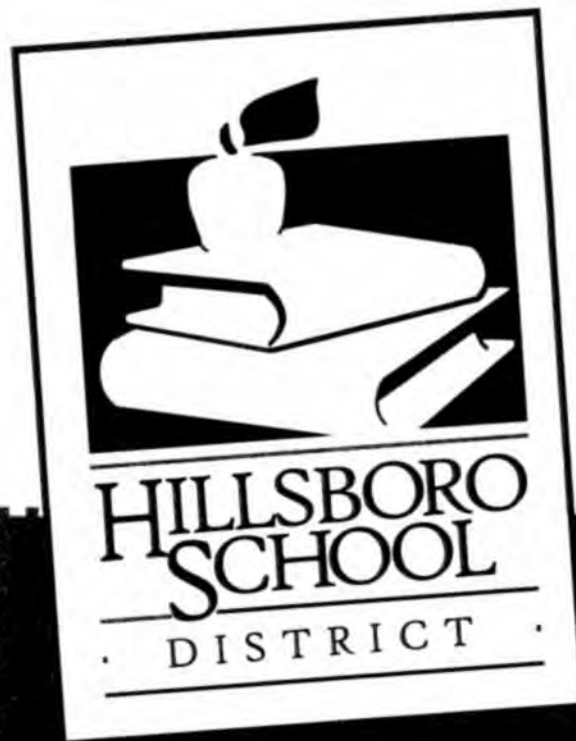


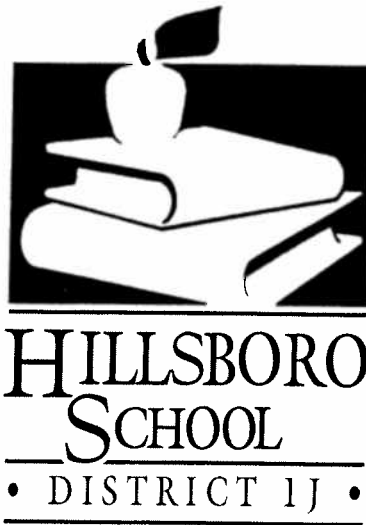
STRATEGIC PLAN



*Rich in tradition -
Focused on
excellence*

2006-2011





HILLSBORO SCHOOL DISTRICT 1J

STRATEGIC PLAN

2006-2011

STRATEGIC PLANNING TEAM

Gus Balderas
Sue Boucher
Andy Bretthauer
Aron Carleson
Monica Cordrey
Suzanne Cusick
Saideh Haghighi
Jim Harrington
Marilyn Harrison
Sidney Hobgood
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Bonnie Kiester
Mary Koehler
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Hugh O'Donnell
Deanna Palm
Bruce Parks / Ed Vance

Carlos Pérez
Billie Pinder
Winston Saunders
Mike Scott
Ray Tenorio
Diane Van Blaricom
Vanessa Wilkins
Kari Woyak
Greg Zinn

Betsy Biller, Internal Facilitator
Gloria Hemström, Support Staff

**HILLSBORO SCHOOL DISTRICT 1J
STRATEGIC ACTION TEAM LEADERS AND MEMBERS**

| STRATEGY I | STRATEGY II |
|----------------------------------|--------------------------------------|
| Lu Biado – Team Leader | Carlos Pérez – Team Leader |
| Deanna Palm – Team Leader | Dawn Montgomery – Team Leader |
| Steve Callaway | Tim Bishop |
| Aron Carleson | Barbara Brennan |
| Amy Ellis | Don Brown |
| Luanne Ellis | Toni Crummett |
| Michael Harklerode | Monica Cordrey |
| Scott Harrington | Bryan Drennen |
| Rane Johnson-Stempson | Dayle (Spitzer) Eder |
| Patti McLeod | Jim Harrington |
| Helen Noonan-Harnsberger | Steve Holser |
| Darcy Rattazzi | John Matsuo |
| Henry Reimann | Todd McKee |
| Winston Saunders | Melanie Peters |
| Barbara Simon | Loren Rogers |
| Victoria Smith | Crystal Schmidt-Dipaola |
| Brett Stonier | Becky Smith |
| Mandy Wedel | Greg Timmons |
| Ramsay Weit | Diane Van Blaricom |
| | Patti Wiemer |

| STRATEGY III | STRATEGY IV |
|-----------------------------------|---------------------------------------|
| Annie Kelsey – Team Leader | Gustavo Balderas – Team Leader |
| Janis Hill – Team Leader | Scott Choate – Team Leader |
| Laraine Adams | Olga Acuña |
| Kerry Ashe | Morgan Anderson |
| Linda Bishop | Toni Crummett |
| Brandy Byers | Elizabeth Garcia Gusman |
| Grant Corliss | Ramona Guzman |
| Brenda Kephart | Saideh Haghighi |
| Rebecca Lantz | Dan Jeffery |
| Gail Merrion | Randy Kinnison |
| Shelley Mitchell | Ruth Macias |
| Cecilia Murray | Sue McNichol |
| Audrea Neville | Robb Nerdin |
| Hugh O'Donnell | Paula Ordway |
| Carolyn Ortman | Maria Esther Palomares Verducco |
| Kathi Robinson | Shannon Parra |
| Kari Woyak | Karina Perez |
| Nadine Zimmerlund | Gina Roletto |
| Greg Zinn | Kathy Shaw |

HILLSBORO SCHOOL DISTRICT 1J PROPOSED STRATEGIC PLAN

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.

