



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.

Situational analysis: The needs assessment conducted in 2015-16 revealed that our students want more from us. They come to school wanting to learn, needing to build relationships and feel valued, and seeking the support they need to make significant life decisions around post-secondary options. Our first year of SBAC testing (in 2015) was challenging, but we're hopeful that 2016 results will show improvement and that students feel they're able to demonstrate their knowledge and skills through the test.

Key focus areas:

- Share needs assessment results with staff and building administrators
- Ensure students are at the center of all work being done
- Make relevant connections between what is being learned in the classroom and how that is important in the "real world"
- Ensure students are engaged in their coursework and have the opportunity to learn at the rate and level that is appropriate for them.
- Have students in grades 6-12 write, then review and revise their Career and College Plan (via Naviance) at least twice yearly
- Infuse practical teaching to academic learning whenever possible (e.g. how will this help a student function in society?)
- Work toward every student having a specified adult advocate to support their school success—every child is known by name, strength, need, interest, and aspiration
- Increase opportunities for college and career planning, and career-related learning; continue to seek feedback from students about their experiences in school
- Continue to focus on regular attendance

STUDENT ACHIEVEMENT RECAP & HIGHLIGHTS

Key Academic Achievement Indicators

Closing the Gap	Benchmark ELA	Benchmark Math	Strong Attendance	Advanced Coursework	Academic Extensions	High School Graduation
...

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Hillsboro students are graduating at approximately the same rate as they have been in past years: 80.42%. However, more of those students are leaving our system prepared for future success. In 2015, 936 student earned 5374 college credits through dual credit courses, as compared to 735 students earning 4326 credits in 2014. We also saw a 1.2 percentage point increase in the number of students enrolling in a post-secondary program (54.3% for 2013-14 grads vs. 52.1% for 2012-13 grads) in the most recent years information is available. The 2014-15 school year was the first in which Smarter Balanced tests replaced OAKS tests for English language arts and Math. In most categories, Hillsboro students outperformed the state average, with 8th grade performance being a notable exception in both categories. Math performance in 11th grade is also a concern. We're hopeful that 2016 results will show improvement and that students feel they're able to demonstrate their knowledge and skills through the test.

proud to be
HSD

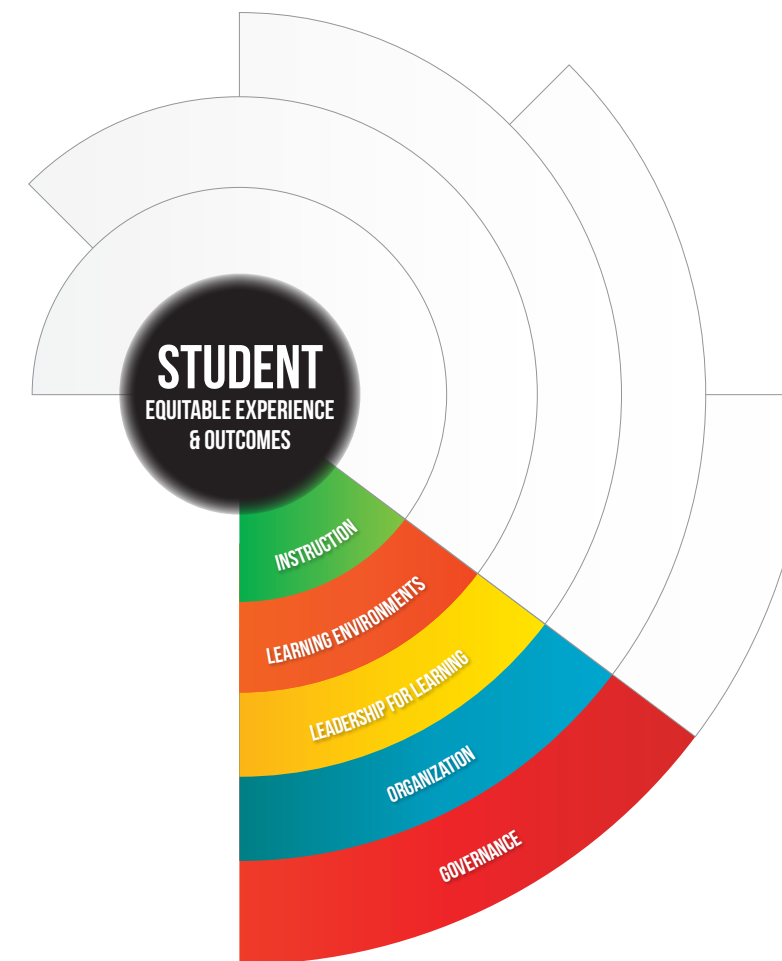
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Strategic Planning Page
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2016-2021 STRATEGIC PLAN

