

Strategic Plan 2006 – 2011 Implementation Status Report



Strategic Plan 2006 - 2011

Mission: The mission of the Hillsboro School District, a partnership of schools, families, and community, is to ensure each student graduates prepared to succeed and contribute in a global society by engaging our diverse learners in a challenging, personalized program of educational excellence.

Objectives:

- All students will meet or exceed District and State standards by 2011.
- Each student will meet graduation requirements by setting and achieving challenging goals tailored to individual aspirations, talents, and abilities.



Strategic Plan 2006 - 2011

Strategies:

Strategy I -

We will reignite the community's passion and commitment for our schools in order to build a world-class school system.

Strategy II -

We will develop and implement a comprehensive plan to address future student population growth and its related needs. *Guiding Principle:* Promote equity in all facility-related decisions.

Strategy III -

We will ensure all staff use effective instructional strategies that actively engage students in achieving our strategic objectives.

Strategy IV -

We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements.

Strategic Plan 2006 - 2011

Progress toward strategy implementation –
unscientific self reflection

Strategy I	Strategy II	Strategy III	Strategy IV
79.1%	85%	72.8%	66.4%

For additional details, please see your handouts.

Strategic Plan 2006-2011 Implementation Report Matrix

(Self Reflection - non-scientific)

Status of Implementation Key

Implemented or implemented and ongoing
Partially implemented, additional work needs to occur
Not yet begun



Strategy I: We will reignite the community's passion and commitment for our schools in order to build a world-class school system.	Status of implementation	Strategy II: We will develop and implement a comprehensive plan to address future student population growth and its related need	Status of implementation
Recruit and hire a Community Relations Coordinator	100%	Construct, or replace, or remodel schools to accommodate changes in student enrollment through 2010	100%
All Hillsboro School District personnel will be provided with the training and the tools to become effective public communicators	65%	Implement school attendance boundaries that result in students moving as a group from elementary to middle to high school	100%
Provide the District with the community perspective from a variety of representative stakeholders	70%	Develop community partnerships that result in shared facilities	90%
Expand and enhance the current Key Communicators Network to improve the communication between the District and the community	80%	Create or expand the availability of alternative education options including "magnet programs" at all grade levels	50%
Enhance face-to-face communications through Superintendent Community Listening Sessions	100%	Bring existing facilities up to current standards	85%
Use technology to communicate messages with and between administrators, teachers, students, parents and the wider community	85%		
Write and distribute a quarterly Districtwide newsletter that highlights successes and addresses educational issues	100%		
Each school and program will create and maintain a current and accurate web site that complies with District standards	70%		
Each school will produce an annual brochure that will be available to the public with school statistics and public relations information	65%		
Increase the number of service partnerships between Hillsboro Schools and the community	70%		
The District will conduct periodic surveys to determine patron and community attitudes, perceptions, and satisfaction with the Hillsboro School District	65%		
Average	79.10%	Average	85%
Strategy III: We will ensure all staff use effective instructional strategies that actively engage students in achieving our strategic objectives	Status of implementation	Strategy IV: We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements	Status of implementation
Implement effective assessment strategies that increase student achievement	60%	Expand services of the Office of Hispanic Outreach	80%
Create innovative learning environments to meet specific needs of all learners	65%	Implement effective mentorship programs for at-risk, K-12 Hispanic students to increase academic success	70%
Engage all students in learning through strategies to accommodate multiple intelligence and cognitive research	70%	Increase the number of staff who are bilingual or Hispanic	60%
Engage all instructional staff in professional development that is data-driven and consistent with the purpose of improving student achievement	70%	Expand alternative option programs and intervention programs to ensure increased Hispanic student access and success	65%
Identify essential content standards for each subject area to define and focus instructor	80%	Expand existing and create new magnet programs that support Hispanic students	60%
Assure opportunities for students to connect learning with real-world applications	85%	Expand extracurricular activities to increase involvement of Hispanic students	60%
Establish healthy and positive relationships between all staff, students, and parents	80%	Increase the number of Hispanic parents who are actively involved in the education of their children	70%
Average	72.80%	Average	66.40%

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Strategy I Highlights

Strategy I: We will reignite the community's passion and commitment for our schools in order to build a world-class school system.