PARAMETERS

- We will always maintain safe school environments conducive to learning.
- Site-based decisions will always be consistent with the strategic plan.
- No program or service will be retained or accepted unless:
 - It is consistent with the strategic plan or required by law;
 - Benefits exceed costs; and
 - Provisions are made for adequate resources, staff development, and program evaluation.
- We will not tolerate behavior which demeans the dignity or self-worth of any individual or group.
- We will always practice prudent financial management to protect the long-term fiscal health of the School District.
- We will always expect caring, effective, professional performance from all staff members.
- We will practice participative decision-making at all levels of the organization.

PARAMETERS (Continued)

- We will integrate and reinforce the Character Traits of:
 - responsibility
 - respect
 - civic participation and patriotism
 - honesty
 - integrity and courage
 - compassion.

BELIEFS

We believe every person is valuable.

We believe every person is unique and has talents that can be nurtured.

We believe each person can be a successful learner.

We believe success requires commitment, effort, and perseverance.

We believe individuals are responsible for their own actions.

We believe nurturing, personal relationships are essential to the healthy development of every individual.

We believe high expectations promote greater achievement.

We believe people working cooperatively can achieve more than individuals working alone.

We believe change provides opportunity for creativity, innovation, and learning.

We believe quality education expands opportunities throughout life.

We believe society benefits when individuals make positive contributions to others.

We believe diversity enriches and strengthens our community.

We believe honesty and integrity are essential to build trust.

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.

STRATEGY I

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

Specific Results:

1. Recruit a Community Relations Coordinator (CRC).
2. All Hillsboro School District personnel will be provided with the training and the tools to become effective public communicators.
3. Provide the District with the community perspective from a variety of representative stakeholders.
4. Expand and enhance the current Key Communicator's Network to improve the communication for the District and the community.
5. Enhance face-to-face communications through Superintendent Community Listening Sessions.
6. Use technology to communicate messages with and between administrators, teachers, students, parents, and the wider community.
7. Write and distribute a quarterly Districtwide newsletter that highlights successes and addresses educational issues.
8. Each school and program will create and maintain a current and accurate web site that complies with District standards.
9. Each school will produce an annual brochure that will be available to the public with school statistics and public relations information.
10. Increase the number of service partnerships between Hillsboro Schools and the community.
11. The District will conduct periodic surveys to determine patron and community attitudes, perceptions, and satisfaction with the Hillsboro School District.

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.

Specific Results:

1. Construct, or replace, or remodel schools to accommodate changes in student enrollment through 2010.
2. Implement school attendance boundaries that result in students moving as a group from elementary to middle to high school.
3. Develop community partnerships that result in shared facilities.
4. Create or expand the availability of alternative education options including “magnet programs” at all grade levels.
5. Bring existing facilities up to current standards.

STRATEGY III

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

Specific Results:

1. Implement effective assessment strategies that increase student achievement.
2. Create innovative learning environments to meet specific needs of all learners.
3. Engage all students in learning through strategies to accommodate multiple intelligence and cognitive research.
4. Engage all staff in professional development that is instructional, data-driven, and consistent with the purpose of improving student achievement.
5. Identify essential content standards for each subject area to define and focus instruction.
6. Assure opportunities for students to connect learning with real-world applications.
7. Establish healthy and positive relationships between all staff, students, and parents.

STRATEGY IV

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

Specific Results:

1. Expand services of the Office of Hispanic Outreach.
2. Implement effective mentorship programs for at-risk, K-12 Hispanic students to increase academic success.
3. Increase the number of staff who are bilingual or Hispanic.
4. Expand alternative option programs and intervention programs to ensure increased Hispanic student access and success.
5. Expand existing and create new magnet programs that support Hispanic students.
6. Expand extracurricular activities to increase involvement of Hispanic students.
7. Increase the number of Hispanic parents who are actively involved in the education of their children.



HILLSBORO
SCHOOL
• DISTRICT 1J •

ACTION PLANS

STRATEGY I

STRATEGY I

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

Action Team Members

Lu Biado – Team Leader

Deanna Palm – Team Leader

Steve Callaway

Aron Carleson

Amy Ellis

Luanne Ellis

Michael Harklerode

Scott Harrington

Rane Johnson-Stempson

Patti McLeod

Helen Noonan-Harnsberger

Darcy Rattazzi

Henry Reimann

Winston Saunders

Barbara Simon

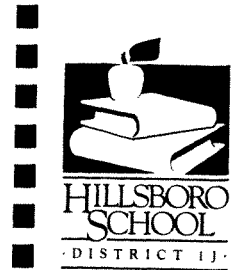
Victoria Smith

Brett Stonier

Mandy Wedel

Ramsay Weit





January 10, 2006

Dear Members of the Strategic Planning Team:

In response to our charge of reigniting the passion and commitment of our community for the Hillsboro School system, we would like to submit the following action plans which we believe will solve many of the problems and issues surrounding the communication efforts of our District. Over time we believe that these plans will create a more positive image for our schools, our District as a whole, and will result in an overall rise in support from our surrounding community.

Our panel was a divergent and committed group of Hillsboro community members from inside and outside of the School District. Each individual brought extensive ideas and passion to the table every week. They dedicated themselves to pursuing ideas that would help the Hillsboro School District find the support within our community needed for financial health and future growth. Our plan is based on the strength of several of these ideas and facts that were uncovered in the research phase of our work.

