

Hillsboro School District Strategic Plan 2011-2016



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Dear Hillsboro School District Staff, Students, Parents and Community Patrons,

It is with great pleasure that I present to you the Hillsboro School District's Strategic Plan for 2011-2016.

Developed through a thoughtful, collaborative and inclusive process, this plan builds upon the successes of our previous strategic plans and hones our focus on the strategies we feel will have the most positive impact on student achievement over the course of the next five years: Instruction, Engagement, Equity, Facilities, and Safety.

Throughout the 2010-11 school year, a core team composed of staff, School Board, parents and community leaders guided the development of the strategic direction—mission, objective, vision, agreements and commitments, and strategies—with the help of consulting firm Decisions Decisions. The core team commissioned the formation of action teams with an even more diverse membership to research and flesh out the details within each strategy area. Their combined efforts led to the formation of the plan, which was unanimously approved by the School Board on April 26, 2011.

You'll notice that a strong emphasis has been placed on streamlining the plan and aligning it to the important work already under way in the District. Our goal is for the plan to be accessible and understandable, with clearly defined outcomes and measurable milestones by which to gauge progress.

In no way is this merely staff's plan or the District's plan—it belongs to all of us in the greater Hillsboro community, for we all have a stake in the success of each and every one of our students. We invite you to review the plan to get a better sense of our values and focus, as well as the scope of the tasks at hand. We further invite you to get involved with the District and help us meet our goal of all students graduating with college and career-readiness skills by reaching achievement benchmarks throughout their K-12 experience.

My sincerest thanks to all of you for your ongoing support of the Hillsboro School District.

Best Regards,

Mike Scott
Superintendent

Overview

Background and planning process

The Hillsboro School District has operated under two strategic plans since 2000. These strategic plans have articulated the District's mission, goals and focus areas as it strives to increase the achievement of all students. The District feels that a clear and focused plan is critical to communicating its priorities to all stakeholders, serves as a roadmap to success, and helps to align efforts toward a common, student-centered outcome.

This document will serve to update the District's current strategic plan through 2016. The process of putting this plan together began in the summer of 2010, with the School Board directing administration to hire a consultant to guide the revision and renewal efforts.

After selecting consultant Decisions Decisions, based out of Portland, Oregon, and setting initial parameters with the Board—which included determination of the objective (goal statement) and five strategy areas for the new plan—administration identified a Core Team to guide the work.

At its first meeting on October 27, 2010, the Core Team reviewed the District's mission statement and provided directional guidance for each of the five strategies. Action Teams were formed to develop outcomes and achievement measures based on Core Team feedback and survey data from stakeholders.

Action Team recommendations came to the Core Team on January 28, 2011, for review and refinement. Those recommendations were provided to the Board for review on March 2, 2011. The Core Team met a final time on March 3, 2011, to discuss Board feedback and begin determining milestones for each strategy area. The draft Strategic Plan 2011-2016 was presented to the Board for first reading at its regular session on Tuesday, March 15, 2011. Modifications were made to plan during the review period, so the first reading was extended to Tuesday, April 26, at which time the Board gave the plan a unanimous approval.

Purpose of the report

The Strategic Plan 2011-2016 serves four primary objectives:

- It provides strategic direction for the District over its effective term.
- It serves as an accountability tool by which the School Board can determine whether staff is taking appropriate action in each of the strategy areas and making progress toward the objective.
- It serves as a management tool for administration to ensure the work is getting done.
- It is an informational piece for the community—conveying the District's mission and focus.

Structure of the report

The Strategic Plan 2011-2016 has four main elements: strategic direction, strategy areas (including background information, outcomes and measurable milestones), strategy area action plans (implementation plans; to be included as an appendix), and accountability. The strategic direction will remain intact throughout the term of the strategic plan. The other areas will be refined and revisited on an ongoing basis to ensure that the plan remains fresh, relevant and flexible to the needs of students, staff and the community.

Hillsboro School District Strategic Direction

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.

Vision

Shared ownership, responsibility and commitment to success among all stakeholders.

Agreements and Commitments

- Every child deserves a quality education.
- All students can learn and achieve.
- Engaging education develops intellect, creativity, interpersonal and civic skills, and fosters a lifelong love of learning.
- Excellent teaching leads to increased achievement of all students.
- Focused, ongoing, research-based professional development ensures the integration of best practices into the classroom.
- A strong school district is one in which staff, students, parents and community work together to promote and enable learning.
- All students in the Hillsboro School District will have access to rigorous instruction that leads to high levels of learning.

Strategies

Instruction. Ensure that systems of instructional improvement lead to the highest levels of learning for all students and staff.

Engagement. Inform, involve and engage all stakeholders.

Equity. Ensure increased awareness and action in the implementation of equitable systems, programs and practices.

Facilities. Utilize resources effectively and equitably, and plan for future growth.

Safety. Create and ensure a safe learning and working environment.

