HILLSBORO SCHOOL DISTRICT

Strategic Plan 2011-2016
Year 1 Wrap-Up

Review

Strategic Plan Purpose:

- Provide strategic direction for the District over its effective term
- Serve as an accountability tool by which progress toward the strategic objective can be measured
- Act as a management tool for administration to ensure the right work is getting done
- Convey the District's mission and focus to staff, community, and all other stakeholders

Review

Strategic Plan Core Elements

Mission
Engage and challenge all learners to ensure academic excellence.

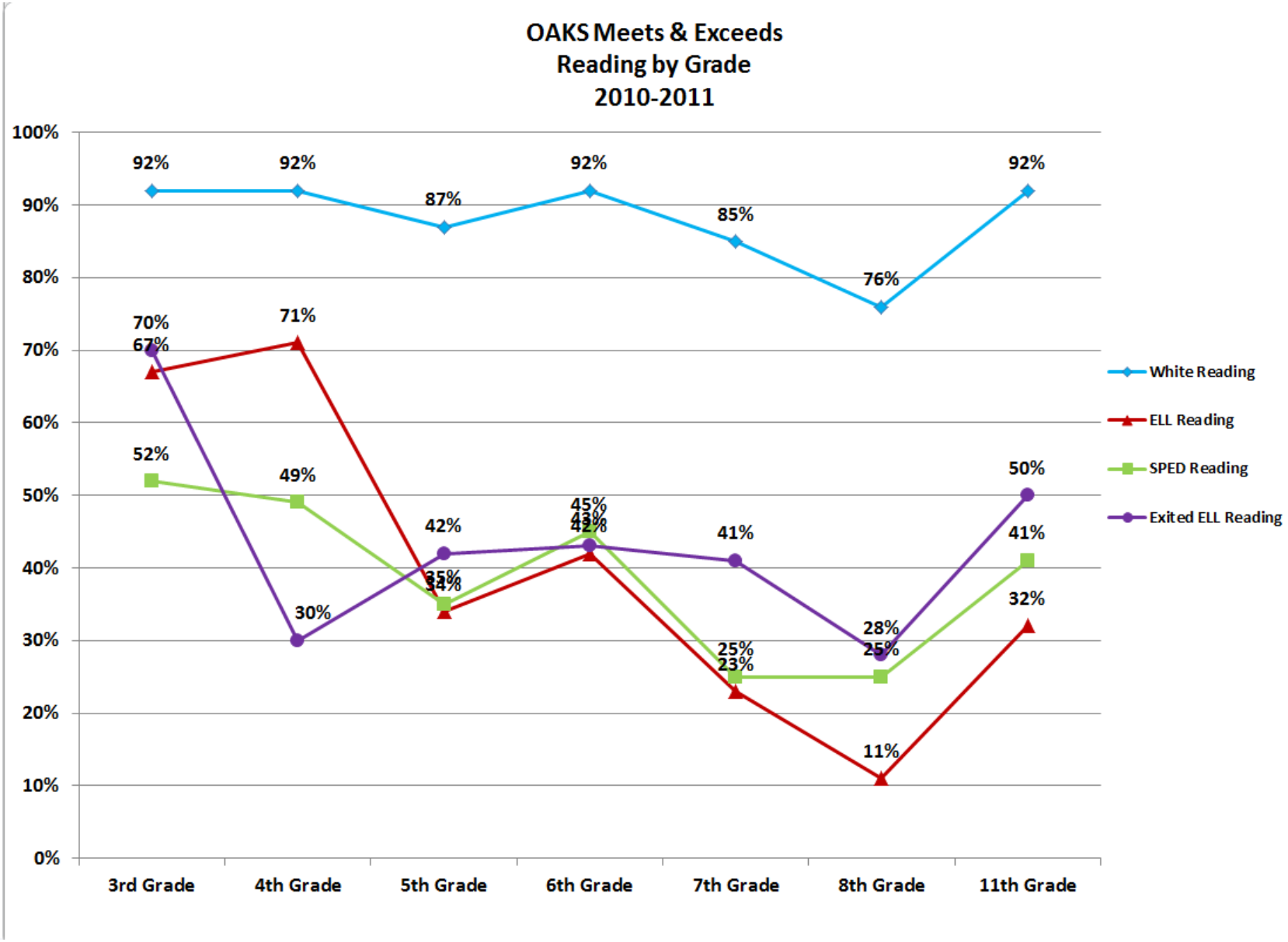
Objective
All students will graduate with college and career-readiness skills by reaching achievement benchmarks throughout their K-12 experience.

