

Strategic Plan 2011-2016 Wrap-Up

2015-16 Highlights & Goal Report and Five-year Strategic Plan (2011-2016) Highlights

Instruction

2015-16 Focus Areas	2015-16 Desired Outcomes	2015-16 SMART Goals	2015-16 Highlights/Results
Achievement Gap	Improve PLC practice and the use of data	At least 25% of PLCs will increase their ability to use data in their process by one or more levels as measured by the District's PLC rubric by the spring of 2016.	- Developed a rubric for PLCs and administration to use to evaluate level of implementation of best practices in a PLC. 27% PLCs reported increased ability to use data in their team process as measured by the Fall to Spring PLC rubric. - After fall data was analyzed we created a PLC Boot Camp for school teams, training over two hundred. - Technology services served school leaders and PLCs via a "road show" to share the features of DCA for PLC use. They then used the feedback from stakeholders to alter the tool to be more useful for future needs.
	Improve Outcomes for diverse learners	SBAC math scores will increase 5% and the growth in math scores for our underserved students (Latino students, English language learners, and/or students with special needs) will be at least 8% as measured by 2016 SBAC scores.	- Created HSD Bilingual Seal in recognition of bilingualism as an asset. - Admin monitoring data of emerging bilinguals twice a year and sharing information with the superintendent in an accountability conference. - Adopted new math curriculum in line with CCSS and implemented the resources including an online portion for differentiation. - State data on SBAC showed a 1% improvement in math grades 3-5, 0.5% for grades 6-8. Subsequently, subgroup growth was inconsistent and failed to meet the 8% growth goal overall. However, we did see 5% growth for 11th grade overall.
Common Core State Standards	Utilize instructional and assessment resources	Increase by 10% the number of teachers using highly effective instructional strategies in classroom instruction as measured by the pre and post district-wide walkthrough data from fall 2015 and spring 2016.	- In the fall, we created a common walkthrough tool specific to our instructional framework to be used consistently throughout our schools. - In PLCs, principals calibrated their lens on instruction. - Data showed there were individual schools that grew in various areas, but systemically we saw small improvements in a variety of areas including: 7% students can communicate the purpose 12% greater use of graphic organizers 4% students speaking in complete sentences 8% authentic tasks with real life connections 7% writing for authentic purposes 10% question to add onto ideas 2% formative assessment - In the future we will be narrowing the items to monitor for deeper implementation.
	Align instructional practice to instructional model, K-12	By the end of the year, at least two AVID strategies will be utilized by teachers 6th-12th and evidenced in at least 50% of those classroom walkthroughs.	- Spring data showed AVID strategies present in 60% of classroom observations. - Aligned instructional model, trained on effective practices embedded in other professional development, and developed a web presence for teachers to access for individualization and growth. - All 6th grade teachers were trained in basic AVID strategies, hundreds of teachers participated in summer AVID institutes and principals at high schools led school-based professional development for school-wide AVID.

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Evaluation and Accountability	Align accountability structures to student performance	Investigate, develop and pilot Individual Language Learning Plans in at least three schools for dual-identified students: those with special needs and individual education plans (IEPs), and those identified as English language learners.	- Alignment of student learning and growth goals became evident in teacher and principal evaluations. Goals were written for all students and also for targeted groups of students identified by School Improvement plans, which most often were emerging bilingual students. Teachers and administrators utilizing various data sets including language acquisition and standards based assessments. - Accountability conferences for administrators with superintendent, assistant superintendent and feeder principal colleagues allowed for networking and streamlining practices k-12.
	Evaluate and support the implementation of key instructional strategies		- Rubrics were created to guide and assess the implementation of key instructional focus areas, including a PLC rubric and an inclusion rubric. - The Bilingual Program Model was revised to include equity and update the language and strategies to match evolving pedagogy. - Individual Language Learning plans were piloted in one school at each level for a group of students identified as English Language Learners and Students with special needs. The pilot showed promising practices and also illuminated gaps in services. Trainings were held by request for instructional paraprofessionals on Language Development and disabilities.