Self-Reflection Implementation Rating: 79.1%

Highlights

- Weekly *Hot News* e-mails to all staff, Board, Key Community Contacts, and a database of nearly 8,000 parents
- Monthly Board Report e-mails to all staff, Board, Key Community Contacts, and a database of nearly 8,000 parents
- Tri-annual District newsletter *A Look Inside Hillsboro Schools*—12 pages, printed in full color on newsprint, distributed via the *Hillsboro Argus* and *Argus Courier Mail* to approximately 50,000 homes in the greater Hillsboro area
- Enhanced District website layout, relevancy and timeliness
- All schools now have updated websites
 - Elementary schools each have a DNN website (DNN is the content management system the District uses for its website)
 - Training provided to school personnel on how to keep their sites current
- Introduction of a Spanish website
- Ability to conduct online surveys (School-Based Health Center, Options School survey, etc.)
- More focused, larger Superintendent Listening Sessions—featuring a pre-announced agenda, topical presentation by the Superintendent, open forum Q&A, and Spanish translation.

Challenges and Opportunities for Improvement

- Gaining audience with staff and community members is an ongoing challenge. Finding the right time and format for such meetings in the face of other professional development needs (for staff) and job obligations (for community members) is difficult.
- School brochures and 'one-pagers' for the Annual Report were created and used for the first three years of the Strategic Plan. Last year and this year, however, due to reduced staffing in the Communications department and a desire to have current information on the website rather than in a printed document, they have been largely abandoned.
- One big opportunity is making the process for volunteering in our schools much clearer and more streamlined by providing information and a sign-up system online. A plan for an integrated system that would tie together the volunteer background checks and volunteers' subsequent clearance level, volunteer opportunities by school, sign-ups, sign-in at the school site, and report generation has been written and given to Technology Services. The plan is to build the system this year and have it ready for implementation in the 2011-12 school year. A challenge for this will be getting the schools to input volunteer opportunities to the database in a timely manner and the management of the system in general. A volunteer coordinator would be a huge help.
- A full community survey has not been conducted for a couple of years due to budget constraints.

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Strategy II Highlights

Strategy II: We will develop and implement a comprehensive plan to address future student population growth and its related needs. *Guiding principle:* Promote equity in all facility-related decisions.

Self-Reflection Implementation Rating: 85%

Highlights

- Comprehensive Facility Assessment Report completed by Mahlum Architects in September 2006, which provided baseline data for the development of a priority project list for the District.
- Five new schools constructed between 2007 – 2009: Lincoln Street, Free Orchards, Quatama, and Rosedale Elementary Schools, and South Meadows Middle School.
- Rosedale Elementary School earned the LEED-Gold for Schools designation (9th in the country) for the environmentally sustainable elements that were designed and built in, as well as the integration of relevant environmental curriculum at each grade level.
- Major renovations completed at Evergreen, Poynter and Brown Middle Schools to enhance functionality and expand capacity to 1000 students.
- Lighting, heating system, seismic and other upgrades completed at 18 other schools.
- All 2006 Construction Bond projects completed on time and under budget, with the exception of South Meadows whose budget was purposely expanded to allow for increased gym space to accommodate an enhanced partnership with Hillsboro Parks and Recreation.
 - Grants were pursued and earned for the completion of certain projects, which allowed the District to complete more projects for less money out of pocket than anticipated.
- Clean feeder patterns established, connecting one high school and one middle school with 6-7 elementary schools. This gives students continuity, and allows for both tighter articulation of curriculum and enhanced collaboration between staff members at various levels in the system.
- “Community School” designation by and partnership with the Washington County Commission on Children and Families for three elementary schools: Lincoln Street, Quatama and Free Orchards. These schools have made a commitment to strengthening their collaboration with community groups to provide services to families and other community members.
- Strong partnership with Hillsboro Parks and Recreation: after-school programs at 7 elementary school sites that serve 14 elementary schools (due to “hub” model at Ladd Acres, Witch Hazel, and Peter Boscow), and at all middle schools; partnership allowed for the expansion of Thomas playing fields and South Meadows Middle School gym.