Strategies

Instruction	Equity	Safety
Engagement	Facilities	

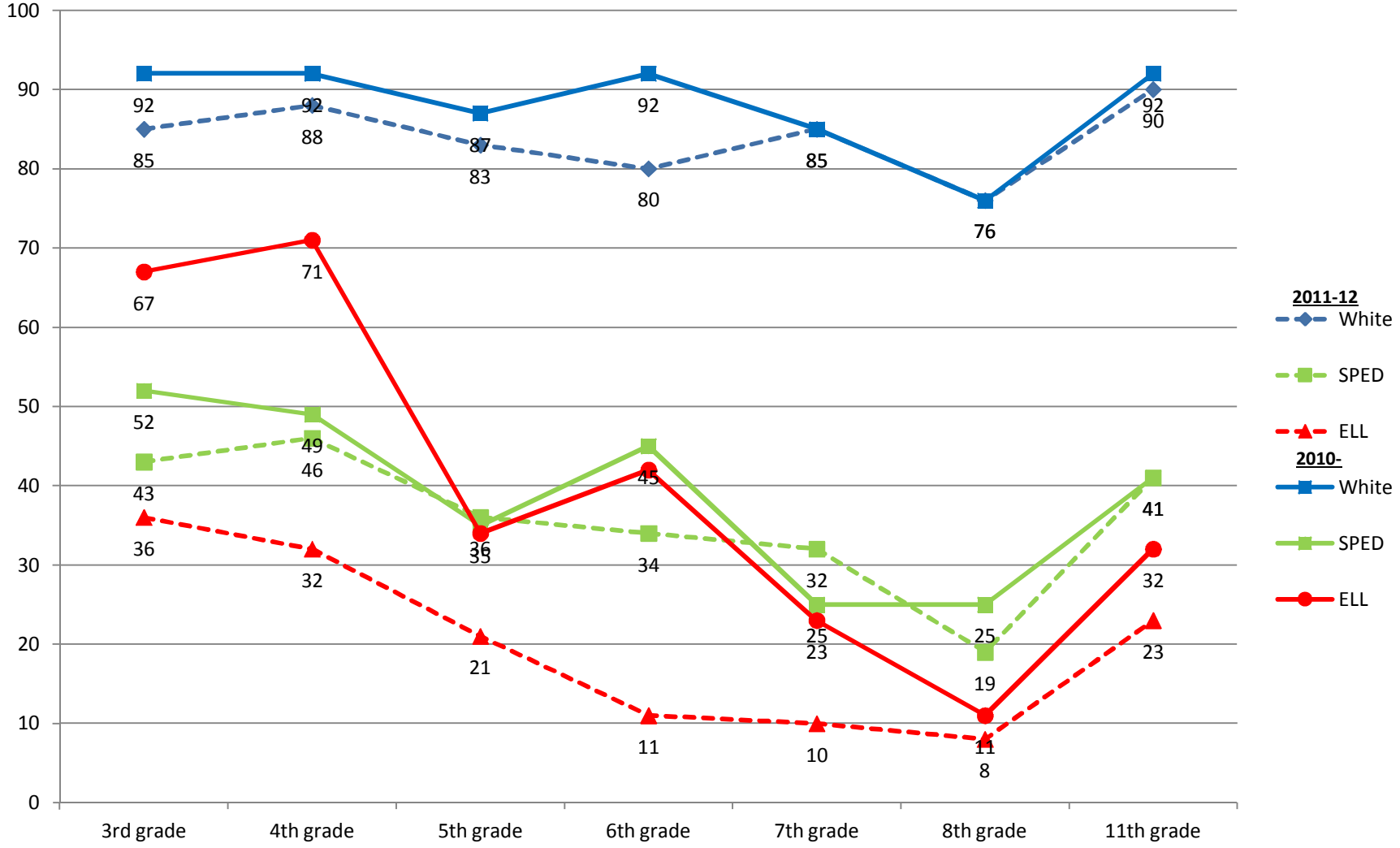
Strategic Priority – Addressing the Achievement Gap

HILLSBORO SCHOOL DISTRICT



HILLSBORO SCHOOL DISTRICT

OAKS Meets & Exceeds – Reading by Grade
2010-11 vs. 2011-12



Measuring Progress

As a system, we need to have ways to measure progress toward our strategic objective of ensuring students are meeting achievement benchmarks throughout their K-12 education, culminating with graduation.

Keeping in mind that expectations for students are changing—with a switch to Common Core State Standards, a revised assessment system (SBAC), and changing diploma requirements.

Measuring Progress

In addition, Oregon recently joined most other states in the U.S. by requesting a waiver to the Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB).

This meant each district in the state needed to complete a state-designed achievement compact, outlining goals for student progression and preparation for college and career in certain predetermined areas.

These targets are likely to change over time.

