

Hillsboro School District Strategic Plan 2011-2016

Year 4 (2014-15) Highlights

Strategy Area: Instruction

Instruction Focus Area	Description	Outcomes
Achievement Gap	✓ Accelerate English language development ✓ Provide support for access to core instruction	✓ English learners will increase their English language proficiency, resulting in greater access to grade-level core instruction ✓ Schools will implement collaborative teaching structures to provide the additional time and support needed to accelerate achievement ✓ Students in Dual Language programs will demonstrate both academic and language proficiency with grade-level peers
2014-15 Highlights • 342 secondary teachers trained in Constructing Meaning, improving instruction for English Learners. • 36% of sixth graders achieved English language proficiency (a score of 5) according to ELPA results. • Since 2013, nine schools have grown between 20% and 47% in the number of students advancing one or more English Language Proficiency levels: Farmington View (28%), Free Orchards (25%), Patterson (28%), Reedville (27%), Witch Hazel (21%), Rosedale (39%), Brown Middle School (42%), South Meadows Middle School (20%), Hilhi (47%). • Consistent K-12 Dual Language professional development led in Spanish. • Year-long preparation work for awarding HSD Bilingual Seal in 2015-16. • 1,924 total students enrolled in our Dual Language programs. • Partnerships with universities: ○ Western Oregon University ▪ 23 dual language teachers obtained a Bilingual Reading Endorsement ○ University of Portland ▪ 13 staff members currently working on ESOL endorsements (23 staff members completed ESOL coursework in 2013-14) • EdNorthwest external review of student achievement showed we are meeting our goal related to Dual Language students achieving at the level of their grade-level peers.		

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Common Core State Standards	✓ Align curriculum, instruction, and assessment ✓ Prepare for Smarter Balanced assessment	✓ Standards in English Language Arts (ELA) and Mathematics will be aligned to the Common Core State Standards ✓ Assessments (both formative and interim) will be developed for Science, Social Studies, English Language Arts, and Math K-12, and will provide indications of performance on SBAC
2014-15 Highlights • Standards documents are available for all courses. • Interim assessments aligned to CCSS are developed K-12, focused on math and literacy at elementary and core content areas in secondary. • Social Studies and English Language Arts (ELA) teachers are trained in writing performance tasks, using Webb's Depth of Knowledge (DOK) and Hess' cognitive rigor matrix, to ensure a common understanding of rigor in the classroom. • Secondary ELA teachers aligned writing standards across the District and made sequencing agreements, and also created recommendations for writing instruction and assessment. • Elementary teachers created 28 pre-assessments, 28 Common Formative Assessments (CFAs), and 7 interim assessments, including performance tasks for K-6. • Teachers create pre and post K-6 writing assessments. • Teachers were trained on using the SBAC writing rubric. • HSD hosted a regional SBAC information night. • Technology Services, Student Services, and Teaching & Learning collaboratively trained staff and communicated to the community regarding SBAC administration, accommodations for students, and opportunities to learn more. • Teacher leaders, administrators, and TOSAs were trained in DOK and connecting DOK levels and standards. • Teachers administered common assessments K-12.		

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STE(A)M Programs	✓ Implement District-wide ✓ Identify school-level coaches	✓ All schools will create learning opportunities aligned to STE(A)M standards
2014-15 Highlights • Over 2,600 students (approximately 13%) have participated in after-school STEAM programs. • Teams of K-12 teachers have regularly collaborated with each other to develop goals for increasing equitable opportunities and outcomes of HSD science programs. • K-12 teachers have developed an implementation plan for the Next Generation Science Standards (NGSS). • STEM Transformation Schools—in partnership with the Portland Metro STEM Partnership (PMSP)—have completed year three of the implementation plan and will continue as option programs for Hillsboro students.		
Instruction Focus Area	Description	Outcomes
Special Education	✓ Increase access and inclusion	✓ The use of collaborative teaching structures within all schools will be increased ✓ Students with special needs will have consistent access to grade-level standards through the use of standards-based IEPs
2014-15 Highlights • Co-taught classes: 25 schools practicing some form of collaborative teaching. • Inclusive practices: Provided over 35 professional development opportunities for buildings and once-per-month PD for SPED teachers. • A leadership team of administrators, special educators, and general education teachers has formed to guide professional development and structural changes to provide inclusive experiences for students. • 15 administrators and teachers attended a “Trainer of Trainers” professional development for co-teaching practices and implementation. We now have internal capacity to lead the work of collaborative teaching.		

