

2016-2021 STRATEGIC PLAN

STUDENT
EQUITABLE EXPERIENCE
& OUTCOMES

OUR PROMISE

HSD students: Prepared for success in career, college, and civic life

INSTRUCTION

LEARNING ENVIRONMENTS

LEADERSHIP FOR LEARNING

ORGANIZATION

GOVERNANCE

2016-2021 HILLSBORO SCHOOL DISTRICT STRATEGIC PLAN

BACKGROUND

The Strategic Plan is intended to provide direction and purpose to all aspects of District and school activities. The plan is intentionally flexible in structure—with a central objective and areas of accountability that are consistent, and annually-developed action plans and goals that directly address areas where growth needs to be made and where successes can be capitalized upon for the year ahead.

MISSION

Engage and challenge all learners to ensure academic excellence

STRATEGIC OBJECTIVE

All students graduate with career- and college-readiness skills

OUR PRIDE

Proud to be HSD

AGREEMENTS & COMMITMENTS

IN HILLSBORO, WE ARE CONNECTED TO COMMUNITY, CULTURE, AND CAREER

- Students deserve at least one identified adult that knows them by **name, strength** and **need**, and ensures they are successful in their K-12 education and beyond.
- Students deserve **academic content** that is engaging, connects to their personal goals, and is responsive to the world around them.
- Students deserve **clear pathways** to career preparedness.
- Students deserve to have experiences that lead them to believe that **diversity** and **multilingualism** are assets.
- Students deserve to have experiences that allow them to see their and others' **cultures** reflected in their learning opportunities.
- Students deserve to be surrounded by **caring adults** who are committed to working together in **professional learning communities** to ensure equitable support, experiences and outcomes for each of them.

STRUCTURAL ELEMENTS

STRATEGIC PLAN

In the Hillsboro School District, we align our work toward a single purpose: enhancing the student experience to ultimately increase student outcomes. We strive to continually improve all aspects of the system to achieve this result. We do this by focusing on six major areas, as outlined below and in the graphic organizer that follows on pages 4-5.

- STUDENT**
Equitable Experience and Outcomes
All students are engaged and challenged throughout their K-12 experience and leave our system fully prepared for their next step in life, be that career, college, military, or other educational or civic opportunity.
- INSTRUCTION**
High Quality
Highly qualified staff deliver relevant, rigorous, and engaging curriculum; and students have access to a variety of meaningful co- and extracurricular activities.
- LEARNING ENVIRONMENTS**
Equitable, Safe and Inclusive
All students feel valued, appreciated, and safe at school, both physically and emotionally. They have access to engaging and relevant curriculum, and are presented with clear pathways and multiple opportunities to develop skills and identify interests for their future careers.
- LEADERSHIP**
for Learning
Building administrators are instructional leaders and ensure that all staff members are continually learning, growing, and developing their skills so they can deliver instruction in the most effective and engaging manner possible.
- ORGANIZATION**
Responsible and Inclusive
All internal elements of the system function as responsibly and efficiently as possible. From budgeting to long-range planning to facility maintenance to human resources management to nutrition services to technology to communications and transportation, the strength of these organizational elements is critical to creating an environment where effective teaching and learning can occur.
- GOVERNANCE**
Accountability and Oversight
Public schools are a resource and responsibility of the people, and therefore require the support and oversight of the communities in which they exist. Elected school board members represent the governing body of school districts and positively affect equitable student experiences and outcomes by creating the conditions necessary for success through the setting of policy and vision, appointing the superintendent, allocating resources through budgeting, and continually reviewing data.

GRAPHIC ORGANIZER



LEADERSHIP FOR LEARNING

- Continuous improvement
- Data-driven decision-making

LEARNING ENVIRONMENTS

- Equitable, safe and inclusive
- Engaging and relevant
- Clear pathways and multiple opportunities

INSTRUCTION HIGH QUALITY

- Curricular offerings
- Co- and extracurricular offerings
- Highly-qualified staff

STUDENT
EQUITABLE EXPERIENCES
& OUTCOMES

2016-2021 STRATEGIC PLAN

ENT
ERIENCE
IES

INSTRUCTION
EARNING ENVIRONMENTS
LEADERSHIP FOR LEARNING
ORGANIZATION
GOVERNANCE

ORGANIZATION RESPONSIBLE & RESPONSIVE

- Fiscal responsibility, long-range planning
- Effective communication and community involvement
- Human resources management



GOVERNANCE ACCOUNTABILITY & OVERSIGHT

- Commitment to quality and progress
- Setting the conditions and providing resources for success



proud to be
HSD

ANNUAL WORK PLANS & ACCOUNTABILITY

The vision for the District's 2016-2021 Strategic Plan is to have it encompass three elements: 1) The overarching plan, which should remain consistent over the five years; 2) The annual report of Student Achievement (Key Academic Achievement Indicators); and 3) The Annual Work Plan and SMART Goals. Taken together, these three documents should provide a comprehensive snapshot of the district's mission, strategic objective, beliefs, key initiatives, student achievement progress, and implementation plans and goals at any given time.