Major Accomplishments/Highlights Within **Instruction** over the Term of the 2011-2016 Strategic Plan

- Effectively led the transition from State Standards to Common Core including providing tools such as pacing guides, math planners, and planned course statements to support teachers.
- Transitioned staff, students and community to Smarter Balanced Assessment and supported the implementation of the assessment structure through interim assessment development and professional development for staff.
- Adopted and implemented the Five Dimensions of Teaching and Learning as our Instructional Framework creating common expectations and language to describe high quality instruction throughout our district.
- Continually calibrated and analyzed instruction with principals through monthly Professional Learning Communities.
- Developed a Bilingual Program Model to guide our resource development, Professional Development and implementation on the three highest leverage strategies for closing the achievement gap.
- Increased accountability at the school level through such mechanisms as site monitoring of instruction and leadership through level directors, school based professional development plans, monitoring which teachers participate in professional development, movement on rubrics, student-level data monitoring, and principal accountability conferences.
- Trained teachers to shelter and scaffold instruction for our emerging bilinguals in general education classrooms--over 1200 seats filled in various trainings.
- Created Hillsboro Online Academy to provide Hillsboro School District options for online learning both as a comprehensive school and also as a hybrid option.
- Updated curriculum K-12 by completing comprehensive adoptions of new curricula in Math and Health, and starting the process for Science.
- Established College and Career Pathways governance structure to ensure our system has the capacity to enable all kids to be college and career ready. Actions include increasing the number of students in internships and earning dual credit, and establishing support systems like guidance counseling, naviance, and community partnerships.
- Partnered with Nike to expand access to AVID 7-12, started four AVID elementary schools and trained all 6th grade teachers across the district.
- Dual language grew from two schools having single strand programs to 10 schools serving over 2,100 kids, K-12, who are on a path to earning the state bilingual seal.
- Developed four STEM Transformation schools with 3 year implementation plan through collaboration with Portland Metro STEM Partnership. Received national recognition for quality programing.
- Became the first public school district in Oregon to receive systems accreditation through AdvancED in 2016.

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Engagement

2015-16 Focus Areas	2015-16 Desired Outcomes	2015-16 SMART Goals	2015-16 Highlights/Results
Proud to be HSD Campaign	Implement year two	Highlight different stakeholders in Proud to be HSD ads placed in City Views newsletter five times in the 2015-16 school year (September, November, January, March and May).	- Created ads for each of the five City Views newsletters indicated; also created three videos to be shown at City Council meetings. - Created PTBHSD window clings.
	Expand messaging	Hold the second annual Proud to be HSD Festival on Saturday, May 21, 2016, in conjunction with the Hillsboro Farmers Market.	Second Festival was very successful and included high school spirit booths and more high school participants than last year; also had a raised stage on the Courthouse lawn.
Consistent, Relevant, Timely Information	Implement community-based campaigns	Create and run four billboard advertising campaigns in the 2015-16 school year.	- Four billboard ads and six bus bench ads were run in September/October 2015. - Developed and submitted a concept for the High School of the Future to the XQ Super School Project contest.
	Provide schools with materials	Create monthly principal reference sheets for use in communicating important topics with their students, parents, and community members.	- Principal reference sheets were created and shared with administrators each month. - Began translating District newsletter into Spanish in November 2015.
Opportunities for Two-way Communication	Hold bi-annual Hillsboro Schools Summit	Hold two State of Hillsboro Schools Summits in the 2015-16 school year, at which local realtors, business and civic leaders, and other community members are invited to a breakfast to dialogue with Superintendent Scott about important issues and spreading positive messages.	- Summits were held on November 17, 2015, and March 15, 2016. - Researched and developed a new Strategic Plan for 2016-2021. - Two Thoughtexchange processes held, focusing on the Strategic Plan and College & Career Pathways.
	Provide multiple engagement opportunities	Hold two series of Superintendent Coffee Chats in the 2015-16 school year (four in the fall and four in the spring) at which patrons can dialogue in an informal setting with Superintendent Scott; hold at least three additional events in the 2015-16 school year that are specifically targeted to Spanish speakers.	- Two series of Coffee Chats were held (eight events total), as well as three Spanish-language Coffee Chats. - Feedback solicited on Strategic Plan through online survey and two open house events. - Parent meetings held at Glencoe and Century regarding concerns about advanced courses; a page was also constructed on the website featuring an extensive Q&A.