Challenges & Opportunities for Improvement

- An Options Study Team was convened in the 2009-10 school year to evaluate possible avenues for the creation of a magnet, District-sponsored charter or other option school/program configuration. That work continues this year; however, budget constraints will pose the greatest challenge to any new offerings.
- Bringing existing facilities up to current standards is a continual effort.
- Population growth has slowed somewhat, yet projections are that the south Hillsboro area may see 10,000 new homes in the next 10 years, which could mean as many as 6,000 new students and an additional feeder area. This means the District needs to be forward-thinking when it comes to land acquisition, bond planning, and perhaps even traditional school configuration itself.

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Strategy III Highlights

Strategy III: We will ensure all staff use effective instructional strategies that actively engage students in achieving our strategic objectives.

Self-Reflection Implementation Rating: 72.8%

Highlights

- Staff teams and coaches have been trained in data-driven decision making and data team processes.
- An Assessment Literacy training plan has been developed, and leadership to support implementation has had initial training in basic assessment literacy guiding principles.
- Oregon RTI model has been implemented for the literacy program in grades K-6, and data team processes are used to inform instruction and instructional effectiveness.
- A Data Warehouse and related technology have been developed, and training has begun to make data accessible to data teams.
- A School Options study team made initial recommendations, and “phase two” of study has begun based on recommendations.
- Dual language programs have been improved and expanded at selected sites.
- The Literacy Plan has been supported with professional development for use of program materials, data team processes, and instructional coaches to support implementation.
- Research-based teacher mentor program has been developed and implemented to support new and beginning teachers.
- District power standards have been established for core content areas, and staff have been certified in facilitating the process of identifying power standards and standards-based teaching at schools.
- Career-related learning standards have been clarified and integrated into district-wide school-to-work programs and senior projects.
- Training and implementation of PBIS and EBISS strategies to support school wide positive behavior support has been expanded; at-risk students are systematically identified and program supports are made available.
- Selected District staff have been trained in the collaborative problem-solving approach in working with students with challenging behavior/academic issues.

Challenges and Opportunities for Improvement

- While data team processes and power standards development have been launched district-wide, there is an opportunity to take this work to the next level by updating the training and commitment to the work AND incorporating the use of the data from the Data Warehouse and new learning around effective assessment strategies into the data-driven decision making processes.
- While there have been examples of excellence in providing professional development around research-based instructional strategies, there is an opportunity to sharpen our focus on those high-leverage strategies around instruction and assessment that raise the level of learning for all students while simultaneously closing achievement gaps. At the same time there is an opportunity to implement standards-based professional development and accountability systems that increase the likelihood that the new strategies will become part of regular classroom and school practice.
- It has been a challenge to accommodate high levels of engaging curriculum and instruction for all students. We now have the opportunity to ensure all students maintain a path to college and career readiness, ensuring that all students successfully engage in high level thinking and problem-solving strategies that empower them as 21st century learners from the time they enter kindergarten.

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Strategy IV Highlights

Strategy IV: We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements.

Self-Reflection Implementation Rating: 66.4%

Highlights

- The Office of Hispanic Outreach (OHO) was created and a full-time director was hired. Outreach workers conduct home visits to better communicate with parents and help meet their needs.
- A survey of Hispanic parents was conducted, which led to the formation of the Parent Advisory Committee (PAC) and monthly parent meetings, which feature childcare and snacks.
- Parent training is conducted based on the Salem-Kaiser Coalition Model, which features 9 units of study ranging from the basics of how to support your student(s) in school to how to effectively advocate for your child.
- A mentorship program was established at the middle school level.
- University partnerships:
 - The Bilingual Teacher Pathway (BTP) program with Portland State University provides an opportunity for educational assistants to become licensed bilingual education/ESL teachers.
 - Spanish language classes offered through a partnership between the Hillsboro School District and Portland Community College for two cohorts of 20 staff members each (began in fall 2010).
 - Touch the Future program through Pacific University offers opportunities in the fall and spring for middle and high school students to explore different courses of study and learn about university life.
- Equity staffing protocol established in Human Resources to both increase the number of bilingual/bicultural staff members and ensure that all staff are culturally competent.
- Dual language program added at Minter Bridge Elementary School (W. L. Henry had a dual language program prior to the current strategic plan).
- Miller Education Center offers Colegio de Bachilleres, a distance learning online program made available to Oregon by the Secretaria de Educacion Publica (SEP) in Mexico, to students who have completed the 9th grade in Mexico and would like to take courses at the 10-12th grade level to receive credit by proficiency.