WORK PLANS & SMART GOALS

Throughout the year, data is gathered and analyzed on student and system performance. That information must be shared with the public in an accessible and transparent manner, and should be used as a means of creating effective and timely action plans for ensuring continuous improvement.

Keeping in mind the District's strategic objective of ensuring that every student graduates prepared for their next step, be it career, college, apprenticeship, military, or other post-secondary opportunity, each year staff will evaluate the District's position in comparison to its goals and determine what is working well, what needs attention, and how resources can best be aligned to achieve annual improvement.

The focus will be on high-leverage strategies, data-driven decision-making, continuous improvement loops, and evaluating our work through the lens of our agreements and commitments and the strategic planning structure.

TIMING & BUDGET ALIGNMENT

Annual work plans and SMART goals will be prepared by staff each year and presented to the School Board at their summer retreat. Updates on the progress of the work will be provided in late fall and early spring, with specific attention paid to both the resources and expenditures needed to successfully accomplish the goals, as well as the academic return on investment (AROI) realized from previous allocations. This information will then be considered by the Board and Budget Committee prior to the approval and adoption of the next year's budget in May and June.

DATA-DRIVEN DECISIONS

The District uses **Key Academic Achievement Indicators** to measure students' progress and to determine how well students are prepared for careers and college upon graduation. Each indicator represents a snapshot of student achievement.



Using the information presented by these data, which come from standardized testing results and other sources, we create a more meaningful evaluation of how well we serve our students and reach our local and state objectives. These Key Academic Achievement Indicators are updated annually in March.



bit.ly/2feDDse

Hillsboro School District's Key Academic Achievement Indicators include:

Closing the Gap	<ul style="list-style-type: none"> Reducing the amount of disparity between the achievement of white students and English learners/ever English learners
Benchmark Literacy	<ul style="list-style-type: none"> Meeting or exceeding statewide standardized test benchmarks
Benchmark Math	<ul style="list-style-type: none"> Meeting or exceeding statewide standardized test benchmarks
Strong Attendance	<ul style="list-style-type: none"> Maintaining an attendance rate of 94.5% or more at every grade level
Advanced Coursework	<ul style="list-style-type: none"> Earning six high school credits by the end of 9th grade Taking at least one AP/IB course by the end of 11th grade and two or more by the end of 12th grade Taking a year of math beyond Algebra 2 and a third year of a second language by the end of 12th grade Completing dual credit (high school/college) courses
Academic Extensions	<ul style="list-style-type: none"> Performing at a college-ready level on standardized college readiness tests Preparing for college by taking the ACT/SAT tests Completing the Free Application for Federal Student Aid (FAFSA) in 12th grade Completing a career-related internship
High School Graduation	<ul style="list-style-type: none"> Graduating within four years Completing within five years Earning a Chancellor's Diploma Enrolling in post-secondary education within 16 months of graduation

APPENDIX A:

2017-18 WORK PLAN & GOALS

Though there is much work to be done in all areas of the District to ensure we continually maximize the educational experience of our students, we believe we can have a measurable impact on our strategic objective of all students graduating with career- and college-readiness skills by focusing on our Agreements and Commitments of connecting students to **COMMUNITY, CULTURE** and **CAREER**.

All support departments will also develop their internal strategic plans to reflect a focus on and connection to **COMMUNITY, CULTURE** and **CAREER** to provide a clear and consistent message about the most important work in our district.

Therefore, the following represent the top system goals for the 2017-18 school year.

COMMUNITY

All students will be known by **NAME, STRENGTH** and **NEED** so supports, enrichments, opportunities and connections can be made in **SCHOOLS** and in the **COMMUNITY** to ensure they successfully graduate with career- and college-readiness skills.

SMART Goal: *By the spring of 2017-18, enhance our student information system to allow tracking of students' connection to adult advocates/mentors, participation in activities/athletics, interests, areas where supports and/or extensions may be needed, etc.*

Why this goal?