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Supervision and Evaluation	✓ Align accountability to student performance	✓ All licensed employees will develop professional goals aligned to student performance indicators ✓ Monitoring structures will be implemented to ensure that all employees understand their roles in improving student achievement
2014-15 Highlights • A team with representative members from HEA, Human Resources, Office for School Performance, building principals, and classroom teachers attended work sessions to align implementation of CCSS, assessment practices, student learning and growth goals (SLGGs), and the teacher evaluation process. ○ This professional learning team (PLT) also invested grant funds in the training of teachers and principals in the new evaluation system. • All teachers and principals developed professional goals aligned to SLGGs. • Professional Learning Communities (PLCs) in schools and at cross-district PLC leadership meetings examined student data from common assessments in order to make data-driven decisions to improve student achievement.		

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Strategy Area: Engagement

Engagement Focus Area	Description	Outcomes
Strategic Communication Plan	✓ Identify key messages ✓ Implement unifying theme for the year	✓ District has a clear outline of communications plans for the year ✓ Key messages help guide all communications ✓ Staff members receive communications training and have the necessary tools to talk about the District's primary strengths
2014-15 Highlights • Developed both a full strategic communication plan and an at-a-glance plan identifying our key messages and priorities for the year. • Held our first annual Proud to be HSD Festival on Saturday, May 30, and it was a great success! The event showcased students and their accomplishments through a STEAM Pavilion, College and Career Pathways area, Art Walk, Performance Stages, and more. A typical Farmers Market attracts approximately 4,500 attendees, and on this day there were approximately 7,300 people in attendance! An impressive first showing and lots of lessons learned for future events.		
Engagement Focus Area	Description	Outcomes
Broad Stakeholder Outreach	✓ Conduct Thoughtexchange processes	✓ Stakeholders have the opportunity to share their feedback about the District and schools through an engaging and iterative web-based process ✓ The District uses stakeholder feedback to help shape long-range planning efforts ✓ Perceptions of the District are increasingly positive
2014-15 Highlights • Held two Thoughtexchange processes this school year – one in the fall to assess perceptions of our schools and district, and one in the spring to open a dialogue about our long-range planning efforts. 3,389 people participated in the fall process and 2,632 people participated in the spring process. Results can be seen on our customized website. • Held ten Coffee Chats, including two that were specifically for Spanish-speaking patrons. These Coffee Chats provided us with insight as to what our patrons are thinking and expecting when it comes to our schools and system; their feedback helped shape some of our budget recommendations for the 2015-16 school year. • Revamped our District newsletter, A Look Inside Hillsboro Schools, to include more pictures and more relevant information. It is now being sent to every household in the District's attendance area as a stand-alone mailed piece.		

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Engagement Focus Area	Description	Outcomes
Multimedia Communications Approach	✓ Include videos, social media, websites, and app	✓ Accurate, relevant, and timely information is provided at all times ✓ Videos help engage stakeholders and focus on student achievement
2014-15 Highlights - There are currently 144 videos uploaded to our District YouTube channel. Over the course of the year, there have been 16,340 views and 43,189 minutes watched. Some of these videos include the monthly Superintendent Messages (new in 2014-15), the “You Are the Difference!” video for the all-staff kick-off, and videos showcasing our College & Career Pathways work: Fire Science, Industrial Engineering & Design, etc. - There were 1,666 new downloads of our District App this school year, taking our total number of followers to 5,540. Twitter followers are up by 70% vs. May 2014: 1,705 vs. 1,001. - There were 290 photo block/Facebook posts/stories in 2014-15. - Changed the format of Hot News and are now using Constant Contact to manage distribution lists and content. English subscribers are approximately 12,131 with an average open rate of 28.2%; Spanish subscribers are approximately 820 with an average open rate of 23%; and staff subscribers are approximately 2,037 with an average open rate of 54.8%. Education services industry average open rate is 26.3%.		