Major Accomplishments/Highlights Within **Engagement** over the Term of the 2011-2016 Strategic Plan

- Underwent a comprehensive external Communications Audit in 2014, which led to the creation of an annual Strategic Communications Plan and additional focus/direction in department.
- Conceptualized and launched the Proud to be HSD campaign in 2014.
- Conceptualized and launched the Proud to be HSD Festival in 2015; held second annual event in 2016. The Festival showcases and celebrates all of the great things our students do. Elements include: performance stage, art walk, PE/Activities area, partner booths, Mascot Challenge, school banners, etc.
- Launched our district mobile app in October 2013; it has been downloaded by 7,389 people.
- Launched our social media presence with District Facebook and Twitter accounts in the fall of 2011. Expanded our use of YouTube in the spring of 2012.
 - Facebook likes currently at 3,288
 - Twitter followers currently at 2,361
 - YouTube channel currently has 195 total videos; there were 3,148 views between March 7 and May 18, 2016
- Redesigned our website in 2012 to be more user-friendly; have made continuous updates over the past four years to include more features and content, and enhance navigability.

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- Designed a new District logo in 2012 to present a more professional look and one that is more applicable to K-12 (less elementary).
- Secured to part-time volunteer coordinators in 2012 thanks to a generous commitment by Sonrise Church to fund the positions. Katie Willis and Coleen Garrett have now been coordinating the District's large-scale volunteer efforts (e.g. Operation School Bell, Elks Christmas Baskets, Community Care Day, etc.) for four years.
- Began holding Superintendent Coffee Chats in 2013 at different locations around the District to increase parent/community engagement. Have since held two series (four events each) per year--one in the fall and one in the spring.
 - Also began holding separate Coffee Chats for Spanish-speakers in 2014-15.
- Moved to an HTML-based weekly Hot News format in the 2014-15 school year. New format is more news-heavy, featuring snippets of articles that people can click on to learn more. This was a shift in focus from the previous Hot News structure, which primarily featured events at each of our schools.
 - Also added a version specific to staff
 - Began filming monthly Superintendent Video Messages
- Entered into a partnership with Thoughtexchange in 2014-15 to conduct two major community engagement processes per year (have completed four processes to date).
- Revamped our District newsletter, *A Look Inside Hillsboro Schools*, to include more pictures and more relevant information. It is now being direct-mailed to more than 50,000 homes in the District's attendance area.
 - In the 2015-16 school year, we began translating the entire newsletter into Spanish.
- Added a Multimedia Specialist position (Jane Siguenza) in 2014-15; she has done significant design work and has created brand consistency across our collateral materials.
- Held two Hillsboro Schools Summits in 2015-16 (November 17, 2015 - attended by approximately 50 people; and March 15, 2016 - attended by approximately 60 people) as a way to reach key communicators in the community and share important information about the District.
- Made a foray into community-based advertising in 2015-16 by running four billboard ads and six bus bench ads in September/October 2015. The billboards featured messages of pride and achievement, while the bus bench ads were targeted at attendance.

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Equity

2015-16 Focus Areas	2015-16 Desired Outcomes	2015-16 SMART Goals	2015-16 Highlights/Results
Professional Development	Expand existing delivery models	Increase equity-focused professional development offerings and attendance rates by 50% in 2015-16 (vs. 2014-15).	• <i>Multiple Perspectives: An Interracial Dialogue</i> was developed and three sessions were offered to the Hillsboro community. • Offer five sessions of Taking it Up and three sessions of Coaching for Educational Equity. • Overall equity-focused professional development opportunities and participation rates increased by 79%.
Inclusive Educational and Work Environments	Continue supporting equity work at each school and department	Ensure 100% of secondary schools have student-led, equity-focused clubs that promote inclusive learning environments, student safety and success by the end of 2015-16.	• Collaborated with community organizations and consultants to provide professional development to all staff focused on awareness and support of our LGBTQ students and their families. • 90% of the secondary schools have student-led, equity-focused clubs that meet regularly and have at least one advisor.
Diversify Workforce	Develop and expand partnerships and strategies for recruitment and retention	Achieve a 5% increase in highly qualified multilingual/multicultural staff hired in 2015-16 (vs. 2014-15).	• Organized and held HSD classified and licensed Job Fairs as part of the HR recruitment efforts. • Developed and expanded partnerships with local higher education institutions toward increasing multilingual/multicultural highly-qualified educators in our district.