ANNUAL WORK PLAN & SMART GOALS



2016-2017 IMPLEMENTATION PLAN

INTRODUCTION

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.

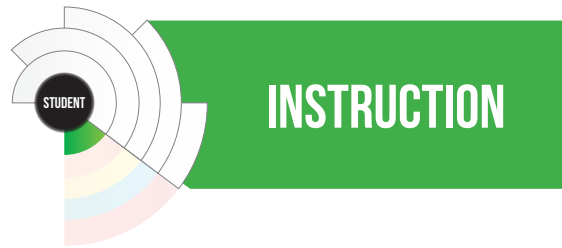
KEY DISTRICT INITIATIVES

Of course there are many aspects to the work at hand in a school district; however, the following represent our primary focus areas.

- **5 Dimensions of Teaching and Learning:** Purpose; Student Engagement; Curriculum and Pedagogy; Assessment for Student Learning; Classroom Environment and Culture.
- **Professional Learning Communities:** Purposeful collaboration around specific topics to analyze data and implement positive change.
- **Bilingual Program Model:** Dual Language, schoolwide English language development, and sheltered instruction.
- **Inclusion** of diverse learners.
- **Equity:** Ensuring there are equitable practices in place to affect equitable outcomes for all students.
- **Career & College Pathways:** Ensuring students are aware, eligible, and prepared for opportunities after high school.
- **Technology:** Building our technology infrastructure so students have access to 21st century tools to prepare them for their future.
- **Clear, consistent communications.**
- Responsible **budgeting** and **long-range planning**.
- **Hiring and retaining** the highest quality staff possible.

LAYERS OF FOCUS

What follows is additional information about each of our six layers of focus as we strive to maximize the outcomes and educational experience of our students. Each area will feature a situational analysis and executive summary of the work that will take place over the coming year.



Highly qualified staff deliver relevant, rigorous, and engaging curriculum; and students have access to a variety of meaningful co- and extracurricular activities

Situational analysis: There are exceptional things happening in our district, but they are not consistent and predictable. Effective differentiation and personalized learning remain key skills and strategies to be fostered to meet the needs of all learners.

Key focus areas:

- Continue focusing on effective Professional Learning Community (PLC) practices and improving outcomes for diverse learners
- Align instructional practices K-12 to the Five Dimensions of Teaching and Learning
- Evaluate and support the implementation of key instructional strategies
- Support PLCs in using assessments to evaluate and drive instructional decisions
- Offer a variety of professional development opportunities to support staff in their delivery of high quality, highly engaging curriculum
- Increase opportunities for students to participate in school- or community-based clubs, activities, or athletics



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.

Situational analysis: Student learning environments should be relevant, culturally-responsive, and support clear pathways to career. Additionally, they should be safe spaces where students feel accepted and comfortable making and learning from mistakes. There are student-led anti-bullying teams at each middle school and high school, and there are an increasing number of staff members utilizing PAX Good Behavior Game, Positive Behavior Support, Growth Mindset, or a combination of these approaches to ensure students learn and grow in respectful environments that help them flourish and achieve at high levels.