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Strategy Area: Facilities

Facilities Focus Area	Description	Outcomes
Long-Range Facilities Plan	✓ Plan for growth in South Hillsboro and South Cooper Mountain ✓ Create baseline standard for classroom function and technology	✓ The District is fully involved with the South Hillsboro and South Cooper Mountain build-out plan with initial ideas on how the project will impact school needs in that area ✓ The baseline standard for classroom function and technology is complete and available to use as we build our next bond package
2014-15 Highlights • Long-Range Planning Committee met monthly to receive updates from Washington County regarding the South Cooper Mountain Urban Growth Boundary (UGB) expansion area, the City of Hillsboro regarding the South Hillsboro UGB expansion area, and the City of Cornelius regarding the Cornelius UGB expansion area. • Continue to work with Washington County, City of Hillsboro, City of Cornelius, and City of North Plains on planning of proposed new developments. • Conducted a Middle School Facilities study to determine the feasibility of expanding the existing middle school campuses to accommodate a grades 6-8 enrollment configuration. • Developed a process for evaluating proposed District boundary adjustment requests and began discussions with Beaverton School District regarding a potential boundary adjustment between the two districts in the South Cooper Mountain and South Hillsboro areas.		
Facilities Focus Area	Description	Outcomes
High-Priority Maintenance Needs	✓ Update, track and tackle	✓ High-priority facility maintenance needs are continually tracked and ranked by the Long-Range Planning Committee; as jobs are completed, they are debriefed with information on the anticipated cost, bid cost, and actual cost, along with the funding source ✓ High-priority facility maintenance needs are factored into the initial plans for the next bond package
2014-15 Highlights • Conducted assessments of all major facility systems to identify needs in the areas of Roofing, Seismic, Asphalt and Concrete, Technology, Safety, and other projects. These assessments were done for each District site and included current cost estimates and escalated costs assuming a November 2017 bond issue. ○ Began the process of consolidating this information so that it is easily accessible and understandable to all District constituents.		

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Strategy Area: Equity

Equity Focus Area	Description	Outcomes
Professional Development	✓ Revise and expand delivery models	✓ Staff, parents, and other stakeholders have access to high quality, meaningful professional development opportunities around issues of equity and cultural awareness
2014-15 Highlights - As part of the Oregon Minority Educator Retention Grant, two Taking it Up workshops were offered to newly hired staff at W.L. Henry Elementary School, South Meadows Middle School, and Hillsboro High School. Over 150 Hillsboro School District staff members participated. - In an effort to foster LGBTQ awareness, sensitivity, and respect, the Office of Equity began working with the Gay-Straight Alliance (GSA) Clubs at each of our high schools to determine educational trainings available. Shortly thereafter, the Q Center provided professional development to school principals and district-level administrators on supporting students who identify as LGBTQ and their families. Participants gained a better understanding of terminology and its usage, explored the ways that cultural gender norms can be restrictive to students, and discussed more inclusive ways of conceptualizing gender and sexual orientation in schools. Hillsboro School District is dedicated to creating safe and inclusive learning environments for all students to be successful. A district-level committee was formed to create a professional development plan that administrators facilitated with their staff. - The Hillsboro School District administrative team participated in equity in-service opportunities facilitated by Lee Mun Wah and John Lenssen. Lee Mun Wah is an internationally renowned Chinese-American documentary filmmaker, author, poet, Asian folk teller, educator, community therapist, and master diversity trainer. For more than 25 years, he was a resource specialist and counselor in the San Francisco Unified School District. He is currently the Executive Director of Stirfry Seminars & Consulting, a diversity training company that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques.		

