

Integrated Application Template (Optional)

Applicant Official Name: Hillsboro SD 1J

Link to plan on applicant website: <https://www.hsd.k12.or.us/Page/7451>

Application Set: District Independent with CTE program

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.

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 our culturally-specific parent groups: Latino/a/x, Native American/Alaska Native, and Black Village Family Advisory Committee; as well as our SPED Parent Partnership (students with special needs), and Asian and Pacific Islander groups. We also held community forums to gather feedback, and created a note taking tool for our school-based staff and family outreach liaisons to use one-on-one or in small groups to elicit feedback on four core questions about how our school system is serving students and what could be improved. To date, that focus group tool has been used to gather feedback from 24 individuals or small groups: 39.1% families, 21.7% students, and 39.1% staff.

Finally, a community survey was administered so that those who were unable to attend the in-person or

Integrated Application Template (Optional)

virtual community forums could provide their feedback. Approximately 220 people responded to the survey, including those whose children receive special education services, receive free or reduced lunch, speak a language other than English in the home, and/or identify as LGBTQ2SIA+.

The strategic goals that have emerged through this comprehensive process will be used to drive resource allocation through our budgeting process in the spring and in subsequent years.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

Our strategic plan (which drives our Integrated Guidance application) consists of 5 Goals: 1) Success in Early Years: Every student will acquire the social-emotional readiness and foundational academic skills for future success. 2) 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. 3) Access and Opportunity: Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success. 4) Critical Thinking and Problem Solving: Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas. And 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.

Our plan will address disparities in achievement in 3rd grade reading, specifically for students identified* as Hispanic**/ Latina/o/x and students accessing special education services.

We will increase the percentage of students attending more than 90% of their enrolled school days, specifically focusing on students identified* as American Indian/Alaska Native** and students identified* as Native Hawaiian/Pacific Islander.**

We will increase the percentage of students participating in at least one school-based extracurricular activity, specifically students identified* as Hispanic**/Latina/o/x, and students identified* as a female.

We will increase the percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year, specifically students identified* as Hispanic**/Latina/o/x and students accessing special education services.

We will increase the percentage of students earning a regular or modified diploma within four years of entering high school as well as the percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED, within five years of entering high school, focusing on students identified* as American Indian/Alaska Native**; students experiencing homelessness**; students experiencing foster care**; and students accessing special education services (for 4-year grad rate) and Students identified* as Hispanic**/Latina/o/x (for 5-year completer rate).

Each goal will have a leadership team to monitor community engagement, action planning, and metrics.

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

Integrated Application Template (Optional)

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

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

In the Hillsboro School District, we strive to provide access and engagement through equity in all that we do. The Equity, Access and Engagement team is part of the Office of School Performance. This partnership was co-created with the purpose of fostering bridges between the needs of our community, students and staff in order to achieve social, emotional and academic success. Ensuring that everyone has a seat at the table for feedback and partnership allows for alignment and success, especially with those that have historically lived in the margins. In order for each student to achieve success, we strive to be intentional and systemic in our implementation of the teaching and learning process by recognizing and eliminating institutional barriers so that all students can benefit and achieve success.

1.2 What needs were identified in your district or school in terms of equity and access?

The equity, access and engagement team in HSD works closely with our families to serve them and their students towards academic, social and emotional success. There are a few areas we identified for growth opportunities. The first is partnership with our families that identify within the global majority. Historically, the voices of our focal groups (Latina/o/x, Black/African American/African, NA/AN) have not always been elevated, so ensuring feedback and input is vital. With our current structure of Parent Advisory Committees that serve these focal groups, we have created a leadership committee that meets regularly with the superintendent; assistant superintendent; equity, access, and engagement officer; and the executive director of federal programs. In partnership, we set yearly goals based on input from our families. In addition, we have created family engagement teams that serve our Asian Pacific Islanders, SPED and MesoAmerican communities. Through these partnerships, we are able to ensure diverse and inclusive feedback structures and routines are targeted and focused on the goals we aim to achieve. Another area we identified is to gather information from our community that identify as LGBTQ2SIA+. Currently, we are working with Gender Spectrum, GLSEN, and Basic Rights OR to build a cycle of community, feedback, and support for our students and families that identify in this area. This is a work in progress.