Strategy Area: Instruction

Overview

Access for all to high-level curriculum, instruction, and opportunity to learn have emerged as the unifying themes for this strategy. All students should have the opportunity to develop college and career readiness, and all our curricular, instructional and assessment strategies should align to support that goal. To achieve excellence for all, we believe that personalizing learning options, developing high levels of literacy, implementing quality programs for English language learners, developing students' mathematical and scientific thinking, and practicing quality assessment strategies are the high-level actions necessary for achieving our vision. Much of the work proposed extends and enhances prior research-based work and study. The proposed outcomes and their supporting milestones and indicators are based on well-grounded research and proven methodologies, and include a strong focus on supporting students' ability to think, to reason, to use logic, to analyze and to problem solve. These are skills that best predict and prepare students for 21st Century college and career readiness, and will be central to all of our actions.

Link to student achievement

Engaged students connected to quality educators and programs will achieve academic success. Students will be engaged when instruction is rigorous and relevant, and provides the opportunity to interact in ways that allow them to make meaning and sense of the content. Achievement increases when schools and districts deliver instruction through systems that provide all students the opportunity to learn at high cognitive levels. Achievement and performance improve when students have access to teachers who are highly prepared, and participate in ongoing professional development and collaborative learning. In addition, all students must have access to courses featuring grade-level standards and above. Opportunity to learn is enhanced when assessments are used wisely and appropriately in making high-stakes decisions, because when students and teachers are involved in quality assessment practices (such as giving and getting feedback through formative measures), each can make the timely decisions necessary to improve learning.

Outcome I All students feel capable, competent and confident in their educational ability.
Milestones

- *Students access quality learning options and instructional programs and strategies that support their personal learning needs and goals.*
- *Students understand and utilize assessments for self-directed learning.*
- *Students have access to the options identified through Options Study Team work for elementary, middle and high school students.*

Outcome II All students graduate with college and career-readiness skills.
Milestones

- *Students comprehend a variety of texts and attain highly proficient levels of literacy, as measured by state standards.*
- *Students demonstrate high levels of mathematical and scientific reasoning, logic computation, and application.*

Outcome III All teachers employ effective and engaging instructional practices using high-quality, research-based curriculum.

- Milestones*
- *Teachers understand and use effective formative and summative assessments.*
 - *Teachers have access to professional development that helps them use highly engaging instructional practices.*
 - *Beginning teachers have access to mentoring to help them improve their teaching practice and engage students.*
 - *Teacher evaluations are designed to reflect their effective use of best practices.*

Strategy Area: Engagement

Overview

Awareness. The first phase of engagement is to provide information and create awareness. Stakeholders who are informed about the District and our schools feel more connected to and invested in the system and our students. These stakeholders are therefore more likely to engage with and support the District and our students, and become familiar with and spread our mission, focus, goals and accomplishments to others.

Action. The second phase of engagement is to spur action. Once stakeholders are knowledgeable about and believe in our District and students, we want to show them how they fit into the overall system. Therefore, we need to provide multiple opportunities for meaningful involvement and dialogue.

Ownership. The third phase of engagement is fostering a sense of ownership and developing true partnerships. By working collaboratively with our stakeholders, we can create deliberate mutually beneficial partnerships with businesses, higher education and community groups to provide resources and opportunities for our students.

Link to student achievement

Authentic engagement is critical to the success of the Hillsboro School District, its mission and objective. Only when each stakeholder group—students, staff, parents, and community members, including businesses and higher education—feels pride, ownership and responsibility for the system will it realize its full potential and fulfill its promise of high achievement and post-high school options to each student.

- | | |
|--------------------|---|
| Outcome I | District and school awareness is high among all stakeholders. |
| Milestones | <ul style="list-style-type: none">• <i>Consistent, relevant and timely information is provided to all stakeholders.</i>• <i>Awareness is increasing.</i> |
| Outcome II | Multiple opportunities for authentic engagement and involvement are provided for all stakeholders. |
| Milestones | <ul style="list-style-type: none">• <i>Involvement and volunteerism are increasing.</i>• <i>Existing partnerships are strong and new partnerships are continually explored and cultivated.</i> |
| Outcome III | Stakeholders feel ownership in our District and schools. |
| Milestones | <ul style="list-style-type: none">• <i>Response to our annual community survey is increasingly positive.</i>• <i>Voters support District ballot measures.</i> |

Strategy Area: Equity

Overview

The creation of a culturally responsive and inclusive school system begins with an in-depth examination of current programs and practices and how decisions are made. Through an aligned system of continuous leadership development that addresses the roles and behaviors of educational leaders, we have the opportunity to create an educational environment that fosters the ethics of care and respect for culturally, linguistically, socially, racially, and economically diverse students.

Link to student achievement

Creating culturally responsive systems will positively affect student performance. Because a strong sense of belonging, value and identity supports academic success, by increasing equitable outcomes for traditionally marginalized students, transformational leaders for social justice have an opportunity to elevate the quality of instruction and to improve overall student achievement. An educational leader who understands the empowerment model of family engagement and who has skill promoting authentic communication among diverse groups will provide an organizational structure for diverse families to support and contribute to their children's education. These practices offer a solid foundation for excellence and achievement of all children.