First:

The job of communication is central to the continuing health of the District both financially and psychologically. It needs to be given serious and consistent attention by an individual hired to coordinate communication within the District and within the community. This individual would be responsible for crafting the central messages, educating others inside and outside of the District about the overall messages, and handling crisis intervention. Our group was overwhelmingly in agreement that our District cannot afford to communicate only as a reaction to news and events. There has to be a proactive approach to communication that includes a consistent, positive, and accurate portrayal of our District in all of our communication.

Second:

Seventy-five percent (75%) of people get their information from teachers and other school personnel. Therefore, we must make sure that every individual who works in our District understands their own importance as a key communicator. We must educate ourselves about the messages that we want to communicate, how a positive image impacts every District employee, and the importance of accurate and positive information.

Third:

We have to do a better job of reaching beyond our families into the surrounding community that supports us. We need to better utilize our current methods of communication including our Key Communicators Network and our web pages and we need to add methods of communicating that include:

- A community newsletter.
- An advisory panel representative of the diverse voices in our community.

Fourth and finally:

We have to expand our use of community partnerships and make better use of opportunities for our students to serve the community and for our community to serve our schools.

As a group we struggled each week with the reality that communicating the message that we are wise stewards of public money will cost the District additional money. Therefore, each action plan attached was considered carefully through a community perception lens. Thank you for the opportunity to address these critical issues and for allowing us to be part of solutions central to the continuing health of the Hillsboro School District.

Respectfully,



Lu Biado
Action Team Leader



Deanna Palm
Action Team Leader

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

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|---|--|
| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 1 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will reignite the community's passion and commitment for our schools in order to build a world-class school system.</i></p> | |
| <p>SPECIFIC RESULT: <i>Recruit and hire a Community Relations Coordinator (CRC).</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Change the title of Communications Director to Community Relations Coordinator. | | | | |
| 2. | Update job description to reflect the updated Strategic Plan. | | | | |
| 3. | Post job outside and inside of the District. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: 1
 PLAN NUMBER: 2
 DATE: 1/10/2006

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

SPECIFIC RESULT: *All Hillsboro School District personnel will be provided with the training and the tools to become effective public communicators.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Identify the key messages for all District communicators. | | | | |
| 2. | Train administrators on key messages and effective communication. | | | | |
| 3. | Train <u>ALL</u> school staff in key messages and communication techniques. | | | | |
| 4. | Train <u>ALL</u> District personnel and School Board members. | | | | |
| 5. | Provide <u>ALL</u> District staff with a pocket guide such as "Key Points for Leaders." | | | | |
| 6. | Present periodically by the CRC as part of ongoing meetings for all staff, both at the District and the building level. | | | | |

RESPONSIBLE:

(Shaded areas for administrative use in implementation phase)

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| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 3 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: *Provide the District with the community perspective from a variety of representative stakeholders.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Establish a Community Relations Advisory Group to meet regularly. | | | | |
| 2. | Write a formal definition for members of the group including purpose and responsibilities. | | | | |
| 3. | Actively seek volunteers for the group through personal invitation, web sites, newsletters, and local papers. | | | | |
| 4. | Select fifteen community members for the group who are representative of our community's diversity. | | | | |
| 5. | Community Relations Advisory Group notes will be provided to the School Board. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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|--------------------|--|
| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 4 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: *Expand and enhance the current Key Communicator's Network to improve the communication for the District and the community.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Identify all key communicator groups. | | | | |
| 2. | Establish expectations and provide training for all key communicators. | | | | |
| 3. | Provide ongoing meetings for key communicators to update expectations and solicit feedback. | | | | |
| 4. | Provide timely and regular information to all key communicators. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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|--------------------|--|
| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 5 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: Enhance face-to-face communications through Superintendent's Community Listening Sessions.

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Schedule community listening sessions with the Superintendent and the CRC at a variety of sites around the Hillsboro community. | | | | |
| 2. | Post the information on the District web page. | | | | |

RESPONSIBLE:

(Shaded areas for administrative use in implementation phase)

ACTION PLAN

STRATEGY NUMBER: 1
 PLAN NUMBER: 6
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Use technology to communicate messages with and between administrators, teachers, students, parents, and the wider community.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Create e-mail distribution lists to send school newsletter and District information to key communicators and interested community members. | | | | |
| 2. | Create a link on the front page of the District web site where community members can opt to receive District communications and use this to add to the District e-mail distribution list. | | | | |
| 3. | Train District staff to use existing technology to update information for parents and the community. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

| | |
|--|--|
| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 7 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will reignite the community's passion and commitment for our schools in order to build a world-class school system.</i></p> | |
| <p>SPECIFIC RESULT: <i>Write and distribute a quarterly Districtwide newsletter that highlights successes and addresses educational issues.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Develop a template for the newsletter so that all issues will be easily identified. | | | | |
| 2. | Identify pertinent topics and articles including financial issues. | | | | |
| 3. | Identify communicators to write articles. | | | | |
| 4. | Have newsletter translated into Spanish. | | | | |
| 5. | Following District procedures, solicit bids and award contract. | | | | |
| 6. | Identify primary zip codes for Hillsboro School District. | | | | |
| 7. | Distribute by mail and electronically. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: 1
 PLAN NUMBER: 8
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Each school and program will create and maintain a current and accurate web site that complies with District standards.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Develop standards and criteria for web sites. | | | | |
| 2. | Identify skills needed to create, maintain, and update web sites. | | | | |
| 3. | Identify person (webmaster) at each site to create and maintain web site. (Include parents.) | | | | |
| 4. | Provide training and support to webmasters to create and maintain web sites. | | | | |
| 5. | Provide ongoing training, support, and annual assessments. | | | | |
| 6. | Create a postcard that advertises our District and school web pages and explains how to access our electronic brochures. | | | | |
| 7. | Mail postcards to targeted businesses. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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|--------------------|--|
| ACTION PLAN | STRATEGY NUMBER: 1 PLAN NUMBER: 9 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: Each school will produce an annual brochure that will be available to the public with school statistics and public relations information.