Measuring Progress

Taking all these factors into account, our District identified checkpoints in six areas by which to measure our progress toward the strategic objective:

- **Benchmark Reading** (Gr. 3,4,5,6,7,8,11)
- **Benchmark Math** (Gr. 3,4,5,6,7,8,11)
- **Strong Attendance** (Gr. K,1,2,3,4,5,6,7,8,9,11)
- **Advanced Coursework** (Gr. 8,9,10,11,12)
- **Academic Extensions** (Gr. 8,10,11,12, including ACT/SAT completion and earning of 9 or more college credits)
- **Graduation** (4-yr cohort, 5-yr cohort, high school completion, post-secondary enrollment)

HILLSBORO SCHOOL DISTRICT

Achievement Indicators

THEME 1: Progression

Benchmark Reading

Throughout the entire K-12 experience, reading is the essential foundation upon which all other areas rest. Starting in kindergarten with basic literacy skills, successful students develop a joy and commitment to reading, and are able to leverage this appreciation throughout their lives.

Data from OAKS testing provides the basis and history for these scores. Our District goal is to achieve annual growth. Scores for grades K-2 will be tabulated beginning in 2012-13. The OEIB milestone is the achievement score at third grade.

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
K	NA	NA	
1	NA	NA	
2	NA	NA	
★ 3	87	73	
4	87	76	
5	79	72	
6	83	69	
7	77	72	
8	67	62	
11	84	82	

Benchmark Math

Students who are prepared for a high-wage career after high school must demonstrate advanced aptitude in mathematics, creative problem-solving and critical thinking. Success in mathematics no longer means just solving an equation; rather, successful students seek multiple solutions and explore all of the options.

Data from OAKS testing provides the basis and history for these scores. Our District goal is to achieve annual growth. Scores for grades K-2 will be tabulated beginning in 2012-13. The OEIB milestone is the achievement score at third grade.

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
K	NA	NA	
1	NA	NA	
2	NA	NA	
★ 3	71	65	
4	69	69	
5	57	62	
6	59	57	
7	55	54	
8	59	60	
11	71	68	

Strong Attendance

Not only is "being there" an essential characteristic of a successful student, college- and career-bound students are there ready to do their best. From kindergarten on up to their senior year, students should be in school every day ready to engage with their teacher and peers.

Attendance monitoring is ongoing at all schools. Incentives as well as promotional information on the importance of attendance help maintain achievement of the >95% each year. The sixth- and ninth-grade percentages are the OEIB milestones.

Target: Attendance Rate >95% each year

Grade	School Year 10-11	11-12	12-13
K	94.2	94.2	
1	95.1	94.8	
2	95.5	95.5	
3	95.7	95.5	
4	95.9	95.9	
5	95.6	95.7	
★ 6	95.6	95.5	
7	94.5	94.4	
8	93.2	93.3	
★ 9	93.3	93.4	
11	91.7	91.7	

THEME 2: College- and Career-Ready

Advanced Coursework

As students enter into high school, they have a variety of opportunities to challenege themselves with accelerated or advanced coursework. These opportunities bring higher degree of focus on a particular subject matter. Students who are career- and college-ready accept these challenges.

Although data is limited at this time, the District will tabulate the percentage of students taking advanced coursework in any of the areas listed below. The ninth-grade percentage of students completing six high school credits is the OEIB milestone.

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
8	35.0	21.4	
★ 9	NA	84.8	
10	NA	15.2	
11	NA	36.1	
12	NA	32.2	

Advanced coursework includes:

- Grade 8: Algebra 1 completed (C or higher)
- Grade 9: Six credits completed
- Grades 10-12: At least one Advanced Placement or International Baccalaureate course completed (C or higher).

Academic Extensions

High school must be more than just getting sufficient credit to gradutate. College and career-bound students do their best to demonstrate what they know on college preparatory exams, they participate in career-technical programs, and find ways to obtain real-life job experience.

These indicators are new data sets for the District, and will track the percentage of students who have participated in academic extensions as listed below. The OEIB milestone is measured at the 12th-grade level.

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
8	NA	NA	
10	NA	NA	
11	NA	NA	
12 ACT/SAT	NA	NA	
★ 9-12 college credit	NA	NA	

Academic extensions comprise:

- Grade 8: Explore
- Grade 10: PLAN
- Grade 12: ACT/SAT
- Nine college credit hours before graduation

Graduation

The path to high school graduation can take many forms. Regardless of the length of time, successful students not only commit to high school completion, they do so with detailed plans for what comes next. Be it a career, a technical school, or a four-year university, successful students begin making these plans as they enter into kindergarten.

The District will track the rates for four-year and five-year cohort graduation, high school completion, and enrollment in post-secondary education. All rates are OEIB milestones, essential pieces of the state's 40-40-20 goal.