Outcome I All staff are culturally competent.

- Milestones*
- *All staff participate in ongoing training focused on educational leadership for equity and social justice.*
 - *Hiring practices include cultural competency indicators.*
 - *Hiring practices include more culturally and linguistically diverse staff.*

Outcome II The educational system provides all students equal access to rigorous content at or above grade level and opportunities to participate in extracurricular activities.

- Milestones*
- *Staff perform in-depth analysis and comprehensive review of programs to ensure that high quality is maintained, new programs are implemented as appropriate and made available to all students.*
 - *Student participation rates in advanced courses and extracurricular activities are proportional to their population.*

Outcome III A welcoming and inclusive school environment exists for culturally, linguistically, socially, racially and economically diverse students, families, staff and community members.

- Milestones*
- *All schools use the equity checklist to determine areas of improvement that result in a school environment that is inclusive and free of systemic bias.*
 - *School and District activities show an increase in active participation by diverse parents and community members proportional to their population.*

Strategy Area: Facilities

Overview

Hillsboro School District projects increased enrollment through 2016. The District will continue data collection and option analysis through ongoing long-range facilities planning to ensure it provides adequate space and conditions that support every student's educational experience. Sustainable practices and community partnerships resulting in shared facilities will be a priority.

Link to student achievement

The quality of facilities plays a key role in student achievement. The investment we make in our facilities communicates the value of education to our students. Updated buildings, laboratories, recreational options, and available technology ensure every student has the opportunity to participate in activities that are comparable to other districts throughout Oregon and the United States. Healthy buildings provide a physical environment conducive to learning. Smart use of physical and fiscal resources ensures that facilities investments achieve maximum returns. Streamlined operational budgets mean more funds can be directed toward instruction.

Outcome I Changes in student enrollment are accommodated by constructing, replacing or remodeling current schools and banking land for new schools. Facilities are configured to meet enrollment and support educational best practices.

Milestones

- *Facilities Plan is in place and current.*
- *Contracts are in place for land acquisition for future schools.*

Outcome II All existing facilities are maintained and efficiency enhancements are incorporated wherever possible.

Milestones

- *Facilities Plan prioritizes needed improvements.*
- *Resources are allocated to high priority items.*

Outcome III The District shares facilities and systems with community partners to enhance academic and recreational programs.

Milestones

- *Community groups are aware of opportunities to share systems and enhance partnerships with the District.*
- *Reciprocal facilities partnerships are increasing.*

Strategy Area: Safety

Overview

Students thrive when they feel their surroundings are safe, and they can trust adults to help meet their basic needs. Safety encompasses not only the external environment apparent in the facilities, but also internal states of mind. Identified outcomes in this strategy area focus on increasing awareness of both dimensions of safety, and developing the plans, practices and procedures necessary for ensuring a safe learning environment. Through comprehensive training for staff on all aspects of emotional and physical safety—including the identification and interruption of bullying and harassment—as well as attention to maintenance, emergency and security plans, we will create an inviting atmosphere on every campus.

Link to student achievement

Safety is a fundamental prerequisite to achievement. Through a systematic approach to ensuring physical, emotional, structural and situational safety, the District will create an environment where educators can focus on instruction and students can focus on learning.

- Outcome I** Every school and District facility provides a safe physical environment.
- Milestones*
- *Office of Safety is established and delivers annual inventory and review of the District's safety infrastructure.*
 - *All staff and students are trained in emergency protocols and procedures.*
 - *Safety information and communications are easily accessible to students, staff and the community.*
- Outcome II** Every school and District facility provides a safe emotional environment.
- Milestone*
- *Systems are in place to ensure the emotional safety of students and staff.*
- Outcome III** Partnership opportunities with city and county agencies are expanded to effectively utilize resources.
- Milestones*
- *Partnerships with the City of Hillsboro, law enforcement, fire, health organizations and social services provide wrap-around services for students.*
 - *Partners assist in the development of emergency procedures and staff training.*

Accountability

While ownership of the plan is anticipated and expected from all stakeholders, accountability ultimately rests with staff and the Board.

The Board should expect to hold staff accountable for showing measurable progress toward outcomes and the achievement of key milestones on the path to reaching the overall objective. The Board is also responsible for ensuring adequate resources are provided for staff to engage in the identified work. In addition, the Board annually sets goals for itself; these goals should correlate to and include specific actions for their support and furtherance of the five main strategy areas.

Staff will implement actions based on the plans detailed in the previous section, and will be responsible for collecting and analyzing data to measure progress. Annually, in November, February and May, the Board will be given a progress report during a work session that includes the following information for each strategy area:

Key actions taken since previous report
Data
Planned activities for the next three months

In July or early August, the Core Team will be reconvened to review progress to date and the action plan section; they will suggest any modifications to the plan for the ensuing year at that time.

Then, at its annual retreat in August, the Board will be given a full report, including updates on all actions, progress toward outcomes, key milestones, and the strategic objective, and recommendations of the Core Team. Board feedback will be incorporated, and the report will then be discussed at the regular Board session in August.