Challenges and Opportunities for Improvement

- Now that the Safe Schools, Healthy Students grant has ended, OHO doesn't have the resources to actively pursue grants that might allow them to expand offerings to students and parents.
- Mentorship programs should expand beyond middle school to hit both elementary and high school.
- A newcomer center has not been established due to funding and staffing shortages.
- Parent education can and should be done on a broader scale.
- Bilingual staff liaisons at every school are needed.
- More effort could be put toward creating and promoting extracurricular activities that would engage Latino students.

Trend Data



Enrollment Trends

School Year	ADMr (kinders @ .5)	ADMw	General Purpose Grant	October 1 Enrollment (state calculation, includes City View and students in alternative placements)
2005-06	18,710.6	22,684.5	\$5,218	19,694
2006-07	18,996.8	22,976.3	\$5,567	20,059
2007-08	19,290.5	23,283.8	\$5,890	20,384
2008-09	19,543.8	23,636.4	\$5,718	20,544
2009-10	19,788.7	23,971.1	\$5,739	20,734
2010-11 (estimate)	19,788.7	23,971.1	\$5,644	Awaiting data

Demographic Trends

Student Ethnicity	School Year 2005-06	School Year 2006-07	School Year 2007-08	School Year 2008-09	School Year 2009-10
White	61.2%	59.4%	56.0%	54.5%	53.6%
Hispanic	27.6%	28.8%	29.6%	30.2%	32.3%
Asian/Pacific Islander	7.1%	7.2%	6.9%	7.1%	7.4%
Black	2.2%	2.5%	2.2%	2.2%	2.3%
Native American	0.7%	0.7%	0.6%	0.6%	0.7%
Multi-Ethnic	Not available as a selection	Not available as a selection	2.7%	3.2%	2.2%
Unknown	1.2%	1.5%	1.9%	2.2%	1.5%
English Language Learners	3,364 students, 16.2%	3,301 students, 15.26%	3,098 students, 14.86%	3,387 students, 16.08%	3,424 students, 16.24%
Special Education	2,402 students, 12.28%	2,450 students, 12.3%	2,446 students, 12.13%	2,446 students, 12.18%	2,542 students, 12.5%

Socio-Economic Trends

School Year	October 1 Enrollment (state data)	Students Eligible for Free Lunch	Students Eligible for Reduced-Price Lunch	Percent
2005-06	19,694	6,072	1,442	38.2%
2006-07	20,059	5,994	1,531	37.5%
2007-08	20,384	6,210	1,889	39.7%
2008-09	20,544	6,539	1,793	41.0%
2009-10	20,734	7,540	1,636	44.9%
2010-11	Awaiting data			

*HSD data in May 2010 showed enrollment of 20,093; free lunch eligible of 8,312; reduced-price lunch eligible of 1,645; and a percentage of **49.55%**



Student Achievement Data



Student Achievement Data

The following charts show general trends in Hillsboro student performance on the **Oregon Assessment of Knowledge and Skills (OAKS) in reading and mathematics.**

While these assessments do not represent data for all that is taught and learned, they are **indicators of the overall success** of our programs.

With some exceptions, **students who perform well on these measures tend to also perform well in other areas.**

Each chart represents a subject area and level and each line on the chart represents a distinct disaggregated group.