1.3 Describe how you used your equity lens or tool in your planning.

The integrated guidance tool allows users the ability to reflect and take action on multiple levels for communication and feedback processes. Our intent is to use this tool to review our processes and procedures when working with all community partners including students, staff and families. When we apply this tool in partnership with our equity guided questions provided by Every Student Belongs, we are able to guide educators and school administrators to ensure that every student and family

Integrated Application Template (Optional)

is included and has access to equitable opportunities and resources. These questions can also be used to guide family engagement efforts, as families play a critical role in supporting their children's education and ensuring that they are included and valued in the school community. These questions help assess the inclusivity of their district's family engagement efforts. It guides efforts to improve family engagement and ensure that all families feel valued and welcome. They help identify any language barriers that may exist for families and guide efforts to provide language-accessible resources and communication. It guide efforts to involve families in decision-making processes, such as curriculum development or school policies, and ensure that their perspectives are valued. It also guide efforts to address implicit biases and stereotypes that may exist within the school community and ensure that all families are treated with respect and dignity. Overall, the Every Student Belongs Equity Guiding Questions is a tool for guiding family engagement efforts in a district. By using these questions to assess the inclusivity and accessibility of family engagement efforts, we can work to ensure that all families are valued and included in the school community.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our targeted universalism approach allows us to focus on the strengths and needs of all students and afford them the opportunity to access, engage with, and succeed in our system; while intentionally reviewing and strategizing about ways to serve students in our focal groups. For example, we serve a large number of students who are language learners. To support this effort, we have invested in staffing and provide a Dual Language program that celebrates all languages while creating pathways toward English/Spanish biliteracy. Our ongoing, targeted professional development trains staff in culturally-responsive teaching practices, differentiated instruction, and scaffolding - high-quality instruction strategies that are research-proven to better serve students who may be historically underserved in one or more areas, as well as ALL students.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Our plan is aimed at improving the academic, social and emotional performance of our students identified in our focal groups. Potential barriers could include lack of resources, resistance to change amongst staff, and other socioeconomic factors such as poverty. However, our comprehensive approach to braiding funds, professional development, and support from our system as a whole allows us to move forward with confidence. Our focal student groups each bring their own assets and needs. We hope to overcome barriers to access and engagement related to language and culture by investing in multilingual staff, multilingual instructional materials, and professional development for teachers to become more culturally proficient. We will continue to engage families in our action planning and goal progress monitoring.

Integrated Application Template (Optional)

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The Hillsboro School District protects students experiencing housing hardship by maintaining confidentiality - only sharing information when necessary, appropriate, and approved by the family or student. We never flag students in Synergy, understanding the label of being “homeless” can be stigmatizing and negatively impact a student’s confidence and sense of belonging at school. We also remove barriers to students participating in afterschool programs, college visits, clubs, sports, events, and field trips, making sure they are never left behind or singled out due to lack of funding, transportation or unnecessary paperwork. Above all else, we fully follow the McKinney-Vento Act.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

Targeted outreach to underserved & nontraditional participants
Robust programming across four comprehensive high schools
Programming that connects students to high wage, high demand career opportunities
Programming that elevates the voices of underrepresented students (Si Se Puede, GHS Health Science Camp)

1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

Increased participation of historically marginalized populations in the community.
Increase completer rates among students of historically underrepresented and nontraditional groups.
Increase awareness of CTE programming among families of underserved students.
Broader access to unique CTE programming (shuttle system)
Work-based learning opportunity expansion within some CLAs (graphic arts, computer science, engineering)

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

CCP Ambassadors
CCP Connection Counselors (supporting 8th grade awareness)
Diverse Professionals in the classroom and in work based learning experiences
CCP Forecasting & Recruitment Materials in Multiple Languages
Presentations & Participations in Affinity Group PACS
Industry Advisory Board participation demographic data dig protocols

Integrated Application Template (Optional)

K-8 Elementary Career Kits - tied to Wonders/Maravillas dual language curriculum

HSD CCP Shuttle system

Analyzing student forecast data to identify programs that need increased access (ex. Diesel Tech and Health Sciences)

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Accelerated Credit Committee

Utilizing data systems ODE Accelerated Credit Dashboard

Partnering with PACTAC to expand ODE dashboard to include CLA specific drilldown

Priority participation in programs with limited space given to nontraditional and focal group students.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Elementary--Each elementary school is given a framework and provides instruction in language arts, math, social sciences, science, ELD, health, SEL, PE, Music and access to library, media services. We have a curriculum for each content area with opportunities for integration of knowledge and skills. Each content area has a scope and sequence to follow to provide a common experience for all students with opportunities for cross-content integration.