When students feel connected to school and people who not only care for them as individuals, but also know what they need to be successful, they will be motivated to excel academically. Our ability to operationalize that information and make it accessible to staff, students, and parents/guardians through our data systems will help us ensure that students are being appropriately supported.

SMART Goal: *Increase by 10% the number of community service and/or career-related internships completed by high school students in 2017-18 vs. 2016-17.*

Why this goal?

Exposure to real-world job settings and community service not only informs students of their post-secondary options, but also adds relevance to their educational experience. By collaborating with the Chamber of Commerce, City of Hillsboro, colleges and universities and local businesses, we can provide enriching opportunities to students.

CULTURE	CAREER
<p>All schools will foster a POSITIVE, SUPPORTIVE and INCLUSIVE school and classroom culture that enables learning.</p>	<p>All students will have learning experiences with clear PURPOSE, ENGAGEMENT and ASSESSMENT to ensure learning and career- and college-readiness.</p>
<p>SMART Goal: <i>Within the first semester of 2017-18, expand and support approaches to wellness for students and staff by offering wellness centers in 13 elementary schools, 1 middle school, and 1 high school.</i></p> <p>Why this goal? The latest research around trauma and its effect on the brain gives us new insight into the actions we should take in order to support our students and help them be more successful academically. Wellness and mental health open the door to access and engagement in the classroom.</p>	<p>SMART Goal: <i>Increase SBAC math scores by 3% overall and by 5% for key groups in 2017-18 vs. 2016-17.</i></p> <p>Why this goal? Math skills and problem-solving are the #1 academic barrier to high school graduation and career- and college-readiness as evidenced by our district-wide data. Teachers need support and resources to effectively teach math and provide additional opportunities to apply math in multiple content areas.</p>
<p>SMART Goal: <i>Increase by 5% the number of English learners or ever English learners earning six or more high school credits by the end of their 9th grade year in 2017-18 vs. 2016-17, using data gathered as of June 2018.</i></p> <p>Why this goal? According to research, 9th graders earning a minimum of 6 credits by the end of the first year of high school is an indicator of being "on track" to graduate. Our data shows we have key groups that are more at risk of dropping out, including English learners and Ever English learners, that need additional monitoring and support.</p>	<p>SMART Goal: <i>Increase by 5% the number of prioritized highly-effective strategies utilized by teachers in the classroom in the areas of our Instructional Framework under Purpose, Engagement, and Assessment as measured by the pre- and post-district-wide walkthrough data from fall 2017 and spring 2018.</i></p> <p>Why this goal? The quality of instruction in the classroom is the greatest predictor of student success. Teachers deserve ongoing support in polishing and learning new skills to meet the needs of the evolving student population and for their own professional growth. Lessons with a clearly stated purpose, that are engaging to all students, and that provide feedback to students and teachers about student learning lead to higher achievement.</p>

APPENDIX B:

2016-17 GOALS REPORTING

Ten system goals were identified for the 2016-17 school year. Four of those were met. Six goals were not met; however, significant progress was made toward five of those goals. Highlights within each goal area are summarized here.

COMMUNITY

SMART Goal: Convene a citizens bond oversight committee and develop at least two versions of a bond package for District residents to consider by the spring of 2017 (for a fall 2017/spring 2018 ballot).

Key Results

- Bond Advisory Committee formed in October 2016, comprising district and school staff, students, parents, community members, partners, and technical consultants.
- Two bond packages developed and shared with the public at four open house events.
- School Board passed \$408 million bond package that retains the current rate of \$2.24/\$1000 of assessed value for voter consideration in November 2017.

Final status: Goal met.

SMART Goal: Hold a Schools Summit in March 2017 to share the District's annual report and achievement metrics with a broad representation of stakeholders.

Key Results

- Held Schools Summit on Tuesday, March 14, with approximately 80 people in attendance.
- Shared information on student achievement and bond development.

Final status: Goal met.

SMART Goal: Increase by 10% each the number of students participating in community-based internships and earning dual credit by the end of their 12th-grade year, using data gathered as of June 2016(7).

Key Results

- 646 internships provided to students in the 2016-17 school year, as part of thousands of career-related opportunities developed in conjunction with the Hillsboro Chamber of Commerce and local employers vs. 515 internships completed in 2015-16 (25.4% increase).
- 1758 students earned dual credit (high school and college) in the 2016-17 school year, saving over \$1.1 million in college expenses, compared to 1139 students saving \$765,977 in 2015-16 (54.3% and 45.4% increase, respectively).