Major Accomplishments/Highlights Within **Equity** over the Term of the 2011-2016 Strategic Plan

- Provided ongoing professional development to all staff focused on awareness and support for our LGBTQ students and their families.
- Collaborated with the City of Hillsboro to offer and exchange equity focused professional development opportunities for employees in both organizations.
- Developed and offered three sessions of *Multiple Perspectives: An Interracial Dialogue* to the Hillsboro community.
- Offered five Taking it Up dialogue sessions for over 350 staff and community members.
- Held four administrator of color affinity group meetings for each of the past three years.
- Sent 53 HSD staff members to Coaching for Educational Equity.
- Offered 24 Parent Leadership Institutes focused on education and empowerment to Latino parents at the elementary school level.
- Job/Recruitment Fairs attended from 2011-2016
 - Oregon Professional Educator Fair
 - Western Oregon University
 - Portland State University
 - Portland Community College
 - Washington Association for Bilingual Educators
 - Lewis and Clark College
 - George Fox University
 - Eastern Oregon University
 - Oregon State University
 - Proud to Be HSD Festival
- 50 Hillsboro District employees successfully completed the Bilingual Teacher Pathways Program and went on to secure teaching positions.

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- The Human Resources Department was awarded the Oregon Minority Retention Grant intended to fund a plan for the recruitment and retention of culturally and/or linguistically diverse teachers.
- Held two student-teacher job fairs for current Hillsboro School District student teachers and external candidates.
- Held one teacher job fair to recruit licensed staff for local area and external candidates.
- Held two classified job fairs for recent Hillsboro School District graduates as well as community members.
- Created a Bilingual Scholars Teacher Program in support with the Office of School Performance and Western Oregon University to support current bilingual/bicultural high school students who wish to pursue a career in education to support our bilingual pathways program.
- Created and implemented a new hiring protocol that includes screening rubrics, written and oral language rubrics, and equity-focused questions.

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Facilities

2015-16 Focus Areas	2015-16 Desired Outcomes	2015-16 SMART Goals	2015-16 Highlights/Results
Long-Range Planning	Participate in boundary adjustment process	Complete boundary adjustment process with Beaverton School District by the end of 2015-16.	- Joint boundary adjustment process completed and approved by school board in December 2015. - Boundary adjustment submitted to the Boundary Boards of Washington, Yamhill and Multnomah counties. All three Boundary Boards subsequently approved the boundary adjustment.
	Monitor new construction	Complete an updated 10-year enrollment projection to include new developments in South Hillsboro, South Cooper Mountain, and Cornelius by the end of 2015-16.	Portland State University Population Center updated the District's enrollment projections through 2040. This timeline corresponds to the City of Hillsboro's 2040 Comprehensive Planning process.
High-Priority Maintenance Needs	Prioritize and address maintenance items	Update high priority maintenance list monthly throughout 2015-16; report to Long-Range Planning Committee at monthly meetings, report to community and Board via quarterly Strategic Plan updates.	- Long-Range Planning Committee continued to meet on a monthly basis throughout 2015-16. The committee reviewed reports from maintenance/facilities staff regarding improvements in the areas of Mechanical/Electrical/Plumbing, Safety, Seismic, Roofing, Technology, Asphalt/Concrete and Other Projects. - The committee received reports from the City of Hillsboro, Washington County, City of Cornelius and City of North Plains regarding developments within each jurisdiction.
	Finalize bond parameters	Finalize parameters/options to consider for next bond package (Nov. 2017 or May 2018) by the end of 2015-16, including maintenance on existing facilities and new construction possibilities in South Hillsboro, South Cooper Mountain, and Cornelius.	- Long-Range Planning Committee work culminated in the development, with the help of Angelo Planning Group, of a Facilities Plan that was presented to the School Board in June 2016. - The Facilities Plan meets the guidelines set forth by the State of Oregon and includes information on population and employment growth in the City of Hillsboro and Washington County, as well as District enrollment projections and local and regional planning efforts. - The Facilities Plan also includes 16 recommendations from the Long-Range Planning Committee regarding future capital expenditure considerations.