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | A template will be designed and provided to each principal to produce a brochure. | | | | |
| 2. | Key information including Adequate Yearly Progress (AYP), school report card information, School Safety Report Data, and number of highly qualified teachers on staff will be provided for each school. | | | | |
| 3. | Each school will include data and ideas that make their school unique. | | | | |
| 4. | Translate all brochures into Spanish. | | | | |
| 5. | Brochures will be made available to community members, businesses, and parents. | | | | |
| 6. | Brochures will be made available to realtors. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: I
 PLAN NUMBER: 10
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Increase the number of service partnerships between Hillsboro Schools and the community.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Develop a community service partnership clearinghouse and maintain community service and volunteer opportunities on school and District web sites. | | | | |
| 2. | Present program to principals and District personnel. | | | | |
| 3. | Feature community service in school newsletters and on web pages. | | | | |
| 4. | Celebrate community service successes at Board meetings and in school celebrations. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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|--------------------|---|
| ACTION PLAN | STRATEGY NUMBER: I PLAN NUMBER: 11 DATE: 1/10/2006 |
|--------------------|---|

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

SPECIFIC RESULT: *The District will conduct periodic surveys to determine patron and community attitudes, perceptions, and satisfaction with the Hillsboro School District.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|--|--------------|----------------|-----------|-----------------|
| 1. | Request a proposal for a survey. | | | | |
| 2. | Award contract. | | | | |
| 3. | Conduct the survey. | | | | |
| 4. | Share the data with Superintendent, School Board, Community Relations Advisory Panel, Key Communicators, and District personnel. | | | | |
| 5. | Use the survey as an evaluation tool. | | | | |

RESPONSIBLE:

(Shaded areas for administrative use in implementation phase)



HILLSBORO
SCHOOL
• DISTRICT 1J •

ACTION PLANS

STRATEGY II

STRATEGY II

“We will develop and implement a comprehensive plan to address future student population growth and its related needs.”

Action Team Members

Carlos Pérez – Team Leader

Dawn Montgomery – Team Leader

Tim Bishop

Barbara Brennan

Don Brown

Toni Crummett

Monica Cordrey

Bryan Drennen

Dayle (Spitzer) Eder

Jim Harrington

Steve Holser

John Matsuo

Todd McKee

Melanie Peters

Loren Rogers

Crystal Schmidt-Dipaola

Becky Smith

Greg Timmons

Diane Van Blaricom

Patti Wiemer





January 10, 2006

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HILLSBORO, OR 97124-6008
TEL: 503.844.1500
FAX: 503.844.1781
WEB: www.hsd.k12.or.us

Dear Members of the Strategic Planning Team:

In response to the team's charge of developing a comprehensive plan to address the facility needs of a growing District, we submit these plans for consideration. It is our belief that these plans capture the breadth and depth of the issues surrounding student growth in our community, along with the related needs of providing adequate and equitable facilities.

The issue of equity surfaced from the initial meeting and became our lens as we developed this action plan. Creating equitable District facilities became our guiding principle. Whether we were discussing new construction or renovation, the question was continually asked, "How will this action make our facilities more equitable Districtwide?" It is important to us that consideration of socioeconomic status, ethnic population, and the age of each facility are factored in our decisions. We want to ensure all facilities meet the needs of the immediate neighborhood and are good for the community in general.

Our work is based on several assumptions that we believe Strategy II supports:

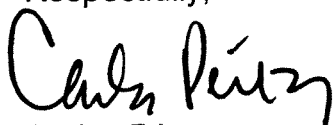
1. Our student community will continue to grow and require additional facilities.
2. Our community will support the District in the construction or renovation of school projects.
3. While a number of new schools have been constructed in recent years, a number of our schools are acutely outdated and may require major remodeling or even replacement.
4. A grade configuration which provides for each student's personal and academic development is essential.
5. Students learn best in a variety of program models including magnets and alternative programs.
6. A closely aligned elementary-to-middle and middle-to-high school feeder pattern will provide for sequential, highly articulated instructional programs and will encourage a stronger "esprit de corps" for students.

7. Partnerships can be mutually beneficial.

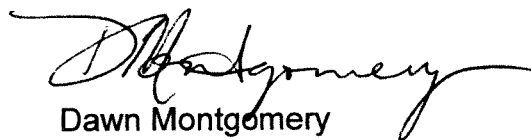
In our efforts to develop this strategy, we had countless discussions and explored current research related to appropriate grade configurations, magnet, and alternative schools. We also explored housing growth in our community and its affect on student enrollment. City officials assisted us with information on long-term growth and the potential impact on the City and the District. However, this process was also cumbersome and out of sync with two studies that are essential for completion of this strategy. Both the facilities audit and the long-range enrollment forecast need to be completed before further actions can be considered.