Appendix A: Strategy Area Action Plans 2011-12

Strategy: Instruction

<p>Outcome 1: <i>All students feel capable, competent and confident in their educational ability.</i></p> <p>Milestones:</p> <ul style="list-style-type: none"> • Students access quality learning options and instructional programs and strategies that support their personal learning needs and goals. • Students understand and utilize assessments for self-directed learning. • Students have access to the options identified through Options Study Team work for elementary, middle and high school students. 			
Action Step	Timeline	Dept. Responsible	Measurement
Develop a comprehensive assessment program that includes student centered assessments, progress monitoring tools, interim assessments, and common formative assessments	Summer 2012	Curriculum, Instruction & Assessment (CIA)	Committee notes Publication of Assessment Plan
Develop and implement the International Baccalaureate Primary Years Program (PYP) at one of the elementary schools in the Hillsboro High School Feeder Area.	Summer 2012	CIA, Options Coordinator	Training and program implementation
Identify and begin readying 1-2 elementary schools as focus sites for developing Science, Technology, Engineering, and Mathematics programs and practices.	Summer 2012	CIA, Options Coordinator	Implementation Plan
Expand dual language programming at current host sites and begin readiness to expand dual language (and the addition of a third as possible) to elementary schools outside the Hillsboro High School feeder system.	Summer 2012	CIA, Options Coordinator	Implementation Plan
Expand the development and use of on-Line and virtual learning options by 1) creating coherence and communication around the options we currently have in place; by 2) consolidating current resources at Miller Ed. Center to the extent feasible; and by 3) piloting on a small scale potential on-line coursework and courseware.	Summer 2012	CIA, Options Coordinator	Project Plan Course offerings

Strategy: Instruction

Action Step	Timeline	Dept. Responsible	Measurement
Clearly identify, clarify, articulate in writing, and highlight the current program options available at our 5 high schools in order to raise the awareness, and potentially the accessibility, of a larger range of school experiences.	Summer 2012	CIA, Options Coordinator	Publication
Expand the AVID program to include participation for all 4 high schools and at least one middle school.	Summer 2012	CIA, Options Coordinator	Implementation Plan

Outcome 2: All students graduate with college and career-readiness skills.

Milestones:

- Students comprehend a variety of texts and attain highly proficient levels of literacy measured by state standards.
- Students demonstrate high levels of mathematical and scientific reasoning, logic computation, and application.

Action Step	Timeline	Dept. Responsible	Measurement
Develop and articulate the HSD ELL program model, design illustration	Summer 2011	English language learning (ELL)	Model Completion
Design implementation plan for the HSD ELL program model	Summer 2011	ELL	Implementation Plan
Design and articulate placement options and curriculum for students with special needs	Summer 2012	Special Programs	Program Model, handbook, curricular materials
Develop, articulate and publish HSD “10 Milestones for Post-Secondary Success”	Summer 2013	School Improvement	Project Completion
Develop “drop-out recovery” program	Summer 2012	School Improvement	Re-enrollment numbers in HSD school system

Strategy: Instruction

Outcome 3: *All teachers employ effective and engaging instructional practices using high-quality, research-based curriculum.*

Milestones:

- Teachers understand and use effective formative and summative assessments.
- Teachers have access to professional development that helps them use highly engaging instructional practices.
- Beginning teachers have access to mentoring to help them improve their teaching practice and engage students.
- Teacher evaluations are designed to reflect their effective use of best practices.

Action Step	Timeline	Dept. Responsible	Measurement
Investigate, develop and publish HSD Instructional Model	Summer 2012	Office for School Performance (OSP)	Project Completion
Design and communicate standards maps, pacing guides, units of study for Reading, Writing and Science	Summer 2012	Curriculum, Instruction & Assessment (CIA)	Product Completion
Support teachers in the implementation of the Bridges math adoption	Summer 2012	CIA	Professional Development Plan
Design and Develop a comprehensive professional development plan for teachers, principals and instructional support staff, including role definition for reading coaches	Summer 2012	OSP	Professional Development Plan Development
Update literacy plan to include a literacy program for English Language Learners	Summer 2012	CIA	Project Completion
Determine extent to which schools have and are using effective PLCs	Fall 2011	Elementary and Secondary Education Offices	Implementation Rubric
Develop and articulate plan to improve/extend the degree to which effective PLCs take place	Fall 2011	Elementary and Secondary Education Offices	Plan Completion
Identify targets and processes for principal development and evaluation including Board reports, academic conferences, and monthly meetings	Summer 2011	Elementary and Secondary Education Offices	Product Completion