Final status: Goal met.

CULTURE

SMART Goal: Achieve a 5% increase in highly-qualified multilingual/multicultural staff hired in 2016-17 vs. 2015-16.

Key Results

- As of June 2017, final numbers show an approximate 3% increase in staff diversity due to hiring and attrition.
- An accurate depiction of our diversity will be available at the end of September when all positions are filled.

Final status: Progress made toward goal, but goal not met. Included in Human Resources Department goals for 2017-18.

SMART Goal: Strengthen student-led anti-bullying efforts at the middle and high school level as evidenced by establishing a student-led social media governance team by the end of Feb. 2017.

Key Results

- A social media scope and sequence was created by school reps to be used in the 2017-18 school year.
- School reps and students will welcome a speaker from You Are Awesome to present at each middle and high school in October 2017 to kick off National Anti-Bullying Month.

Final status: Progress made toward goal, but goal not met. Included in Safety Department goals for 2017-18.

SMART Goal: Increase by 100 the number of staff who have participated in equity-focused professional development in 2016-17 vs. 2015-16.

Key Results

- 275 staff and community members participated in equity-focused dialogue sessions in 2016-17.

Final status: Goal met.

SMART Goal: Increase by 5% the number of English learners earning six high school credits by the end of their 9th grade year, using data gathered as of June 2016(7).

Key Results

- 71.3% of students qualifying for services earned six or more credits in 2015-16 vs. 70.7% in 2016-17, a decrease of 0.84%.
- Because the number of active ELs fluctuates greatly each year, as different cohorts of 9th graders come through the system and students enter and exit throughout the year, moving forward we will look at both active and "ever" ELs to provide a more accurate look at how our system serves this population of students.

Final status: Goal not met. 2017-18 SMART Goal.

CAREER

SMART Goal: Increase by 10% the number of prioritized highly effective strategies utilized by teachers in the classroom, as measured by pre- and post-districtwide walkthrough data from spring and winter 2016.

Key Results

- The 10% growth goal was met in the following areas: Increasing level of rigor beyond Depth of Knowledge (DOK) Levels 1 and 2; Language scaffolds available to students in the lesson; Students' use of notetaking tools; and Student assessment at the end of a daily lesson.
- Saw growth but didn't meet the 10% goal in the following areas: Lesson to standard and students understanding the purpose of the lesson; Increasing the percentage of time students are involved in authentic discourse with peers; Students involved in providing feedback to their teacher about their learning.

Final status: Progress made toward goal, but goal not met. 2017-18 SMART Goal.

SMART Goal: Increase SBAC math scores by 5% for all students, and by 8% for underserved students (Latino students, English learners, and/or students with special needs), as measured by 2016 SBAC scores (vs. 2015)

Key Results

- Increases in grades 3-5 by 1.1%, grades 6-8 by 0.5%, grade 11 by 4%.
- Subgroups saw moderate growth between 0.5% and 2%, but did not meet the goal.

Final status: Progress made toward goal, but goal not met. 2017-18 SMART Goal.

SMART Goal: Increase cohort graduation rate from 80.42% to 82% in 2015-16 vs. 2014-15.

Key Results

- Graduation rate increased to 81.68% for 2016 graduates.
- Counselors to focus on implementing ASCA model to ensure students are on track.
- Credit recovery program audited and redesigned to be more effective.

Final status: Progress made toward goal, but goal not met. Addressed by 2017-18 SMART Goals around student achievement and teacher practices.