From the initial phase of brainstorming facility-related issues, to the development of our five "specific results," our conversations have been lively and comprehensive. Each specific result has been thoughtfully and deliberately prepared. To determine the enrollment forecast for a school district is an inaccurate science. When a home is built, there is no guarantee that students will quickly follow. Our committee presents Strategy II Action Plans to address student facility needs through the 2010 school year.

Respectfully,



Carlos Pérez
Action Team Leader



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Action Team Leader

STRATEGY II: *We will develop and implement a comprehensive plan to address future student population growth and its related needs.*

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|---|---|
| ACTION PLAN | STRATEGY NUMBER: II PLAN NUMBER: 1 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will develop and implement a comprehensive plan to address future student population growth and its related needs.</i></p> <p style="text-align: center;"><u>Guiding Principle:</u> <i>Promote “equity” in all facility-related decisions.</i></p> | |
| <p>SPECIFIC RESULT: <i>Construct, or replace, or remodel schools to accommodate changes in student enrollment through 2010.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Update demographic information and enrollment projections of students through 2010. | | | | |
| 2. | Conduct facilities study to define needs. | | | | |
| 3. | Establish a long-range Facilities Planning Committee to review information and make recommendations to the Board. | | | | |
| 4. | Review the appropriate grade-level configuration in light of the demographic and facilities studies. | | | | |
| 5. | Direct appropriate departments to develop a financing plan (i.e., bond) to fund recommended projects. | | | | |
| 6. | Reinstitute the Construction Management Department upon voter approval of the construction bond. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: II
 PLAN NUMBER: 2
 DATE: 1/10/2006

STRATEGY: *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.*

SPECIFIC RESULT: *Implement school attendance boundaries that result in students moving as a group from elementary to middle to high school.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|--|--------------|----------------|-----------|-----------------|
| 1. | Analyze current school attendance boundaries and school-to-school feeder patterns to develop an attendance boundary proposal. | | | | |
| 2. | Develop and institute a boundary review process obtaining input from each affected school community. | | | | |
| 3. | Recommend new attendance boundaries to the Board. | | | | |
| 4. | Develop a communication plan and implementation process for the new school attendance boundaries including a student transfer process. | | | | |

RESPONSIBLE:

(Shaded areas for administrative use in implementation phase)

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|---|---|
| ACTION PLAN | STRATEGY NUMBER: II PLAN NUMBER: 3 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will develop and implement a comprehensive plan to address future student population growth and its related needs.</i></p> <p style="text-align: center;"><u>Guiding Principle:</u> <i>Promote "equity" in all facility-related decisions.</i></p> | |
| <p>SPECIFIC RESULT: <i>Develop community partnerships that result in shared facilities.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Collaborate with City and County departments to identify potential sharing and co-siting of facilities. | | | | |
| 2. | Collaborate with business and community groups to develop partnerships. | | | | |
| 3. | Solicit public input on potential partnerships. | | | | |
| 4. | Approve interagency agreements for each specific partnership. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: II
 PLAN NUMBER: 4
 DATE: 1/10/2006

STRATEGY: *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.*

SPECIFIC RESULT: *Create or expand the availability of alternative education options including "magnet programs" at all grade levels.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Conduct an alternative education needs assessment. | | | | |
| 2. | Obtain public input on alternative education needs. | | | | |
| 3. | Collaborate with area social service agencies and organizations on alternative education needs. | | | | |
| 4. | Conduct a cost analysis for expanded alternative education options. | | | | |
| 5. | Develop a process for siting alternative options to ensure compatibility with existing programs. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

*Cross-references to Strategy IV, Action Plan Number 5.

| | |
|---|---|
| ACTION PLAN | STRATEGY NUMBER: II PLAN NUMBER: 5 DATE: 1/10/2006 |
| <p>STRATEGY: We will develop and implement a comprehensive plan to address future student population growth and its related needs.</p> <p style="text-align: center;"><u>Guiding Principle: Promote "equity" in all facility-related decisions.</u></p> | |
| <p>SPECIFIC RESULT: Bring existing facilities up to current standards.</p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Update capital improvements list annually. | | | | |
| 2. | Develop process for furniture replacement. | | | | |
| 3. | Identify health, safety, and security repair/renovation needs. | | | | |
| 4. | Update technology and related infrastructure project lists annually. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |



HILLSBORO
SCHOOL
• DISTRICT 1J •

ACTION PLANS

STRATEGY III

STRATEGY III

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

ACTION TEAM MEMBERS

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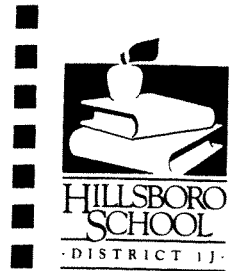
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January 10, 2006

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Dear Members of the Strategic Planning Team:

In response to our charge to ensure the use of effective instructional strategies in order to engage all students, we are pleased to recommend the following actions plans. It is our belief that implementing these plans will significantly improve student learning and student engagement for Hillsboro's schools.

Using effective models for professional development in order to provide research-based strategies for staff, combined with the development of innovative programming ranging from magnet sites to real-world learning opportunities, our action plans provide a broad-based roadmap for effective schools and student engagement. In addition, a seventh action plan focuses entirely on the importance of staff-student-parent relationships, acknowledging that all students learn best when they feel welcome, valued, and cared for.

Following the research phase of our work together, action team members synthesized their reading of almost 70 different articles and publications, plus their notes and handouts from their daylong workshop presented by the Center for Performance Assessment on "Effective Teaching Strategies," held at the Northwest Regional Education Service District in October. Over one hundred important findings were generated and shared from the extensive research by our team members. These were then grouped, combined, and revised to form the seven specific results we feel will lead to the successful implementation of our strategy.