Major Accomplishments/Highlights Within **Facilities** over the Term of the 2011-2016 Strategic Plan

- Successfully completed the boundary adjustment process between Hillsboro and Beaverton School Districts in the 2015-16 school year. This process involved the transfer of Hillsboro School District property in the South Cooper Mountain UGB development area to the Beaverton School District, and former Beaverton School District property in the South Hillsboro UGB development area to the Hillsboro School District.
- Completed a boundary adjustment process within the District in the 2013-14 school year to address overcrowding issues in the Liberty feeder area.
- Completed update of Portland State University enrollment projection through the year 2040.
- Long Range Planning Committee met monthly to finalize Facility Plan which was presented to the school board and approved in June 2016.
- Purchased 40 acres of land just south of the South Hillsboro planned community as a future high school site (April 2014).
- Completed several high priority maintenance projects, such as the replacement of bleachers at Hare Field, retrofitting of bleachers at Glencoe High School, replacement of turf at Hare Field and Liberty, completion of drainage enhancement projects at several elementary schools, etc. Also upgraded lighting and phone systems, increased wireless access point density in middle and high schools, began replacement cycle for technology, and so on.

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Safety

2015-16 Focus Areas	2015-16 Desired Outcomes	2015-16 SMART Goals	2015-16 Highlights/Results
Anti-Bullying and Harassment Campaign	Implement phase two	Work with SPLASH (Students Pursuing Leadership and Serving Hillsboro) to roll out middle school anti-bullying and harassment plan by November 2015.	• Counselors and Climate and Culture team began implementing anti-bullying and harassment plan in middle schools. • Each secondary school has identified a teacher leader to facilitate student leadership groups in their anti-bully plan moving forward. • Student groups planned events at their schools and continued to promote messaging. • Teacher leaders met with our Climate and Culture team regularly to update what is taking place and to discuss strategies to increase resources. • Anti-bully conference planned for the student leadership groups who are promoting this work in their schools.
		Achieve a 5% reduction in the number of students reporting bullying and harassment incidents through the annual student survey in the spring of 2016.	• Students in grades 6,8,11 completed the 2016 Oregon Student Wellness Survey (results not yet available).
Safety Procedures	Continue streamlining, promoting and practicing	Work with law enforcement to conduct a large-scale safety drill by June 2016.	• Completed a successful off-site parent reunification drill that included approximately 150 parent volunteers, 250 student volunteers and 70 AC staff. Our local HPD, CERT and HFD partners also participated.

Major Accomplishments/Highlights Within Safety over the Term of the 2011-2016 Strategic Plan

- Developed and implemented student led anti-bullying and harassment plan that included: Student PSA video, print material, media coverage, and district-wide awareness across all schools.
- Established the Safety Department to oversee and implement safety procedures throughout the District.
- Annually held District safety summit to present new information about school safety to all administrators.
- Planned and successfully held a large-scale active threat drill that included multi-agency participation in 2011. At the time, the drill was recognized as a first of its kind for integrating Police, Fire, EMS, and WCCA into one drill to successfully navigate a complex event at a school.
- Completed two successful off-site parent reunification drills. The spring 2016 drill included approximately 150 parent volunteers, 250 student volunteers and 70 AC staff. Our local HPD, CERT and HFD partners also participated.
- Continued to enhance our student threat assessment team, flight team, and care teams to address student and staff safety.
- Annually trained all staff to meet State and District requirements.
- Conducted multiple safety scenario trainings for building principals.
- Established our safety and emergency management site to track and monitor all buildings for safety compliance.
- Expanded partnerships with agencies across Washington County.