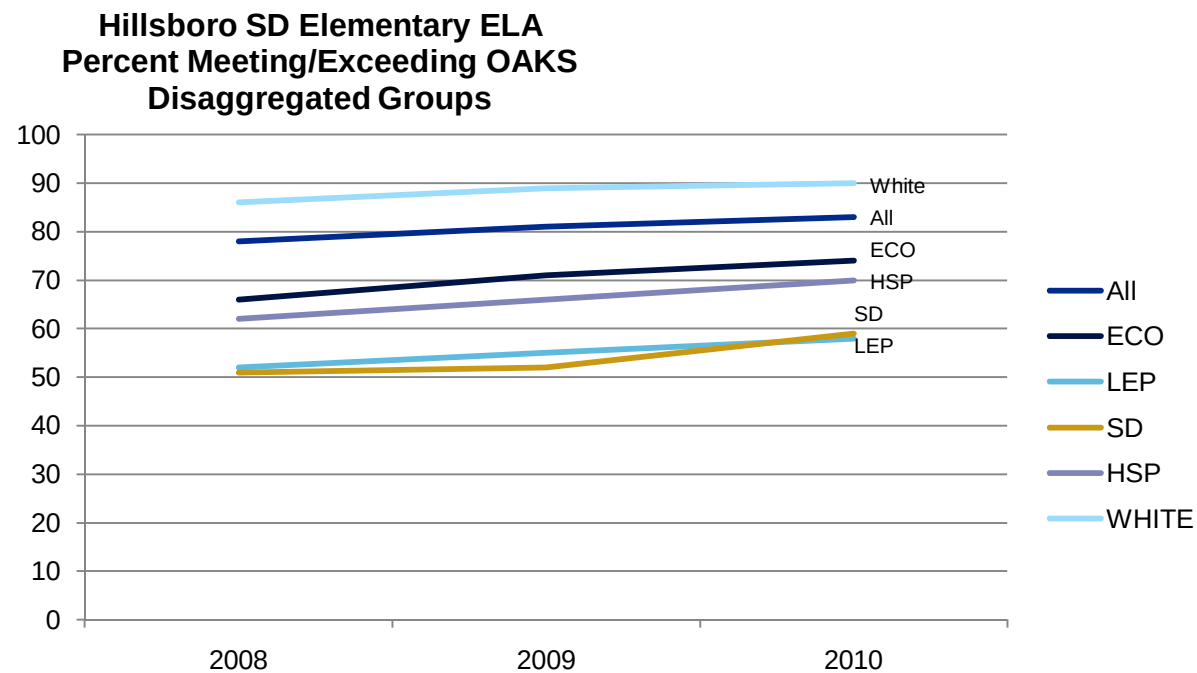
Student Achievement Data

Reading. Generally, **student performance is trending upward** in reading achievement for all disaggregated groups. The largest **achievement gap occurs between our white group and our Limited English Proficient students**; this gap increases from about 30% in elementary school to 68% at high school.

Mathematics. Generally, **student performance is trending upward** in mathematics achievement for all disaggregated groups with some exceptions at the high school level. Again, the largest **achievement gap occurs between our white group and our Limited English Proficient students**; this gap increases from about 30% in elementary school to 55% at high school.