Underlying our plans was our common understanding that teacher use of excellent instructional and assessment strategies must be supported by excellent professional development models. This professional learning community model must provide both the delivery of best practice strategies and the opportunity for application of these strategies, as well as provide for follow-up monitoring and feedback by peer coaches and administrators as classroom implementation occurs. In addition, our action plans include specific results to address our belief in the need for creative alternative learning environments, both inside our conventional K-12 schools, and in separate locations outside our existing schools. Plan Number 6 stresses the importance of the connections that must exist between school learning and real-world application—a strategy we feel must be used K-12 at all District schools.

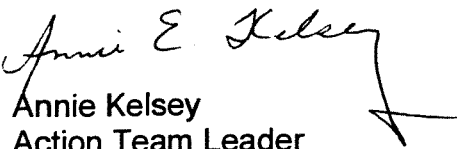
Acknowledging that Oregon State Content Standards are extensive and broad-based, our action team has endorsed the Power Standards process developed by the Center for Performance Assessment; we feel this Districtwide process will allow teachers to effectively focus instruction to facilitate deeper student learning of essential skills and content. Finally, as mentioned above, our seventh specific result asserts the necessity of healthy, positive relationships, as foundational to the learning environment.

Our action team worked at length to include all specific results essential to achieving our strategy; however, we were challenged by the need to keep action steps discrete and achievable. Our identified specific results include the following:

- Implement effective assessment strategies that increase student achievement.
- Create innovative learning environments to meet specific needs of all learners.
- Engage all students in learning through strategies to accommodate multiple intelligences and cognitive research, including the use of differentiation, cooperative learning, and integrated instruction.
- All staff will actively participate in professional development opportunities that are innovative, practical, data-driven, and unifying with the purpose of improving student achievement.
- Identify essential content standards for each subject area to define and focus instruction.
- Assure opportunities for students to connect learning with real-world applications.
- Establish healthy and positive relationships between all staff, students, and parents.

Implemented holistically, these initiatives will provide an effective Professional Learning Community environment for staff, students, and parents, where best practice instructional decisions are tailored to both learning needs and performance data, resulting in continuous student engagement and achievement.

Sincerely,


Annie Kelsey
Action Team Leader


Janis Hill
Action Team Leader

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

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ACTION PLAN

STRATEGY NUMBER: III
 PLAN NUMBER: 1
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Implement effective assessment strategies that increase student achievement.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Compile and develop a collection of resources for a Hillsboro School District assessment toolkit. | | | | |
| 2. | Staff will use a Districtwide model of data-driven decision making. | | | | |
| 3. | Develop and implement a secondary school standards-linked grading and reporting process. | | | | |
| 4. | Provide training for all teachers and designated administrators in assessment literacy. | | | | |
| 5. | Implement the Oregon Response To Intervention model. | | | | |
| 6. | Provide teachers and designated staff training in and access to technology that facilitates assessment for learning. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: III
 PLAN NUMBER: 2
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Create innovative learning environments to meet specific needs of all learners.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Develop a middle school magnet program for implementation. | | | | |
| 2. | Explore magnet models K-6 and 9-12 for possible implementation. | | | | |
| 3. | Use students' learning rates and levels to focus instruction across class, grade, and subject area. | | | | |
| 4. | Use flexible grouping strategies to challenge students based on demonstrated proficiency. | | | | |
| 5. | Develop expanded alternative learning programs and plan for appropriate sites to accommodate them. | | | | |
| 6. | Apply special needs instructional strategies to improve the effectiveness of learning environments. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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| ACTION PLAN | STRATEGY NUMBER: III PLAN NUMBER: 3 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: *Engage all students in learning through strategies to accommodate multiple intelligence and cognitive research.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Monitor and analyze student active participation during instruction. | | | | |
| 2. | Teachers will regularly use a variety of appropriate strategies (such as differentiation, cooperative learning, and integrated instruction), in lesson preparation and implementation. | | | | |
| 3. | Use student achievement data to determine effectiveness of strategies and adjust accordingly. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: III
 PLAN NUMBER: 4
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Engage all instructional staff in professional development that is data-driven and consistent with the purpose of improving student achievement.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Provide systematic and ongoing training for all teachers and designated administrators in classroom assessment for learning. | | | | |
| 2. | Monitor teacher application of strategies presented through professional development. | | | | |
| 3. | Embed subject area and specialist coaches to support teachers at all levels of instruction. | | | | |
| 4. | Provide new teacher professional development and mentors. | | | | |
| 5. | Create learning opportunities and time to assist and support teachers in the use of strategies such as: <ul style="list-style-type: none"> • Peer coaching • Mentoring • Learning communities • Action research • K-12 group networking | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

| | |
|---|--|
| ACTION PLAN | STRATEGY NUMBER: III PLAN NUMBER: 5 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will ensure all staff use effective instructional strategies that actively engage students in achieving our strategic objectives.</i></p> | |
| <p>SPECIFIC RESULT: <i>Identify essential content standards for each subject area to define and focus instruction.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Implement power standards identification and pilot training with selected 7-12 math teachers. | | | | |
| 2. | Train Hillsboro School District administrators to facilitate District identification of power standards. | | | | |
| 3. | Representative teachers will identify Districtwide power standards in all subject areas at all grade levels/courses beginning with the core subject areas. | | | | |
| 4. | Focus instruction on identified power standards. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: III
 PLAN NUMBER: 6
 DATE: 1/10/2006

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

SPECIFIC RESULT: Assure opportunities for students to connect learning with real-world applications.