At the middle school level, a seven period day allows our students to all have daily instruction in math, language art, science, social studies, PE/Health, Advisory/Social Emotional Learning and electives of their choice. Our middle schools electives in the following areas: Careers in Action Labs, art, drama, AVID, choir, band, technology, 21st Century Skills, Spanish. Based on data and/or qualification, some students receive additional skill development in connections classes that support core content. We have a curriculum for each content area with opportunities for integration of knowledge and skills. Each course has a scope and sequence tied to course outcomes to provide a common experience for all students with opportunities for additional support and enrichment.

At the high school level, receive regular instruction in math, language arts, science, social studies, PE, Health, advisory/Social Emotional Learning, and numerous elective courses tied to both core content and Career and College Pathways. Across our four comprehensive high schools, online school, and alternative programming, HSD offers 68 career and college pathway programs tied directly to employability skills. Additionally, three of our high

Integrated Application Template (Optional)

schools offer a robust offering of AP courses across content areas and one high school offers IB programming. We have a curriculum for each content area with opportunities for integration of knowledge and skills. Each course has a scope and sequence tied to course outcomes to provide a common experience for all students with opportunities for additional support and enrichment.

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

At the middle school level, separate classes include: visual arts, theater, creative writing, band, and choir. At the high school level separate classes include: visual arts, photography, graphic design, 3-D art, creative writing, video production, cartooning & drawing, ceramics, choir, band, and theater

2.3 How do you ensure students have access to strong library programs?

In grades K-6, students receive a weekly specials rotation in the library where they have access to both physical and digital publications to check out, media mini-lessons connected to career and college pathways, and digital literacy. At grades 7-12 students have access to robust libraries with both physical and digital publications available to check out, annual digital literacy lessons, and research lessons integrated into the content classrooms.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

We incorporate brain breaks into our transition times between content times, specials, and lunches. Teachers receive resources to facilitate movement, dance, singing, and routines into the classroom, providing physical and mental breaks throughout the day. Principals work together in the spring to create schedules for breakfast, lunch, and recess to ensure adequate time to eat, play, and move.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Elementary--both our math and science curriculums blend hands-on activities, investigations and interactive digital tools to empower students to critically think like real mathematicians, scientists and engineers. There are opportunities for cross-content integration specifically with our language arts curriculum to learn through literacy-rich activities. Many schools participate in a science fair to develop students skills in inquiry and investigation. Maker spaces are set up in many schools, as well as, partnerships with organizations and community partners such as Intel to provide experiences in classrooms with real world application.

Secondary - Our comprehensive curriculum for both math and science blend hands-on activities,

Integrated Application Template (Optional)

investigations and interactive digital tools to empower students to critically think like real mathematicians, scientists and engineers. At our middle schools, students have opportunities to take electives in technology and Careers in Action which include makerspaces utilizing industry technology. Our high schools offer multiple career and college pathways and CTE programs connected to STEAM careers like: Drafting, Web Design, Construction, Engineering,, Manufacturing and Design Technologies, Computer Science, Automotive Technology, Aerospace, Bioscience Technologies, Health Sciences, and Graphic Design.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our adoption of instructional materials is guided by both the Oregon Department of Education Instructional Materials Adoption cycle and Hillsboro School District School Board Policy IIA, IIA-AR(1), and IIA-AR(2). Our process for reviewing and adopting curriculum includes Program Evaluation, Program Development, Core Material Selection and Adoption, and Program Refinement. As part of this process, we utilize the IMET rubric for each content area provided by the ODE. Part of this rubric clearly addresses the alignment of the curriculum to adopted state and national standards.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Executive directors work with school based administrators to provide feedback to classroom teachers. Feedback is reviewed and reflected on during 1:1s with administrators. Trends for professional development needs are tied to the feedback along with anchoring to the focus areas of the district (SEL, ELD, Equitable Grading, Interventions/Enrichment). Three professional development opportunities for teachers around leadership collaboration were held this year in connection to our focus areas to support teachers in quality engaging instruction. Topics this year included: morning meeting structures, talk moves for mathematics, reviewing MAP data to drive instruction, course outcomes and rubrics for assessment, language scaffolds and supports, CASEL core competencies, etc. Building level administrators also participated in 3 school based walkthroughs to help calibrate feedback in our focus areas and to find evidence of the implementation of our professional development.