proud to be
HSD



3083 NE 49th Place
Hillsboro, OR 97124
503.844.1500

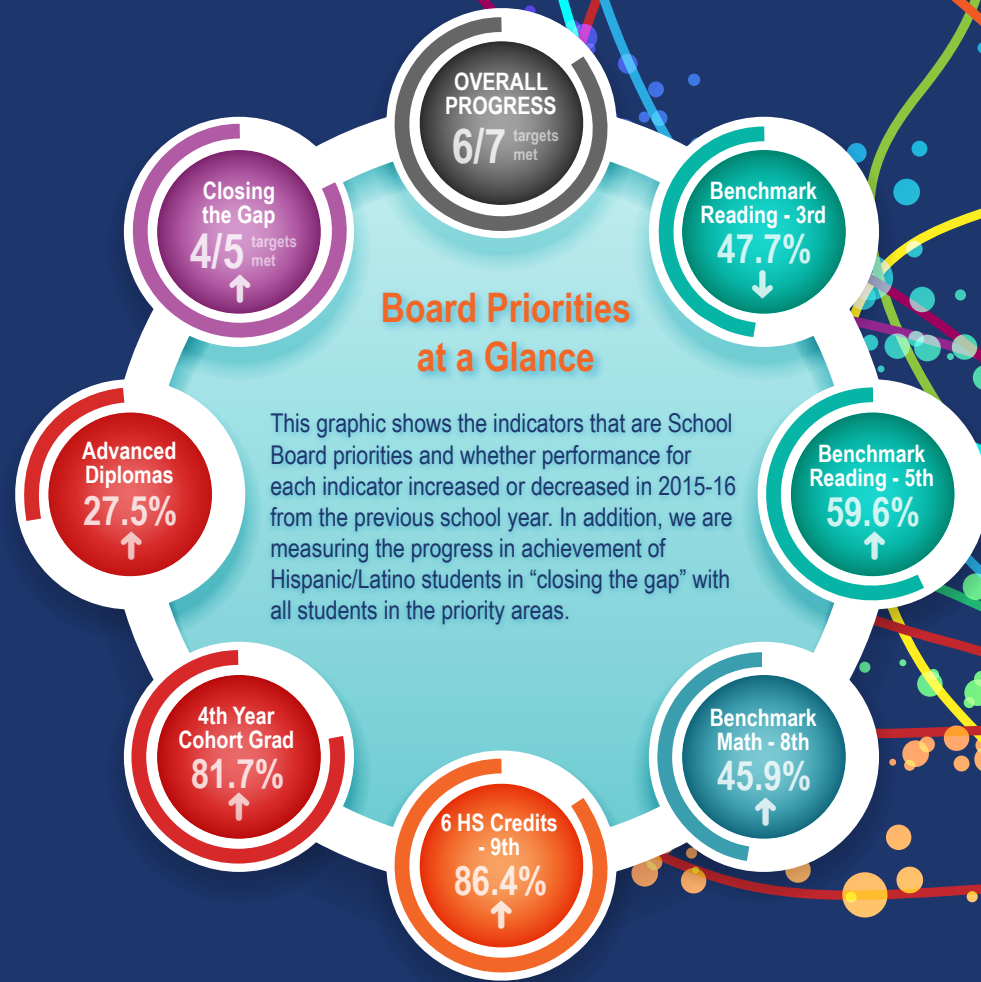
www.hsd.k12.or.us

HSD
**FACTS &
FIGURES**



HSD App





The District uses **Key Academic Achievement Indicators** to measure students' progress and to determine how well students are prepared for careers and college upon graduation. Each Indicator represents a *snapshot* of student achievement. Using the information presented by these *snapshots*, comprising data from several sources, we create a more meaningful evaluation of how well we serve our students and reach our local and state objectives.



HILLSBORO SCHOOL DISTRICT
Office for School Performance
Dayle Spitzer, Assistant Superintendent
spitzerd@hsd.k12.or.us
Administration Center
3083 NE 49th Place #200
Hillsboro, Oregon 97124-6009
Phone: 503-844-1500 Fax: 503-844-1782
www.hsd.k12.or.us
Updated: September 14, 2017

2015-16 Report of Student Achievement



Key Academic Achievement Indicators

★ indicates a School Board priority

★ Closing the Gap

Parity in achievement and on-time graduation between Hispanic/Latino students and all students combined is a strategic priority of the District.

Key Indicators are the percentage gaps between all students and Hispanic/Latino students within the School Board's academic priorities.



Hispanic/Latino students

	School Year	
	2014-15	2015-16
English Lang. Arts 3rd	20.6	18.3
English Lang. Arts 5th	19.9	16.6
Math 8th	20.6	20.4
6 credits 9th	14.6	12.0
4-Year Cohort Graduation	6.12	7.60

An example of an achievement gap is shown in 3rd-grade ELA, where Hispanic/Latino students scored 18.3 percentage points below all students in 2015-16. Solid ovals indicate improvement in closing the gap (shown by smaller gap data) compared to the previous year.

Benchmark ELA

Throughout the entire K-12 experience, English language arts (ELA) achievement is the essential skill upon which all other academic learning relies. Achievement is measured using the Smarter Balanced test, which replaced OAKS testing in 2014-15.