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Communicate to students the relevance of all learning. | | | | |
| 2. | Assess real-world application opportunities currently available within our school programs. | | | | |
| 3. | Integrate the career-related state graduation requirements with the School-to-Work program in the high schools. | | | | |
| 4. | Each elementary school will plan activities for student participation in real-world learning; i.e., World Connection Day. | | | | |
| 5. | Build and maintain a resource list of experts and volunteers in various fields. | | | | |

RESPONSIBLE:

(Shaded areas for administrative use in implementation phase)

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|--------------------|--|
| ACTION PLAN | STRATEGY NUMBER: III PLAN NUMBER: 7 DATE: 1/10/2006 |
|--------------------|--|

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

SPECIFIC RESULT: *Establish healthy and positive relationships between all staff, students, and parents.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Train staff in poverty and cultural awareness to increase sensitivity. | | | | |
| 2. | Establish adult mentors for at-risk students. | | | | |
| 3. | Increase opportunities for family connections; i.e., outreach evenings, student presentations, parenting support). | | | | |
| 4. | Use student-to-student coaching (buddies). | | | | |
| 5. | Communicate at-risk student needs to smooth transitions between levels. | | | | |
| 6. | Provide opportunities for collaborative decision-making and problem solving by students. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |



HILLSBORO
SCHOOL
• DISTRICT 1J •

ACTION PLANS

STRATEGY IV

STRATEGY IV

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

ACTION TEAM MEMBERS

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January 10, 2006

Dear Strategic Planning Team Members:

The set of action steps submitted by the action team focusing on Hispanic Outreach is an accumulation of a collaborative process that brought together the school, business, and faith community along with parents to seek those efforts that, if fully implemented, will result in the operationalization of the strategy:

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

This was the sole strategy that carried over from the first Strategic Plan, making it unique in its focus. As the group met to discuss the draft strategy, several questions arose. Two questions often repeated were, "Why aren't Hispanic students being successful in our schools?" and "What is the School District and community doing to help our Hispanic students become more successful?"

Action team member questions led straight back to the following: What programs can we continue to ensure that all of our students are meeting standards and graduation requirements?

The seven action plans address various avenues to improve student success, but when combined, amount to a strong organized plan that, if fully operational, will ensure students have the opportunity to meet both standards and graduation requirements.

The action team made the following assumptions in order to focus their efforts: all students need strong relationships to be successful, both in and out of a school setting; having programs in place that provide students support throughout their education will enable them to be successful in school.

One of the most inspirational aspects of this process was the prominent involvement of our Hispanic parents on the action team. One-third of the action team was comprised of solely Spanish-speaking parents, an obvious strength to the group. At the planning meetings, our Office of Hispanic Outreach provided translations for these parents and at some meetings, the translations were in English due to the conversation being solely in Spanish with the entire group, truly a wonderful experience.

As the group morphed itself into a cohesive group and the process became clear, the group worked diligently on arriving at the most important specific results that would help students meet standards and graduation requirements which are presented on the following pages.

It was a distinct pleasure to work with such a dedicated community group that resonated passion for our most at need minority population.

Sincerely,



Gustavo Balderas
Action Team Leader



Scott Choate
Action Team Leader

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

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ACTION PLAN

STRATEGY NUMBER: IV
 PLAN NUMBER: 1
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Expand services of the Office of Hispanic Outreach.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Create and administer a needs assessment for staff, parents, students, and Office of Hispanic Outreach to determine specific Hispanic community needs. | | | | |
| 2. | Identify and provide resources to assist in reaching specific results such as home visits, school orientation, attendance intervention, parent training, mentorships, advocacy, assistance in accessing support services, translation services, and Newcomer Center. | | | | |
| 3. | Pursue grant opportunities for service integration, Hispanic Outreach, and expanded Family Resource Center. | | | | |
| 4. | Serve as a link to community social service centers. | | | | |
| 5. | Provide attendance intervention to monitor student attendance and maintain open communication with parents. | | | | |
| 6. | Evaluate and adjust activities and achievements. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: IV
 PLAN NUMBER: 2
 DATE: 1/10/2006

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

SPECIFIC RESULT: *Implement effective mentorship programs for at-risk, K-12 Hispanic students to increase academic success.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Create and fund a central office position that implements and oversees mentoring programs for at-risk Hispanic students K-12. | | | | |
| 2. | Implement effective mentorship programs at the various grade levels utilizing both adult and student volunteers. | | | | |
| 3. | Develop community and business partnerships focused on mentoring at-risk youth. | | | | |
| 4. | Build alliances with community partners to assemble a foundation of support for students aspiring to further their post-secondary education. | | | | |
| 5. | Evaluate mentorship program effectiveness on a regular basis. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: IV
PLAN NUMBER: 3
DATE: 1/10/2006