2.8 How will you support, coordinate, and integrate early childhood education programs?

In the last eight years, we have learned a great deal about early childhood development, education and systems that are different from what we have been accustomed to as K-12 educators. We have developed new partnerships with various organizations, including culturally specific partners, in the community such as Head Start, Adelante Mujeres, Oregon Child Development Coalition, Early Learning Washington County, NWESD, United Way, the Center for

Integrated Application Template (Optional)

African Immigrants and Refugees, among others. In the Hillsboro School District, we identify as a PreK-12 system, serving children ages 3-4 in preschools, across the district. In partnership with community organizations and the State of Oregon's Early Learning Division, we are currently operating 14 preschool classrooms and two infant and toddler programs, serving our teen parents. Additionally, we have a strong partnership with Head Start, and as part of this partnership we are operating 8 Head Start classrooms. In addition to the head start children, we serve approximately 500 preschool age children.

Beginning the 2023-24 school year, all four High Schools in the District have the Early Childhood Education program with an on-site preschool classroom. These programs are situated in the high schools and are connected to the Career and Technical Education's Early Childhood Education programs of study. This model offers students an opportunity to take child development courses and graduate with the requirements needed to acquire a Child Development Associate Certificate.

Six out of the seven HSD funded preschool sites have implemented a dual language approach (English/Spanish) in their instruction. The goal is to extend the dual language program mission into our preschool classrooms: use the power of bilingualism and cultural competency to guide our students to achieve academic excellence. Our preschools develop foundational skills in their students' native language which makes acquiring a second or subsequent language easier. Each program uses the articulation that best fits the demographic of the students in their classroom. If more than 50% percent of their enrolled students are dominant Spanish speakers they follow a 90/10 articulation model, in which 90% of the instruction is in the target language. When less than 50% of the enrolled students are speakers of the target language the program will be taught using a 50/50 articulation, in which 50% of the instruction will be taught in the target language. The goal for our HSD preschool program is that every current and future preschool classroom will follow a minimum of a 50/50 articulation in their instruction.

We have implemented and continue to improvise systems and routines to ensure our preschoolers, their families and our partners are supported and included. Preschool specialists, community partners, teachers, assistants and school principals engage in ongoing collaboration that generates systems change to improve our approaches to early childhood education. Our early learning team is committed to centering play, social emotional learning (SEL) and the preschooler's academic development, and to ensuring our preschoolers have a strong jumpstart to kindergarten.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

In Hillsboro we use Naviance for our 6 year educational plan and profile, with support of grade level counselors and career counselors at both the middle and high school level. Our middle schools have career and college pathway electives that align to their feed high school programs. We have contracted services through our Washington County Chamber that support career day exploratory offerings at the middle and high school level and 15 hour experiential learning opportunities for high school students. We have a work based learning specialist at the district

Integrated Application Template (Optional)

level that works with community and school based internship hosts that allow 14 year olds and older to access opportunities.

We have a CTE middle school program both after school and in the summer where CTE students and staff showcase their programs to help students select the best pathway for them. We also have CTE high school ambassadors that help during forecasting at the middle school level to showcase programs and answer questions. At the middle and high school level we partner with community based programs through OSU extensions and Centro Cultural for postsecondary planning and mentorship. For families engagement at the middle and high school level there are a variety of workshops, both at the district and building level.

In postsecondary transition from high school each student is required to complete a .5 career credit that includes an individual senior survey and meeting to ensure each student has the resources and information to make decisions about next steps after high school. There are site based workshops and presentations during and after the school day on topics such as financial aid, scholarships, mock interviews, career guest speakers and application processes. There are also targeted student supports through federal programs, such as McKinney Vento and Migrant Education. Hillsboro school district Early College and EOP supports are offered districtwide, as well as AVID programs.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Elementary--District and school leadership analyze student achievement data, monitoring underachieving groups using a variety of assessments to make recommendations and provide professional development and materials appropriate to the needs of the student groups in our schools. Teachers use district assessment data, in-program assessment data and formative assessment data in PLCs to create differentiated instruction using research-based intervention curriculum and instructional strategies in language arts and math. We have a district-wide Student Support Process to help identify students in need and provide in-time instructional responses and support for students to develop specific skills and monitor progress.