Strategy: Engagement

Outcome 1: District and school awareness is high among all stakeholders.			
Milestones:			
<ul style="list-style-type: none"> • Consistent, relevant and timely information is provided to all stakeholders. • Awareness is increasing. 			
Action Step	Timeline	Dept. Responsible	Measurement
Develop a strategy for using social media tools to reach out to stakeholders	Fall 2011, ongoing	Technology & Communications	Strategy report
Develop metrics to track success of social media campaign	Fall 2011, ongoing	Communications	Metrics report
Ensure website is easy to navigate and contains information stakeholders need; add pages and content as needed	Fall 2011, ongoing	Communications	Log of updated content/pages; comments from users
Track user website activity	Fall 2011, ongoing	Technology & Communications	Monthly log of user site actions
Inventory and baseline all opportunities for stakeholders to get information about the District (Listening Sessions, Migrant Parent Meeting, <i>Hot News</i> , District Newsletter, etc.)	Fall 2011, ongoing	Communications with input from other departments	Completion of inventory list, number of subscribers
Create additional opportunities for stakeholders to get information as needed	Winter 2011, ongoing	Communications	Log of additional opportunities and utilization
Hold a series of meetings/focus groups with stakeholders (staff, students, parents, community, business, higher education) to determine needs	Fall 2011, ongoing	Communications, Office for School Performance, Office of Equity	Log of and attendance at meetings
Create an engagement/District perception survey based on feedback from stakeholder groups and District tools; administer annually	Initial creation and administration by spring 2012, then annually	Communications	Survey completion; administration; number of respondents

Strategy: Engagement

<p>Outcome 2: <i>Multiple opportunities for authentic engagement and involvement are provided for all stakeholders.</i></p> <p>Milestones:</p> <ul style="list-style-type: none"> • Involvement and volunteerism are increasing. • Existing partnerships are strong and new partnerships are continually explored and cultivated. 			
Action Step	Timeline	Dept. Responsible	Measurement
Hold Superintendent Listening Sessions throughout the year for various groups: general parents/community; Spanish-speaking; students; staff	Fall 2011, ongoing	Communications, Superintendent	Log of meetings and attendance
Form a District Engagement Team with representatives from all stakeholder groups and set regular meetings	Fall 2011, ongoing	Communications	Meeting dates/minutes; communication plans with goals that reflect stakeholder input
Develop and maintain a comprehensive online volunteer, donation and mentorship opportunity database and track fulfillment	Spring 2012, ongoing	Communications, Technology, Human Resources, Business Office, Office for School Performance	Completion of database, reports generated
Create a Superintendent’s Student Advisory Council	Winter 2012, ongoing	Communications, Superintendent	Creation of council, meeting minutes

<p>Outcome 3: <i>Stakeholders feel ownership in our district and schools.</i></p> <p>Milestones:</p> <ul style="list-style-type: none"> • Response to our annual community survey is increasingly positive. • Voters support District ballot measures. 			
Action Step	Timeline	Dept. Responsible	Measurement
Inventory all current partnerships at the school and District level	Winter 2012, ongoing	Communications	Inventory list; increase from baseline
Engage in targeted efforts to develop new partnerships	Winter 2012, ongoing	Communications, Schools	Log of outreach and outcomes
Create a page on the website to acknowledge and thank our partners	Fall 2011, ongoing	Communications	Webpage creation and updates

Strategy: Equity

<p>Outcome 1: All staff are culturally competent.</p> <p>Milestones:</p> <ul style="list-style-type: none"> All staff participate in ongoing training focused on educational leadership for equity and social justice. Hiring practices include cultural competency indicators. Hiring practices include more culturally and linguistically diverse staff. 			
Action Step	Timeline	Dept. Responsible	Measurement
Create a comprehensive and tiered professional development plan for all staff	Fall 2011	Office for Equity	Calendar of professional development dates
Conduct a comprehensive review and create a tracking system of the participation rates for equity focused professional development among all three employee groups	Summer 2011	Office for Equity, Human Resources, Technology	Rate comparisons
Continue education and awareness training through Pacific Educational Group, Uniting to Understand Racism, and Coaching for Educational Equity	Summer 2011, ongoing	Office for Equity	Calendar of professional development dates, log of attendance
Form a District committee to review and revise job descriptions to include bilingual preferred or required and develop interview questions that assess the performance of candidates in the area of cultural competence	Fall 2011	Office for Equity, Human Resources	Creation of committee and interview questions
Develop a mentorship program to provide guidance and support to culturally and linguistically diverse staff towards professional growth	Winter 2011, ongoing	Office for Equity	Calendar of meetings, agendas, participant list and minutes

<p>Outcome 2: The educational system provides all students equal access to rigorous content at or above grade level and opportunities to participate in extracurricular activities.</p> <p>Milestones:</p> <ul style="list-style-type: none"> Staff perform in-depth analysis and comprehensive review of programs to ensure that high quality is maintained, new programs are implemented as appropriate and made available to all students. Student participation rates in advanced courses and extracurricular activities are proportional to their population. 			
Action Step	Timeline	Dept. Responsible	Measurement
Conduct a comprehensive review and create a tracking system of student participation rates in advanced courses and extracurricular activities	Fall 2011	Office for Equity, Office for School Performance, Safety	Rate comparison

Strategy: Equity

Action Step	Timeline	Dept. Responsible	Measurement
Review the current selection process and procedures for admission into programs	Fall 2011, Winter 2011	Office for Equity	Report summarizing current practices
Create a system for identifying, addressing and changing inequitable policies and practices	Winter 2011, Spring 2012	Office for Equity	Procedure review report generated, rate comparison

Outcome 3: A welcoming and inclusive school environment exists for culturally, linguistically, socially, racially and economically diverse students, families, staff and community members.