Student Achievement Data

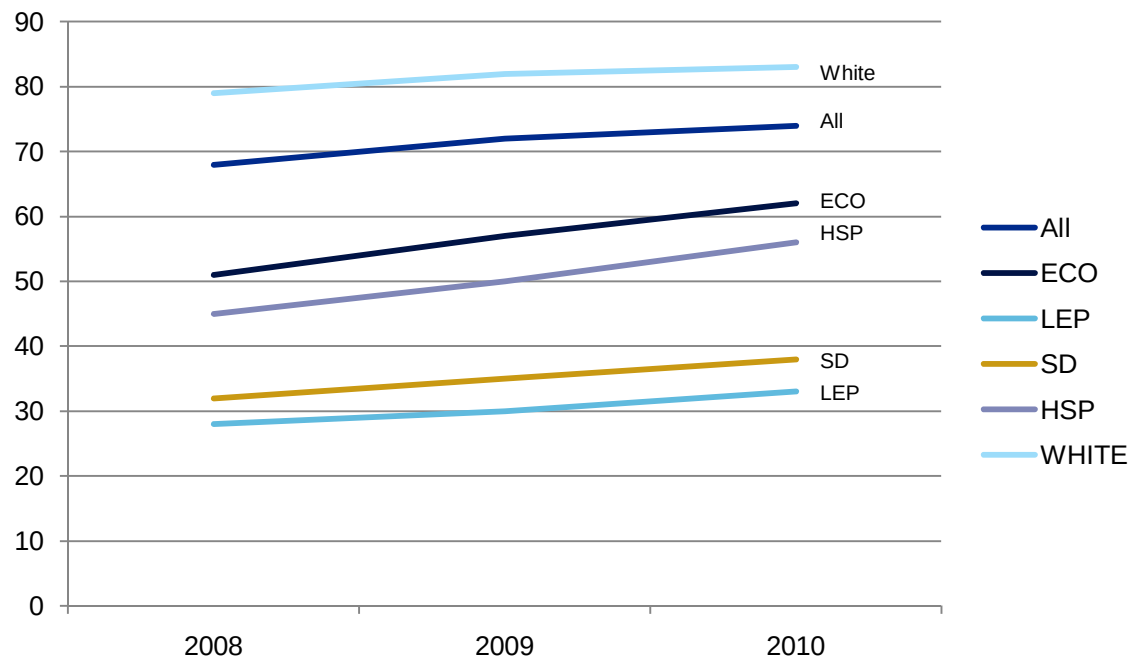
Elementary School Reading



Student Achievement Data

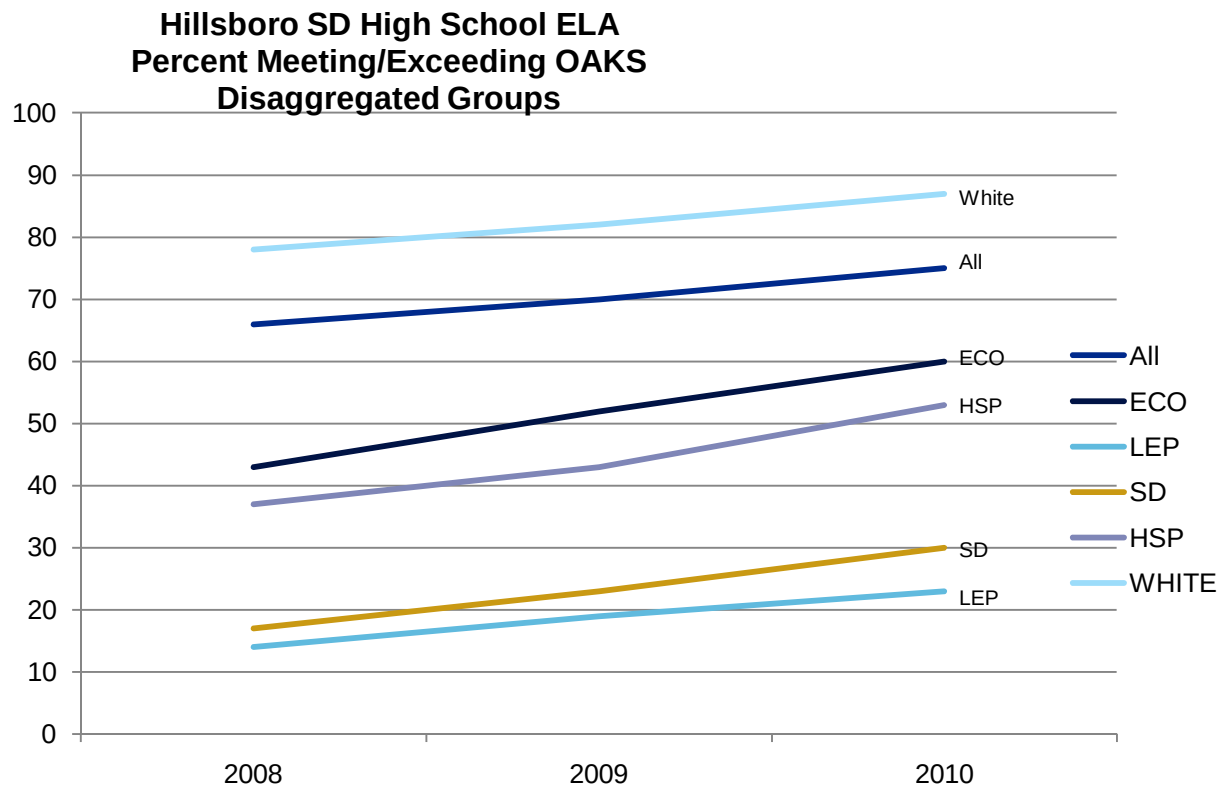
Middle School Reading

Hillsboro SD Middle School ELA
Percent Meeting/Exceeding OAKS
Disaggregated Groups