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Equity Focus Area	Description	Outcomes
Inclusive Educational and Work Environments	✓ Support equity work at each school and in each department	✓ Disproportionality in discipline data is reduced ✓ All schools and departments have structures in place to evaluate the inclusiveness of their environments and continuously improve
2014-15 Highlights • Co-sponsored by the Institute of Education Sciences and Oregon Leadership Network, the webinars <i>Keeping Students in School—Strategies for Preventing Suspensions</i> and <i>Equity in School Discipline Practices: How Data Can Guide Intervention Decisions</i>, provided information around prevention and early intervention strategies that promote effective learning environments and reduce discipline incidents that often lead to suspension. These webinars were offered exclusively to districts that are part of OLN, and are in line with the District's equity focus area to create more inclusive learning environments for all students. • HSD staff participated in <i>Allying for LGBT Equity in Educational and Clinical Settings</i> held at Lewis & Clark College. This was the first in a series of workshops that the Center for Community Engagement hosted regarding LGBT justice in the teaching and counseling professions as a part of our collective commitment to diversity, inclusion, and social justice in educational settings. Participants walked away with a better understanding of the issues students who identify as LGBT face on a daily basis and gained some insight and skills on how to better support students and families so that they have positive experiences in our schools. • The office of Equity sponsored the equity-focused documentary <i>Black Girl in Suburbia</i> as part of our focus on creating awareness and inclusive educational environments for all students. The documentary was produced by City of Hillsboro employee & Hillsboro School District parent Melissa Lowery. <i>Black Girl in Suburbia</i> is a feature documentary that looks into the experiences of black girls growing up in predominantly white communities. This is a different look into our communities from the perspective of women of color. A community discussion followed where students, staff, and community members engaged in meaningful dialogue.		

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Equity Focus Area	Description	Outcomes
Diverse Workforce	✓ Continue to develop and expand strategies for recruitment and retention	✓ Staff composition reflects student composition in terms of racial, cultural, and linguistic backgrounds ✓ Protocols are in place to retain diverse staff members
2014-15 Highlights • Nine classified staff members participated in the Bilingual Teacher Pathway Program this school year. The Bilingual Teacher Pathway (BTP) program is a teacher preparation program designed to fill critical shortages of bilingual teachers in the Portland metropolitan area. This is accomplished by recruiting and supporting bilingual/bicultural District employees so they can become licensed teachers. • The Hillsboro School District Student Teacher Job Fair provided more than 35 student teachers with the opportunity to complete a screening interview and attend four workshops on mentoring programs, professional learning communities, license and application, and information about the EMS SubDesk. Superintendent Scott welcomed candidates, who also visited Mooberry Elementary School or Liberty High School to learn more about the elementary and secondary programs in the District. • In an effort to expand the District's recruitment strategies, the Human Resources Department researched and developed mechanisms for reaching out to the growing number of candidates who use social media and technology for job searches. Currently, the following outlets are being used by HR to recruit potential candidates: - o HSD website - o Oregon Association of Latino Administrators website job wall - o Oregon Leadership Network channels - o Coaching for Educational Equity contact list - o Glassdoor - o Facebook - o Selected written publications		

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Strategy Area: Safety

Safety Focus Area	Description	Outcomes
Anti-Bullying and Harassment Campaign	✓ Implement phase one	✓ The District's anti-bullying and harassment plan is promoted in all high schools with plans for spreading to middle and elementary schools ✓ Students report fewer bullying/harassment incidents through the annual student survey ✓ Students and staff feel emotionally and physically safe at school
2014-15 Highlights • Student-created anti-bullying campaign: "Re-Think/Re-Define: Where do you Stand?" rolled out to all high schools this fall. Planning has been under way since March for implementation at the middle school level. • Students at Patterson Elementary School came up with their own campaign: "Bully Free World – We All Have a Future." They created a pledge, which asked students to agree to speak up when they see bullying, reach out to others who are bullied, be a friend whenever they see bullying, and promise to be a buddy not a bully. They also held a No Bullying Spirit Week in February.		
Safety Focus Area	Description	Outcomes
Safety Procedures	✓ Continue streamlining, promoting, and practicing	✓ Safety protocols are easy to understand and readily available for review by staff and parents/public ✓ Drills are conducted at the school and District levels on an ongoing basis so staff and students are prepared to respond appropriately
2014-15 Highlights • Two safety scenarios were held for District administrators (one in October, one in April) in which they were presented with an initial incident and asked to discuss their response in table groups as more information was provided to them every few minutes. These scenarios help administrators think through appropriate responses before faced with an actual emergency. • School-level safety response guidelines and a checklist document were created for school administrators to help guide their actions in the event of an emergency. • Drills conducted at the school and District level on an ongoing basis throughout the year.		