Perkins Performance Indicators: Provide targeted experiences that lead to IRC, WBL, and Dual Credit opportunities to focal group students who are underperforming in CTE coursework.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

As part of regular class instruction, based on assessment and other classroom data, differentiation in response to students rate and level is regular practice. This includes small group instruction and enrichment opportunities. Additionally, we have a clear acceleration protocol based on clear data collection and input structures to determine if some students may need to access content and standards at an accelerated pace or above grade level. Each

Integrated Application Template (Optional)

building has a TAG (Talented and Gifted) coordinator who receives ongoing training and professional development to support the identification and academic needs of our students who exceed state and national standards. As part of our ongoing work, we are addressing equity in TAG identification through diversifying our data collection and universal screeners. Additionally, we are shifting away from using percentiles for identification and rather are looking more at peer groups (based on race, gender, home language, etc.) in data comparisons.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Career Development Credit: School to Career Specialists, WCCC School to Career Education Plan & Profile: CCP Connection Counselors
HSD Internship Program: Internship Specialist, Industry Partners
Forecasting: CCP Fairs, CCP Forecasting Materials

2.13 How are you providing equitable work-based learning experiences for students?

CCP Fairs
Academic Planning Nights
PAC Presentations
Family Engagement Meetings
CCP Family Engagement Teammates
Advisory Lessons
Proud to be HSD
Course Catalog

2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

HSD offers a variety of accelerated learning opportunities for our students across IB, AP, Early College, and Dual Credit. With intention, we have supported teachers to expand dual credit opportunities as well as counselor communications to expand messaging and outreach to our students and their families. As we have developed accelerated learning opportunities for our students, the alignment is done in close collaboration with our post secondary partners. Our focus continues to be on purposeful credit and supporting students exploring their post secondary plan and being strategic with accessing accelerated learning

Integrated Application Template (Optional)

while in high school. According to the Oregon Accelerated Learning Dashboard, our district is currently serving 38% of our students with accelerated learning opportunities. The data confirms that student outcomes are improved when they have the opportunity to engage with college level opportunities. In 20-21, 93% of our students that participated in accelerated learning graduated on time compared to 88% overall. Additionally, the data shows that 53% of our graduates that experienced accelerated learning went on to immediate college enrollment compared to 19% overall. This data illustrates the value of supporting students in accelerated learning as they prepare for life after high school. Our CTE programs are an additional avenue for students to engage in well rounded learning. Our 36 programs are sequenced, aligned to post secondary, and offer a range of dual credit opportunities embedded throughout many of our programs. Our teachers work closely with Portland Community College to align these programs to ensure content that captures relevant academic and technical skills to prepare students for careers across CTE learning areas.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Students explore interests and reflect on their interests through our career and college planning tool in Naviance. Students explore a specific career through their senior capstone, including a series of exploratory experiences such as their 15 hours of experiential learning. Self-identity and career lessons are embedded into our advisory lessons at the high school level. Summer internships for ages 14 and above allow students to earn an income and gain employability skills in 65 hour experiences. Students have the opportunity to take a variety of exploratory electives at the same time as their program of study, including a course that embeds self-sufficiency skills titled Navigating Adulthood.

Well-Rounded Education CTE Focus

2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

CCP Fairs
Academic Planning Nights
PAC Presentations
Family Engagement Meetings
CCP Family Engagement Teammates
Advisory Lessons
Proud to be HSD
Course Catalog

Integrated Application Template (Optional)

2.17 How will you prepare CTE participants for non-traditional fields?

We hold CTE camps for our middle and high school students that highlight non-traditional fields by taking industry tours, guest speakers, student teachers and videos. Students have the opportunity to explore work-based learning opportunities in a variety of interests and fields through our partnership with the Washington County Chamber of Commerce, including language specific career days on school campuses. We conduct professional development with our career and technical education teachers looking at their class data, reviewing high wage/high demand data within our community and discussing strategies for engaging CTE participants into non-traditional fields. Through our communication tools, our promotional materials highlight people who represent non-traditional jobs in our community. For example, our Career and College Pathway elementary programming has select books and videos that highlight non-traditional fields in career learning areas.

2.18 Describe any new CTE Programs of Study to be developed

In the 2023-24 school year we are starting our first course in our Diesel Mechanics program of study. We are beginning the process of course mapping Theatre Tech for a program of study that would begin in the 2024-25 school year. We are expanding health sciences programming, into the specific areas Medical Assisting and Dental Assisting. We are adding the second instructor in the Aviation Program of Study, this will allow our students to access full coursework in Aviation Maintenance.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Our most meaningful, authentic, and ongoing engagement is currently taking place in our district-level Parent Advisory Committees: Latinx; Black Village; and Native American/Alaska Native. We also have an affinity group for Asian/Pacific Islander that serves the same purpose. In these affinity spaces, there is good participation

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

We will better utilize our Family Engagement Team to help us develop authentic engagement opportunities for target populations and then ensure that they have the information and ability to attend/participate, if they so choose.