Student Achievement Data

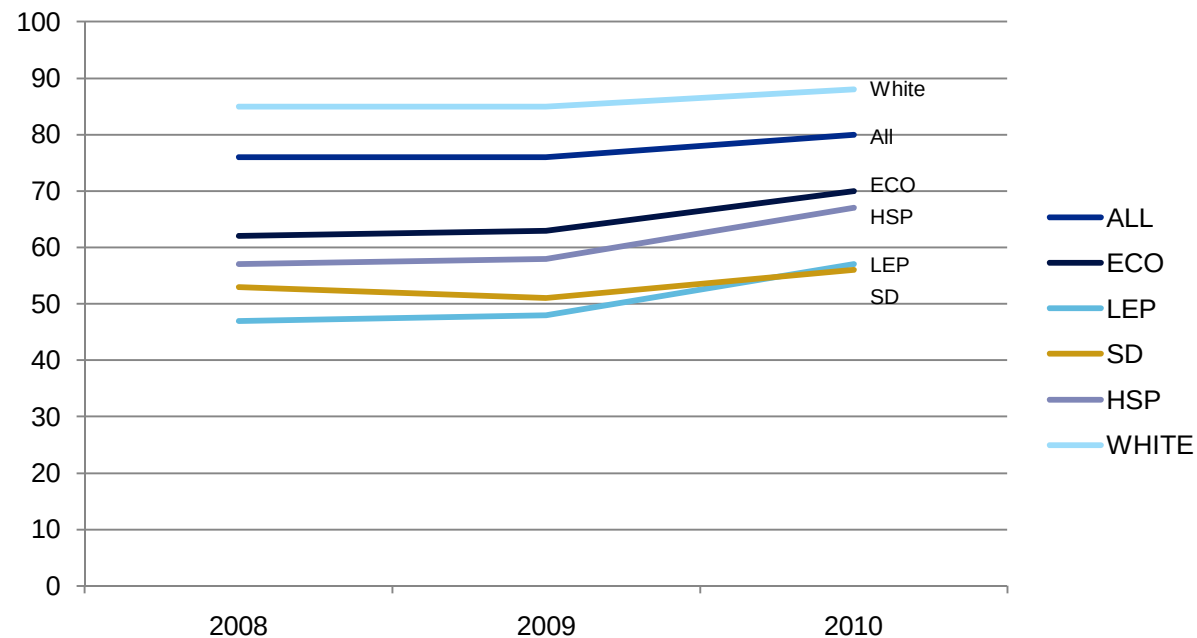
High School Reading



Student Achievement Data

Elementary School Mathematics

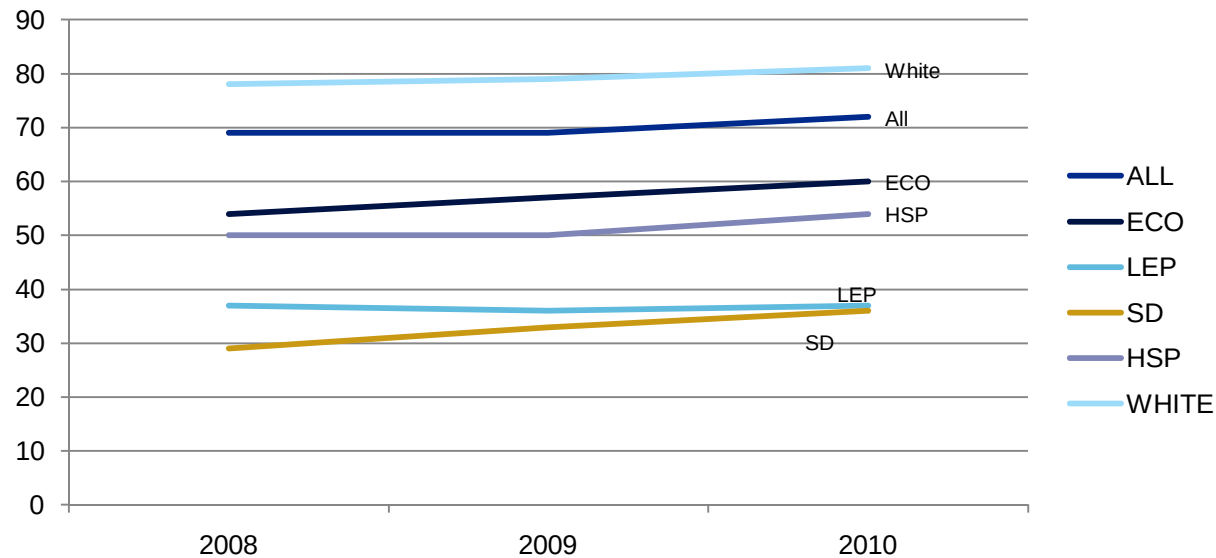
Hillsboro SD Elementary Math
Percent Meeting/Exceeding OAKS
Disaggregated Groups