Milestones:

- All schools use the equity checklist to determine areas of improvement that result in a school environment that is inclusive and free of systemic bias.
- School and District activities show an increase in active participation by diverse parents and community members proportional to their population.

Action Step	Timeline	Dept. Responsible	Measurement
Establish multiple forms of communication in diverse languages	Fall 2011, ongoing	Office for Equity	Database of interpretation and translation requests
Conduct a needs assessment of school climate through surveys, interviews and focus groups with stakeholders (parents, students, and staff)	Fall 2011	Office for Equity, Schools, Communications	Completion of various assessment tools, administration and results
Continue and expand parent leadership institute	Fall 2011, ongoing	Office for Equity, Schools	Calendar of institute dates, log of attendance, evaluation results
Engage in targeted efforts to increase and expand student leadership opportunities to underrepresented groups	Winter 2011, Spring 2012	Office for Equity, Schools	Log of outreach and outcomes
Continue and expand work on anti-bullying and harassment	Winter 2011, ongoing	Office for Equity, Safety	Student wellness survey, harassment incident rates
Form a District committee to conduct a comprehensive review and data analysis of the current behavioral management systems	Winter 2011	Office for Equity, District PBIS Committee	Rate comparison and referral system
Develop and implement a training model around culturally responsive systems	Spring 2012	Office for Equity, Washington County PBIS Collaborative	Calendar of professional development dates, log of attendance and rate comparison

Strategy: Facilities

Outcome 1: *Changes in student enrollment are accommodated by constructing, replacing, or remodeling current schools and banking land for new schools. Facilities are configured to meet enrollment and support educational best practices.*

Milestones:

- Facilities Plan is in place and current.
- Contracts are in place for land acquisition for future schools.

Action Step	Timeline	Dept. Responsible	Measurement
Complete facilities study	Fall 2011	Facilities	Completed report
Complete facilities plan and keep it current	Spring 2012, ongoing	Facilities	Updated plan
Complete demographic report	Winter 2012	Business Office	Completed report
Convene regular meetings of the Long-Range Planning Committee	Fall 2011, ongoing	Business Office	Log of meetings and recommended actions
Analyze student enrollment to assess need for grade level caps and boundary adjustments	Fall 2011, ongoing	Business Office	Log of meetings and recommended actions
Generate contracts/agreements for land acquisition for future schools	Ongoing, as needed	Business Office	Signed agreements

Outcome 2: *All existing facilities are maintained and efficiency enhancements are incorporated wherever possible.*

Milestones:

- Facilities Plan prioritizes needed improvements.
- Resources are allocated to high priority items.

Action Step	Timeline	Dept. Responsible	Measurement
Review and integrate all systems to ensure efficiency	Fall 2011, ongoing	Facilities, Support departments	Systems report and recommended actions
Prioritize needed facilities improvements in the District	Spring 2012	Facilities	Prioritized capital improvements list
Develop criteria for allocating resources to priority improvements	Spring 2012	Facilities, Business Office	Criteria list, budget allocated to top projects
Introduce and replicate environmentally sustainable practices	Fall 2011, ongoing	Facilities	Log of projects, quantified resource/money savings

Strategy: Facilities

<p>Outcome 3: <i>The District shares facilities and systems with community partners to enhance academic partnerships.</i></p> <p>Milestones:</p> <ul style="list-style-type: none"> • Community groups are aware of opportunities to share systems and enhance partnerships with the District. • Reciprocal facilities partnerships are increasing. 			
<i>Action Step</i>	<i>Timeline</i>	<i>Dept. Responsible</i>	<i>Measurement</i>
Inventory and increase partnerships for shared systems/facilities with community groups	Winter 2012, ongoing	Facilities, Operations, Business Office	Partnership report (baseline) and updates to show improvements
Increase the District’s utilization of outside venues (reciprocal partnerships)	Fall 2011, ongoing	Facilities, Operations, Business Office	Reciprocal partnership report (baseline) and updates to show improvements
Expand partnerships with the City of Hillsboro	Fall 2011, ongoing	Facilities, Operations, Business Office	City partnership report (baseline) and updates to show improvements