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

SPECIFIC RESULT: *Increase the number of staff who are bilingual or Hispanic.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Determine proportion of District Hispanic bilingual/bicultural staff in order to establish baseline and goal. | | | | |
| 2. | Continue and expand partnerships with universities that have bilingual education and English as a Second Language (ESL) endorsement program. | | | | |
| 3. | Allow instructional staff to use tuition reimbursement for Spanish immersion courses/opportunities. | | | | |
| 4. | Develop and implement a recruitment and retention plan that focuses on increasing the number of high-quality bilingual/bicultural staff to better reflect our Hispanic student population. | | | | |
| 5. | Continue to support and recruit more members for the Hispanic certified staff cohort – Union AMERICA. | | | | |
| 6. | Provide incentives when recruiting bilingual staff in hard-to-fill positions. | | | | |
| 7. | Continue support for Hispanic classified staff in the Bilingual Teacher Pathway program. | | | | |
| 8. | Establish and support additional alternative cohorts of classified staff who are pursuing their teaching credentials. | | | | |
| 9. | Provide mentors to Hispanic classified staff who are pursuing teaching credentials. | | | | |
| 10. | Develop career-path awareness strategies for high-performing Spanish-speaking staff. | | | | |
| 11. | Assign bilingual classified staff into key communication positions within schools. | | | | |
| 12. | Provide guidance and mentorship to Hispanic high school students interested in careers in education. | | | | |
| 13. | Ensure current administrators understand the value of a diversified work force. | | | | |
| 14. | Evaluate proportion of District Hispanic bilingual staff to determine the achievement of specific result on a yearly basis. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

| | |
|---|---|
| ACTION PLAN | STRATEGY NUMBER: IV PLAN NUMBER: 4 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements.</i></p> | |
| <p>SPECIFIC RESULT: <i>Expand alternative option programs and intervention programs to ensure increased Hispanic student access and success.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Evaluate the current programs and measure their effectiveness. | | | | |
| 2. | Analyze demographic and early-leaver data of the Hispanic student population. | | | | |
| 3. | Determine the number of Hispanic students enrolled in alternative programs. | | | | |
| 4. | Encourage Hispanic students to enroll in advanced, upper-level courses and provide the support necessary for their success. | | | | |
| 5. | Provide extended K-12 alternative programs to support Hispanic students through assignment completion such as basic-skills tutoring, General Equivalency Diploma (GED), preparation, and credit recovery. | | | | |
| 6. | Investigate the availability of alternative options offered by non-profits and other providers. | | | | |
| 7. | Develop the capacity and provide English as a Second Language (ESL) services at Miller Education Center. | | | | |
| 8. | Facilitate transition for students to Portland Community College (PCC) and higher education. | | | | |
| 9. | Evaluate program success rate and implement changes as indicated. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

ACTION PLAN

STRATEGY NUMBER: IV
 PLAN NUMBER: 5
 DATE: 1/10/2006

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

SPECIFIC RESULT: Expand existing and create new magnet programs that support Hispanic students.*

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|--|--------------|----------------|-----------|-----------------|
| 1. | Evaluate current programs and measure effectiveness. | | | | |
| 2. | Continue to expand dual-language programs. | | | | |
| 3. | Create and market magnet programs for Hispanic students at other schools. Examples: — International Baccalaureate Program - Primary and Middle Level — Arts Magnet — Technology Magnet | | | | |
| 4. | Survey schools and community to seek what programs should be implemented. | | | | |
| 5. | Evaluate programs on a regular basis and implement changes as needed. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

*Cross-references to Strategy II, Action Plan Number 4.

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|---|---|
| ACTION PLAN | STRATEGY NUMBER: IV PLAN NUMBER: 6 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements.</i></p> | |
| <p>SPECIFIC RESULT: <i>Expand extracurricular activities to increase involvement of Hispanic students.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|--|---|--------------|----------------|-----------|-----------------|
| 1. | Identify current level of participation of Hispanic students in athletics and activities in our schools to develop baseline data. | | | | |
| 2. | Survey students to determine what extracurricular activities currently not available would attract participation. | | | | |
| 3. | Require all clubs and athletic teams to demonstrate efforts to invite and include Hispanic students via bilingual information. | | | | |
| 4. | Develop various levels of competition for activities K-12. | | | | |
| 5. | Work with community partners to promote current programs available. | | | | |
| 6. | Evaluate programs on a regular basis and implement changes as needed. | | | | |
| RESPONSIBLE: | | | | | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | | | | | |

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|---|---|
| ACTION PLAN | STRATEGY NUMBER: IV PLAN NUMBER: 7 DATE: 1/10/2006 |
| <p>STRATEGY: <i>We will continue our Hispanic Outreach programs to ensure that all students meet both standards and graduation requirements.</i></p> | |
| <p>SPECIFIC RESULT: <i>Increase the number of Hispanic parents who are actively involved in the education of their children.</i></p> | |

| #. | ACTION STEP | Assigned To: | Starting Date: | Due Date: | Completed Date: |
|----|---|--------------|----------------|-----------|-----------------|
| 1. | Determine the level of Hispanic parent involvement at each school and in District committee work to establish baseline. | | | | |
| 2. | Identify a bilingual staff member to function as "parent involvement liaison" at each school. | | | | |
| 3. | Develop Hispanic parent-training programs. | | | | |
| 4. | Educate families about how the Hillsboro School system works by creating an orientation program for schools. | | | | |
| 5. | Invite and encourage Hispanic parents to serve on District and school committees and leadership roles and reduce barriers to their participation. | | | | |
| 6. | Hold parent/community informational forums, provide transportation, and facilitate childcare to these events. | | | | |
| 7. | Evaluate parent recruitment efforts and implement changes as needed. | | | | |

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| RESPONSIBLE: | |
| <i>(Shaded areas for administrative use in implementation phase)</i> | |





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