Panel (ODE) Approves our Goals/Targets

June/July: Board Action - Approve Final Longitudinal Performance Grown Targets