3.3 What resources would enhance your engagement efforts? How can ODE support your

Integrated Application Template (Optional)

continuous improvement process?

It was helpful to have the sample set of community survey questions. I think for large districts like HSD, it's more helpful to have a point-of-contact who can answer questions than it is to go through some of the group training events.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

Creating a safe and welcoming educational environment for family and community members, as well as partners, requires deliberate effort and planning. We do this by establishing open and effective communication channels with families, community members, and partners. Sharing updates on a regular basis through district Hot News and on our website allows for news and information about the educational process to be conveyed, creating a sense of trust and involvement. Additionally, providing opportunities for involvement through school activities, volunteering, and participating in conferences or school events can help strengthen community belonging. We aim to co-create a culture of respect. Schools establish this culture when everyone feels welcome and valued. This includes respecting diverse backgrounds, cultures, languages and beliefs. When situations do arise, we welcome that free-flow of information from families and address concerns and feedback in a timely fashion. From this feedback, we are able to provide professional development for staff on how to use SEL and equity strategies to create welcoming and inclusive environments. As we work to be culturally responsive and inclusive, while embracing diversity, we can positively impact the educational experience for all. Finally, collaborative community partnerships provide additional resources to support families, such as through after school programs, health services, and counseling services. That collaboration is key to building bridges between school and community while creating a shared responsibility for the educational process.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Our Business Office collaborates with City View Charter School ongoing in the pass through of SIA resources, and leaders have invested those resources under the eligibility categories of SIA.

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community

Classified staff (paraprofessionals,

Integrated Application Template (Optional)

bus drivers, office support, etc.)

Community Based Organizations
(non-profit organizations, civil rights
organizations, community service
groups, culturally specific
organizations, etc.)

Community leaders

Families of students navigating
poverty, homelessness, and foster
care

Families of students of color

Families of students who are
emerging bilinguals

Families of students who identify as
LGBTQ2SIA+

Families of students with disabilities

Licensed staff (administrators,
teachers, counselors, etc.)

Local Community College Deans and
Instructors; Local university deans
and instructors

Local Workforce Development and /
or Chambers of Commerce

Migrant Education and McKinney-
Vento Coordinators

Regional STEM / Early learning Hubs

School volunteers (school board
members, budget committee
members, PTA/PTO members,
booster club members, parent
advisory group members, classroom
volunteers, etc.)

Students navigating poverty,
homelessness, and foster care

Students of color

Students who are emerging
bilinguals

Integrated Application Template (Optional)

Students who identify as

LGBTQ2SIA+

Students with disabilities

Tribal members (adults and youth)

3.7 How were they engaged?

Community group meeting

Email messages

Focus group(s)

In-person forum(s)

Newsletters

Partnering with business

Partnering with community based
partners

Partnering with unions

Roundtable discussion

School board meeting

Social media

Survey(s) or other engagement
applications (i.e. Thought Exchange)

Website

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Artifacts we selected (photo of student focus group, photo of strategic planning core team meeting, photo of community meeting, Google form for soliciting 1:1 or small group feedback, and Community Survey for broad-based feedback) demonstrate the breadth and depth of our activities to engage all stakeholder groups and provide meaningful opportunities for them to stay informed and share their voice.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Integrated Application Template (Optional)

One strategy we used was to go to each of our existing affinity groups: Latino Parent Advisory Committee; Black Village Family Advisory Committee; Native American/Alaska Native Parent Advisory Committee; Asian and Pacific Islander Committee; Special Education Parent Partnership; etc. to talk about our strategic planning and integrated guidance work and provide the opportunity for them to participate and share their feedback. This represents Level 3: Involve.

Another strategy was to develop a Google Form and four-question framework that staff could use to gather feedback from individuals or small groups within focal populations. This allowed us to get more authentic engagement from people than we might have otherwise gotten through an impersonal survey or large group meeting. This represents Level 4: Collaborate.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One strategy was specifically inviting staff from all employment types (administrator, licensed, classified) to participate in our Strategic Planning process, either on the Core Team or Instructional Focus Team. That gave them full insight to and agency within the process to help develop our plan. This represents Level 4: Collaborate.