Target: Annual Growth

Indicator	School Year 10-11	11-12	12-13
★ 4-Year Cohort	78.2	NA	
5-Year Cohort	77.5	NA	
High School Completion	NA	NA	
Post-Secondary Enrollment	NA	NA	

Achievement Indicator

Benchmark Reading

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
K	NA	NA	
1	NA	NA	
2	NA	NA	
★ 3	87	73	
4	87	76	
5	79	72	
6	83	69	
7	77	72	
8	67	62	
11	84	82	

Data for 11-12 school year is preliminary

Achievement Indicator

Benchmark Math

Target: Annual Growth

Grade	School Year 10-11	11-12	12-13
K	NA	NA	
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2	NA	NA	
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Achievement Indicator

Strong Attendance

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Achievement Indicator

Advanced Coursework

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Achievement Indicator

Academic Extensions

Target: Annual Growth

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Academic extensions comprise:

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Data is not yet available

Data

Graduation

Target: Annual Growth

Indicator	School Year 10-11	11-12	12-13
★ 4-Year Cohort	78.2	NA	
5-Year Cohort	77.5	NA	
High School Completion	NA	NA	
Post-Secondary Enrollment	NA	NA	

Data for 11-12 school year is not yet available

Year 1 Strategy Area Highlights

Instruction – Y1 Highlights

- **Options work** well on its way with expanding Dual Language, STEM, and AVID programs as well as the launch of Hillsboro Online Academy (80+ full-time students)
- **Bilingual Program Model** established, with plan for year-over-year advancement
- Strong focus on delivering **professional development** to staff focusing on standards, professional learning communities, and assessment

Instruction – Y2 Actions

- Strengthen and expand **Options programs**
- Align HSD instructional model to ensure K-12 implementation of **effective teaching practices**, including our Bilingual Program Model
- Expand the role of **instructional leadership** across all schools, departments and classrooms
- Develop the tools and resources necessary to implement the **Common Core State Standards** (CCSS) at all levels, as well as prepare for a new state assessment system (Smarter Balanced Assessment Consortium, or SBAC)
- **Targeted professional development** for staff, continued use of Professional Learning Communities (PLCs)

Engagement – Y1 Highlights

- Website and social media analytics indicate that **awareness** of District/school information is **strong** and **positive** overall
- A strong emphasis was placed on **stabilizing websites** and adding functionality for enhanced user experience
- **Many avenues exist** for patrons to get District/school **information** and get involved
- Groundwork was laid to strengthen and expand our **outreach to the community** and subsequent school-organization partnerships

Engagement – Y2 Actions

- Launch **new District website**, include **student-submitted articles**, add avenues for two-way communication with patrons
- **Collaborate with partners** like the City of Hillsboro for cross-promotion of messages, events
- **Increase use of technology** to increase engagement—videos, webinars
- Expand the role of our **school-based parent organizations** to act as a large focus group/key communicators
- **Expand volunteerism**, partnerships, donations through our new Volunteer Coordinators

Equity – Y1 Highlights

- 127 staff members completed **UUR**, bringing total to over 840
- Administrators completed final **three workshops** (out of six) on **cultural responsiveness**
- **Bilingual screening protocol**, equity-focused interview questions
- Strengthened higher education partnerships for developing **culturally responsive teachers**
- Held 8 **Parent Leadership Institutes** for Latino parents at elementary level

Equity – Y2 Actions

- Target **equity-focused professional development** to **classified groups**
- Increase recruitment efforts toward hiring **bilingual staff**
- Expand **partnerships with higher education** undergraduate and graduate programs with a focus on developing culturally responsive teachers and recruiting for bilingual candidates
- Develop a comprehensive plan around **anti-bullying and harassment**, K-12
- Develop a plan to systemically address **equitable access to curricular and extracurricular opportunities**

HILLSBORO SCHOOL DISTRICT

Facilities – Y1 Highlights

- **Population and Facilities studies** complete and will be used to guide long-range facilities planning
- Hundreds of thousands of **dollars** have been **saved** in utility and garbage hauling costs by staff enacting efficiency and recycling programs
- HSD is at the table in **land use/planning** discussions in and around Hillsboro and has many **partnerships**

Facilities – Y2 Actions

- Lay out initial **long-range planning** options to Board, staff and community—invite feedback
- Complete **high-needs maintenance** projects and continue to implement cost-saving measures
- **Expand partnerships** in South Hillsboro and Cooper Mountain areas

Safety – Y1 Highlights

- Groundbreaking **emergency scenario training** planned and held in cooperation with multiple partners
- Analysis of District safety infrastructure showed **no major changes necessary**
- **Safe Routes to Schools** committee analyzed & reestablished bus/walk zones
- **Student threat assessment model** is being used by all other Washington County districts and agencies

Safety – Y1 Actions

- Conduct additional and different **emergency scenario trainings** for staff and students to increase readiness

- Refine the new **student survey** to ensure the results collected will be actionable in helping to create safer school environments

- Continue **working with partners** and committees to ensure **student safety is optimized**