Key focus areas:

- Strengthen student-led efforts to improve positive culture and climate at the middle and high school levels
- Support and enhance the Positive Behavior Systems at elementary schools
- Ensure staff increasingly reflect the racial and ethnic diversity of students
- Support and offer professional development for teachers to create relevant, culturally responsive lessons and units to engage all students



Building administrators are instructional leaders who 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.

Situational analysis: Our building principals are the key instructional leaders in their schools. Therefore, time spent at K-12 meetings, in administrative PLCs, and hosting building-level classroom walkthroughs and observations enhance their ability to lead for increased student achievement.

Key focus areas:

- Implement best practices: University of Washington Center for Educational Leadership (CEL), Oregon Center for Educational Equity, AVID, and understanding quality instruction through the lens of the Five Dimensions of Teaching and Learning
- Have principals present their academic conference materials and accountability reports to peers and district-level administrators annually
- Ensure that four identified high-level instructional strategies in the areas of purpose, engagement, and assessment are consistent throughout the District's classrooms
- Ensure teacher leaders affect instructional improvement through PLCs and site-based instructional trainings
- Provide classified staff opportunities to improve their skills in support of students' differentiated needs



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.

Situational analysis: Each department strives to function effectively and efficiently to provide the best possible support to schools.

Key focus areas:

- Maximize budget allocations to support student and staff needs
- Plan for a future bond
- Strengthen technology infrastructure and replace aging hardware—specifically, increase wireless access point density at half of our elementary schools
- Hire and retain high quality staff members, with an eye toward increasing racial, cultural, and linguistic diversity
- Conduct meaningful professional development
- Provide relevant, timely and accurate information to stakeholders and provide multiple opportunities for them to share their feedback
- Conduct a community analysis to learn more about what patrons need and expect from schools, as well as their willingness to support tax increases for schools (in the form of a local option levy and/or a construction bond)



Public schools are a resource and responsibility of the people, and therefore require the support and oversight of the communities in which they exist.

Situational analysis: 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. They also commission committees to provide additional citizen input to items or projects of critical importance such as the Citizens Curriculum Advisory, Budget, and Long Range Planning Committees.

Key focus areas:

- Stay abreast of all key initiatives of the District
- Act as champions of the District and help share accurate information with stakeholders
- Approve the District's Facilities Plan
- Commission the creation of a Citizen Bond Oversight Committee to review and assess District facility and infrastructure needs in preparation for a future bond request
- Decide when and how to approach the community about supporting a future bond request(s)

SMART 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, the following represent the top system objectives for the 2016-17 school year.

KEY (goal connects to the focus areas indicated)

- SO** Strategic Objective
- IN** Instruction
- LE** Learning Environment
- LL** Leadership-Learning
- OR** Organization
- GV** Governance

Quantitative Goals

- Increase SBAC math scores by 3% for all students, and by 5% for underserved students (Latino students, English learners, and/or students with special needs), as measured by 2016 SBAC scores (vs. 2015) **SO, IN**
- Increase cohort graduation rate from 80.42% to 82% for all students, as measured by 2016 graduation rates **SO, IN**
- Increase by 10% the number of prioritized highly-effective strategies utilized by teachers in the

classroom, as measured by the pre and post districtwide walkthrough data from spring 2016 and winter 2016 **LE, LL**

- 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 **IN, LL**
- 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 **IN, LL**

- Increase by 100 the number of staff who have participated in equity-focused professional development in 2016-17 vs. 2015-16 **OR, GV**

- Achieve a 5% increase in highly-qualified multilingual/multicultural staff hired in 2016-17 vs. 2015-16 **OR, GV**

Process Goals

- Strengthen student-led efforts to improve positive culture and climate at the middle and high school levels as evidenced by establishing a student-led

social media governance team by the end of February 2017 **LE, OR**

- Convene a citizen 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) **OR, GV**
- Hold a Schools Summit in March 2017 to share the District's annual report and achievement metrics with a broad representation of stakeholders **OR, GV**