Key Indicators are the achievement scores at all tested grade levels.

Solid ovals indicate growth from the previous year.



School Year

	School Year	
	2014-15	2015-16
3rd ★	49.6	47.7
4th	53.8	53.4
5th ★	55.2	59.6
6th	60.2	56.7
7th	58.9	59.1
8th	55.3	59.0
11th	67.4	67.5
Total	57.1	57.5

Benchmark Math

Students who are prepared for a high-wage career after high school demonstrate advanced aptitude in mathematics, creative problem solving and critical thinking. Achievement is measured using the Smarter Balanced test, which replaced OAKS testing in 2014-15.

Key Indicators are the math achievement score at all tested grade levels. Solid ovals indicate growth from the previous year.

School Year

	School Year	
	2014-15	2015-16
3rd	48.8	48.1
4th	46.2	47.3
5th	39.5	40.7
6th	45.8	43.3
7th	49.8	48.9
8th ★	42.7	45.9
11th	27.0	31.3
Total	43.0	43.7

Strong Attendance

Being in school every day ready to learn is an essential characteristic of a successful student.

A **Key Indicator** is an attendance rate of 94.5% or more at all grade levels.

Solid ovals indicate meeting or exceeding the 94.5% rate.

School Year

	School Year		
	2013-14	2014-15	2015-16
K	94.6	94.1	94.1
1st	95.0	94.7	94.7
2nd	95.6	95.2	95.0
3rd	95.7	95.6	95.6
4th	95.9	95.6	95.7
5th	95.7	95.5	95.6
6th	95.9	95.6	95.6
7th	94.8	94.7	94.7
8th	93.7	93.9	94.2
9th	94.4	93.7	94.3
11th	93.0	91.2	92.1

Advanced Coursework

Students taking accelerated or advanced coursework put themselves in a more advantageous position for college acceptance, success and career advancement.

Key Indicators are the percentage of students:

- Earning six high school credits by the end of 9th grade
- Taking at least one AP/IB course by the end of 11th grade
- Taking a year of math beyond Algebra 2 by the end of 12th grade
- Taking a third-year second language course by the end of 12th grade
- Earning two or more high school credits for AP/IB courses by the end of 12th grade.

In addition, we now track the number of students who complete dual credit courses in high school and the amount of college credits earned.

Solid ovals indicate growth from the previous year.

School Year

	School Year		
	2013-14	2014-15	2015-16
6 credits 9th ★	83.3	83.2	86.4
1+ AP/IB course 11th	46.8	49.0	60.5
Beyond Algebra 2 Math	54.6	55.2	58.4
Third-year 2nd Lang	25.1	31.5	28.9
2+ AP/IB credits 12th	18.7	32.1	38.2
# students earning Dual Cr.	735	996	1139
Total credits earned Dual Cr.	NA	5374	5576

Academic Extensions

College preparatory exams, career-technical programs, and real-life job experience are academic "extensions" of the high school curriculum.

Key Indicators are the percentage of students who:

- Perform at a college-ready level on standardized college readiness tests at 8th and 10th grades
- Complete ACT/SAT testing by the end of 12th grade
- Complete the Free Application for Federal Student Aid (FAFSA) by the end of 12th grade.

and the number of students who:

- Complete a career-related internship.

Solid ovals indicate growth from the previous year.

School Year

	School Year		
	2013-14	2014-15	2015-16
Aspire English 8th	58.0	66.0	64.0
Aspire Math 8th	29.0	22.0	21.0
Aspire English 10th	58.0	56.0	56.0
Aspire Math 10th	26.0	23.0	20.0
ACT/SAT 12th	74.1	74.1	78.0
FAFSA 12th	52.0	47.9	49.6
Internship #s	321	507	515

High School Graduation

Successful students not only commit to high school completion, they do so with detailed plans for post-graduation. College and career-bound students begin planning for their futures when they start school.

Key Indicators are the rates at which students:

- Graduate high school in four years
- Complete high school within five years
- Earn a chancellor's diploma
- Enroll in post-secondary education within 16 months of graduation.

Solid ovals indicate growth from the previous year.

School Year

	School Year		
	2013-14	2014-15	2015-16
4-Year Cohort Graduation ★	80.7	80.4	81.7
5-Year HS Completion	88.4	85.1	85.2
Chancellor's Diploma ★	19.2	20.6	27.5
	Grad Year		
	2012-13	2013-14	2014-15
Post-Secondary Enrollment	52.1	54.3	59.3