Another strategy was to communicate broadly and consistently to all staff members through the established channels of our weekly Staff Hot News publication, via the Staff News page of our website, and by asking principals to talk to staff about the planning process. Staff were asked to complete the community survey and were also given the opportunity to complete a Google Form specific to staff at a point in the process where their feedback could still help shape the plan's development. This represents Levels 1 & 2: Inform and Consult.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Some of the biggest takeaways we received from community and staff are that we need to do more to support our historically underserved students - particularly those who identify as nonbinary or gender-expansive, and those who are receiving special education services. We also received affirmation that we are largely on the right track with our desired outcomes for all students, goals and measures, professional practices, etc. The difficulty is in the details of implementing all of our ideas with fidelity and ensuring that focal groups of students receive the appropriate scaffolding and supports to make year-over-year increases in achievement.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Integrated Application Template (Optional)

For the past 9 years we have held a bi-annual HSD Career and College Pathway Steering Committee meeting that brings together industry partners, community based organizations, CTE teachers, school counselors, students and staff. A main focus of our steering committee work is collaboration on the variety of work-based learning opportunities that employers can connect to students and our teachers. We also have a long standing relationship with the Washington County Chamber of Commerce that helps to support our high school students engaging in Career Days, Experiential Learning Opportunities and Informational Interviews.

Through our HS school to career and MS connection counselors, students request a placement into our work-based learning opportunities and then are matched. We use the student data to work with our employers and community partners to find placements, but to also expand opportunities based on student needs.

Our strongest strategy is our Industry Advisory Boards grouped in 6 Career Learning Areas, each that happen bi-annually between our CTE teachers and industry partners. This level of focus within specific industries helps to bridge partners specific to what the teacher-student-employer needs. Overarching CCP communication tools and our district website we are able to share at a large scale with our community employers and partners, for example including how to request a student intern or apprentice.

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We are continually reviewing and updating our processes to ensure the highest quality educators and leaders for our students. To focus our efforts to diversify our licensed staff, we created a new position in 2019. The Talent Recruitment and Retention TOSA position was created in 2019 to expand our Grow Your Own (GYO) Partnerships and broaden our diversification efforts to address HSD staffing needs. We annually attend and host job fairs that include targeted specialized positions. In 2022, we created another GYO opportunity for our students and staff to be part of a Limited Maintenance Engineer (LME) and Stationary Engineer (SE) apprenticeship. We have individualized on-boarding for all staff and targeted on-boarding

Integrated Application Template (Optional)

for new licensed and administrative staff to the district. There are multiple paid professional development opportunities available to all staff throughout the year. All staff also have access to professional development reimbursement if they wish to pursue additional college classes to further their professional growth. Licensed staff have weekly PLC meetings during the school year. Lastly, there is mentoring support for new licensed and administrative staff to the district. We are part of two ODE GYO grants that partner with local colleges, PCC and other school districts. These grants focus on diversifying our licensed staff through various supports that include mentoring, academic guidance, and financial assistance. We have also created pathways towards administrative licensure with two local colleges. Our district also supports our staff of color through district level affinity groups and affinity mentoring.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Inexperienced teachers receive support through mentorship. Mentorship may vary depending on the needs of the inexperienced teacher/educator. Mentorship may include but not limited to an in-building mentor, district level TOSA, and/or an affinity mentor. Building administrators also have systems in place to identify and support educators on emergency or restricted licensure. Human Resources provides multiple supports and resources for licensure and program completion. This includes small groups and individualized support, as well as any financial support to obtain licensure and program completion.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

This work requires a comprehensive approach involving educators, administrators, families, and the broader community and starts with the development of a positive school climate. This requires prioritizing inclusivity and equity to reduce the need for disciplinary actions that remove students from the classroom. Teachers and staff work together to create a culture that emphasizes: positive behavior through our work with SEL; conflict resolution through restorative practices; and collaborative problem solving and empathy through the lens of equity and relationships.

We support all staff by providing ongoing professional development. Staff learn about alternative discipline practices that focus on restorative practices, positive behavior interventions and support, and other evidence-based approaches. In addition, we offer ongoing professional development in the area of equity so that our focal groups, and our students in general, are at the forefront of our decisions.