Student Achievement Data

Middle School Mathematics

Hillsboro SD Middle School Math
Percent Meeting/Exceeding OAKS
Disaggregated Groups

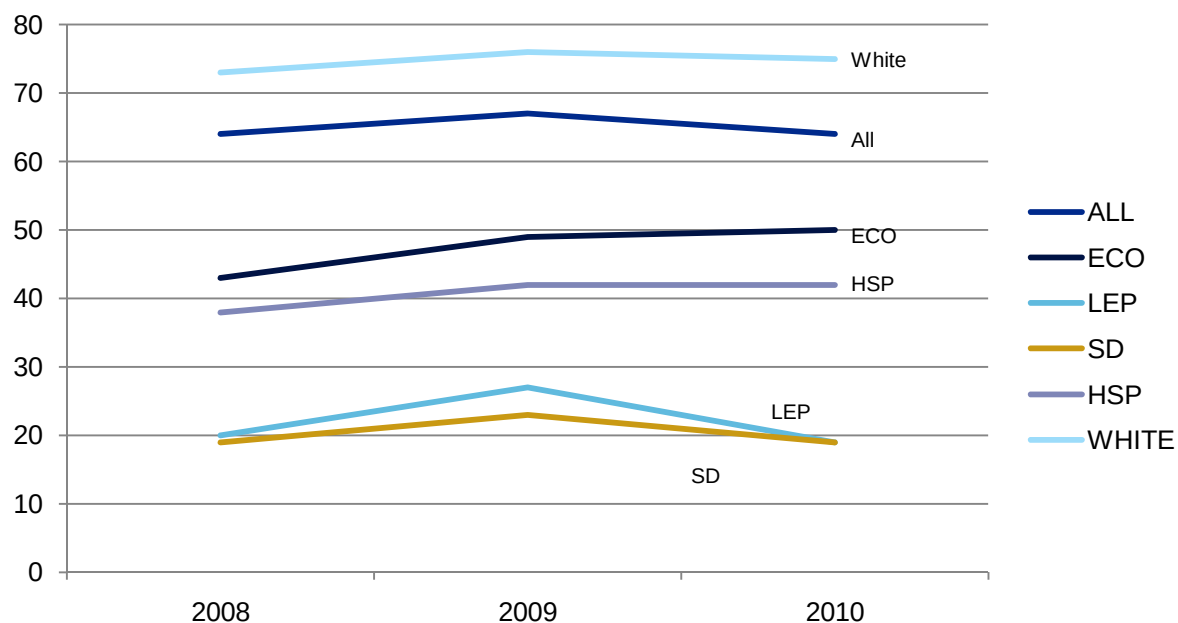




Student Achievement Data

High School Mathematics

Hillsboro SD High School Math
Percent Meeting/Exceeding OAKS
Disaggregated Groups



Graduation Rate Data



Graduation Rate Data

The following graph represents the **NCES graduation rate** that has been used to determine the **graduation rate for AYP purposes** for the past several years.

While the calculation for AYP purposes has shifted to a cohort model, the graph provides a good indication of the **trend toward “more students meeting graduation requirements”** since the inception of the current strategic plan.

It is important to note that the **graduation requirements have become more rigorous** in recent years and current requirements should be considered in future planning.

Graduation Rate Data