Strategy: Safety

<p>Outcome 1: Every school and District facility provides a safe physical environment.</p> <p>Milestones:</p> <ul style="list-style-type: none"> • Office of Safety is established and delivers annual inventory and review of the District’s safety infrastructure. • All staff and students are trained in emergency protocols and procedures. • Safety information and communications are easily accessible to students, staff and the community. 			
Action Step	Timeline	Dept. Responsible	Measurement
Establish Office of Safety and deliver annual inventory and review of District’s safety infrastructure	Fall 2011, ongoing	Safety & Operations	Completed inventory report
Train all staff and students in emergency protocols and procedures	Fall 2011, ongoing	Safety & Operations	Training records/report
Ensure safety information and communications are easily accessible to students, staff and the community	Fall 2011, ongoing	Safety & Operations, Communications	Updated website, log of communications sent
Review safety plan at each site	Fall 2011, ongoing	Safety & Operations	Site plans
Review student and staff incident reports	Fall 2011, ongoing	Safety & Operations, Risk Management	Meeting minutes/report
Review safety audit results at each site	Fall 2011, ongoing	Safety & Operations	Site audit reports
Review building safety team minutes	Fall 2011, ongoing	Safety & Operations, Risk Management	Monthly Safety and Emergency Management (SEMS) team meeting minutes
Implement comprehensive environmental safety program	Fall 2011, ongoing	Safety & Operations	Completed framework and timeline for testing

Strategy: Safety

Outcome 2: Every school and District facility provides a safe emotional environment. Milestones: <ul style="list-style-type: none"> Systems are in place to ensure the emotional safety of students and staff. 			
Action Step	Timeline	Dept. Responsible	Measurement
Evaluate District bullying prevention curriculum	Fall 2011, ongoing	Equity office, Office for School Performance (OSP), Safety & Operations, Technology	District framework for bullying prevention and curriculum
Complete and review student wellness survey	Spring 2012, ongoing	OSP, Safety & Operations	Survey results, analysis
Create a district-wide Safe Students Committee	Fall 2011, ongoing	OSP, Safety & Operations	Log of health curriculum review and timeline for implementation
Form a Hillsboro Safety Threat Assessment Team (HSTAT) to investigate and assess students who engage in or exhibit behaviors implying aggression or violence toward others	Fall 2011, ongoing	Special Programs, Safety & Operations	Log of investigations/ assessments and outcomes

Outcome 3: Partnership opportunities with city and county agencies are expanded to effectively utilize resources. Milestones: <ul style="list-style-type: none"> Partnerships with the City of Hillsboro, law enforcement, fire, health organizations and social services provide wrap-around services for students. Partners assist in the development of emergency procedures and staff training. 			
Action Step	Timeline	Dept. Responsible	Measurement
Evaluate and expand current partnerships with city and county agencies	Fall 2011, ongoing	Safety & Operations	List of partners and provided resources
Utilize resources provided by the Safe Schools Committee of Washington County	Fall 2011, ongoing	Safety & Operations	Log of outreach and outcomes
Incorporate city and county agencies in emergency preparedness training for staff	Fall 2011, ongoing	Safety & Operations	Log of trainings
Incorporate School Resource Officers and Fire Department into school safety planning	Fall 2011, ongoing	Safety & Operations	Completion of drills and table top exercises, SRO involvement in Care Teams

Appendix B: Glossary of Terms

Accountability	Responsibility. Having the obligation to report, explain or justify.
AYP	Adequate Yearly Progress. This is a measurement defined by the United States federal No Child Left Behind (NCLB) Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.
College and Career Readiness	<p>College Ready. College today means much more than just pursuing a four-year degree at a university. Being “college ready” means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.</p> <p>Career Ready. In today’s economy, a “career” is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a high school graduate has the English and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).</p> <p><i>Source: Achieve American Diploma Project Network</i></p>
Culture	The set of shared attitudes, values, goals and practices that characterize and institution, organization or group.
Cultural Competence	Cultural competence refers to a set of congruent behaviors, attitudes and policies that come together in a system and enable that system to work effectively in cross-cultural situations. Five elements that contribute to institutions becoming more culturally competent include: valuing diversity; having the capacity for cultural self-assessment; being conscious of the dynamics inherent when cultures interact; having institutionalized cultural knowledge; and having developed adaptations to service delivery reflecting an understanding of cultural diversity.

Engagement	Reaching out to people in ways that involve and interest them, that are meaningful and make them feel connected; developing true, lasting partnerships.
Equity	Equity refers to fairness, which does not always put it in line with “equality.” Educational equity acknowledges that all individuals have a right to basic literacy and math skills; and that achievement should be based on ability and effort, not a person’s gender, ethnicity, socio-economic or other status. It is further defined as raising the achievement of all students while narrowing the gaps between the highest- and lowest-performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.
Ethnicity	A group of people whose members identify with each other, through a common heritage, often consisting of a common language, a common culture (often including a shared religion) and an ideology that stresses common ancestry.
Formative Assessment	Screening, testing or review of student work that is used to adapt the teaching to meet the learner’s needs. Formative assessment is an assessment of the learning process.
Indicator	A measure of performance used to evaluate the success of an activity.
Milestone	Key achievement indicators toward a goal. In this plan, milestones are used to refer to important points along the path to achieving the desired outcomes in the five strategy areas.
Mission	A clear and succinct representation of an organization’s purpose for existence. The mission statement should guide the actions of the organization, spell out its overall goal, provide a sense of direction, and guide decision making.
NCLB	The No Child Left Behind Act of 2001 is a United States Act of Congress concerning the education of children in public schools. It supports standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools.
Objective	Purpose or goal. Something that one’s efforts or actions are intended to accomplish.
Outcome	A final product or end result. In this plan, outcomes are the key results we hope to achieve within the five strategy areas.