Finally, we work to involve families and community members because they are an invaluable partner in our efforts. We have structured and heavily communicated events that engage our

Integrated Application Template (Optional)

families. This helps us to inform families of district/school behavior expectations and disciplinary practices, and engages them as partners to ensure we are not disproportionately targeting students in our focal groups.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Elementary--based on student achievement data (state, district and school level), school improvement plans, and feedback from schools, teachers, admin and district leadership. Through these avenues we determined focus areas for the year for our professional growth and development across all levels to provide a consistent plan for improving instruction. PD is provided for school leadership teams and administrators throughout the year. School teams then provide this PD to their staff.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Executive directors work with school based administrators to provide feedback to classroom teachers. Feedback is reviewed and reflected on during 1:1s with administrators. Trends for professional development needs are tied to the feedback along with anchoring to the focus areas of the district (SEL, ELD, Equitable Grading, Interventions/Enrichment). Three professional development opportunities for teachers around leadership collaboration were held this year in connection to our focus areas to support teachers in quality engaging instruction. Topics this year included: morning meeting structures, talk moves for mathematics, reviewing MAP data to drive instruction, course outcomes and rubrics for assessment, language scaffolds and supports, CASEL core competencies, etc. Building level administrators also participated in 3 school based walkthroughs to help calibrate feedback in our focus areas and to find evidence of the implementation of our professional development.

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

We have data systems for tracking formative progress in math, reading, and writing at elementary school. We provide interventions during structured What I Need (WIN) time based on assessment data. We provide interventions and assessments in Spanish and English. At middle school we have Connections time, an extended learning time based on student need, based on MAP assessment data. Students get interventions in Math, Literacy, English Language Developments and for Specially Designed Instruction. At high school we offer Academic Options courses to support students academically in any

Integrated Application Template (Optional)

content area for which they need extra support in order to meet grade level standards toward graduation.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

In the last eight years, we have learned a great deal about early childhood development, education and systems that are different from what we have been accustomed to as K-12 educators. We have developed new partnerships with various organizations, including culturally specific partners, in the community such as Head Start, Adelante Mujeres, Oregon Child Development Coalition, Early Learning Washington County, NWESD, United Way, the Center for African Immigrants and Refugees, among others. In the Hillsboro School District, we identify as a PreK-12 system, serving children ages 3-4 in preschools, across the district. In partnership with community organizations and the State of Oregon's Early Learning Division, we are currently operating 14 preschool classrooms and two infant and toddler programs, serving our teen parents. Additionally, we have a strong partnership with Head Start, and as part of this partnership we are operating 8 Head Start classrooms. In addition to the head start children, we serve approximately 500 preschool age children.

We have implemented and continue to improvise systems and routines to ensure our preschoolers, their families and our partners are supported and included. Preschool specialists, community partners, teachers, assistants and school principals engage in ongoing collaboration that generates systems change to improve our approaches to early childhood education. Our early learning team is committed to centering play, social emotional learning (SEL) and the preschooler's academic development, and to ensuring our preschoolers have a strong jumpstart to kindergarten.

In Hillsboro we use Naviance for our 6 year educational plan and profile, with support of grade level counselors and career counselors at both the middle and high school level. Our middle schools have career and college pathway electives that align to their feed high school programs. We have contracted services through our Washington County Chamber that support career day exploratory offerings at the middle and high school level and 15 hour experiential learning opportunities for high school students. We have a work based learning specialist at the district level that works with community and school based internship hosts that allow 14 year olds and older to access opportunities.

We have a CTE middle school program both after school and in the summer where CTE students and staff showcase their programs to help students select the best pathway for them. We also have CTE high school ambassadors that help during forecasting at the middle school level to showcase programs and answer questions. At the middle and high school level we partner with community based programs through OSU extensions and Centro Cultural for postsecondary planning and mentorship. For families engagement at the middle and high school level there are a variety of workshops, both at the district and building level.

In postsecondary transition from high school each student is required to complete a .5 career

Integrated Application Template (Optional)

credit that includes an individual senior survey and meeting to ensure each student has the resources and information to make decisions about next steps after high school. There are site based workshops and presentations during and after the school day on topics such as financial aid, scholarships, mock interviews, career guest speakers and application processes. There are also targeted student supports through federal programs, such as McKinney Vento and Migrant Education. Hillsboro school district Early College and EOP supports are offered districtwide, as well as AVID programs.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) - True
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this



Integrated Application Template (Optional)

box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Travis Reiman

Submitter email: reimant@hsd.k12.or.us