Postsecondary	Refers to education beyond high school that is not compulsory (required).
Race	Refers to classifications of humans into relatively large and distinct populations or groups, often based on factors such as appearance (based on inherited observable traits or characteristics) or geographic ancestry; but also often influenced by and correlated with traits such as culture, ethnicity and socio-economic status.
Secondary	“Secondary” in the educational setting refers to the upper grade levels. In the Hillsboro School District, secondary schools are our middle and high schools, grades 7-12. (We typically refer to grades K-3 as “primary” and grades 4-6 as “intermediate.”)
Socio-Economic Status (SES)	An economic and sociological combined total measure of a person’s work experience and of an individual’s or family’s economic and social position relative to others, based on income, education and occupation.
Stakeholder	Any person, group, organization or system who affects or can be affected by an organization’s actions.
Strategy	A plan of action designed to achieve a particular goal. In this plan, the strategies represent the key areas in which work will be done to reach the student achievement objective.
Summative Assessment	Testing or review of student work that occurs after a period of work or unit of study to assess learning and knowledge. Summative assessments are assigned scores and/or grades.
Vision	The vision statement describes the circumstances or environment in which the organization would like to operate.

Appendix C: Core Team Members

School Board Representatives

Adriana Cañas
Rebecca Lantz
Hugh O'Donnell

Community Representatives

Melissa Bidstrup, Technology Manufacturing Group, Intel Corporation, Parent
Aron Carleson, Executive Director, Hillsboro Schools Foundation, Hillsboro City Council, Parent
Adrienne Feehan, Parent
Lt. Rich Goerling, Hillsboro Police Department
Steve Greagor, Director, Hillsboro Parks & Recreation
Glen Mason, Owner, CF Plastics, Inc., Parent
Jerry Willey, Mayor, City of Hillsboro

Staff

Gus Balderas, Assistant Superintendent, Support Services
Linden Becker, President, Hillsboro Classified United
Lu Biado, Assistant Superintendent, Human Resources
Matt Coleman, 5th Grade Teacher, Mooberry Elementary School
Beth Graser, Director, Communications
Saideh Haghighi, Director, Office for Hispanic Outreach
Jim Harrington, Chief Technology Officer
Carissa Martus, Music Teacher, Quatama Elementary School
Nicole Medrano, Dean of Students, Poynter Middle School
Kathy Newman, President, Hillsboro Education Association
Bill Rhoades, Assistant Superintendent, Office for School Performance
Kathi Robinson, Executive Director, Office for School Performance
Joe Rodrick, Social Studies Teacher, Glencoe High School
Mike Scott, Superintendent
Karen Shea, Teacher, Miller Education Center
Matt Smith, Principal, Hillsboro High School
Adam Stewart, Chief Financial Officer
Edward Tabet, Director, ELL & Migrant Education
Casey Waletich, Coordinator, Operations
Kona Williams, Principal, Imlay Elementary School

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Appendix D: Action Team Members

Instruction

Bill Rhoades, Chair
Carolyn Ortman, Board
Kathi Robinson, Staff
Patti Book, Staff
Jim Harrington, Staff
Edward Tabet, Staff
Rian Petrick, Staff
Scott Schinderle, Staff
Matt Coleman, Staff
Gregg O'Mara, Staff
Kona Williams, Staff
Teresa Portinga, Staff
Amber Kuzma, Staff
Brad Greenwood, Staff
Brian Haats, Staff
Derek Runberg, Staff
James Neville, Staff
Deanna Palm, Community

Engagement

Beth Graser, Chair
Janeen Sollman, Board
Rachelle Carnes, Staff
Mary Delgado, Staff
Connie Cannon, Staff
Steve Callaway, Staff
Jim Harrington, Staff
Greg Timmons, Staff
Mary Mendez, Staff
Aubrey Clark, Community
Mike Rouches, Community
Corinne Bloomfield, Community
Jann Purdy, Community

Equity

Lu Biado, Co-Chair
Saideh Haghighi, Co-Chair
Patti McLeod, Board
Toni Crummett, Staff
Stan Esselstrom, Staff
Arturo Lomeli, Staff
Amanda Ryan Fear, Staff
Dawn Montgomery, Staff
Jaime Miranda, Community

Facilities

Gus Balderas, Co-Chair
Adam Stewart, Co-Chair
John Peterson, Board
Gregg O'Mara, Staff
Tim Bishop, Staff
Loren Rogers, Staff
Ali Turiel, Community
Dave Waffle, Community
Gregg Stewart, Community
Jeannine Rustad, Community
Leroy Landers, Community
Diane Schiener, Community
Matt Buckingham, Community

Safety

Casey Waletich, Chair
Gus Balderas, Staff
Michelle Brady, Staff
Yvonne Dukart, Staff
Rian Petrick, Staff
Jonathan Pahukula, Staff
Arturo Lomeli, Staff
Scott Hewetson, Community
Storm Smith, Community
Sue Boucher, Community