



February 2025 Strategic Plan Update and Integrated Programs Application for 2025-2027

February 25, 2025



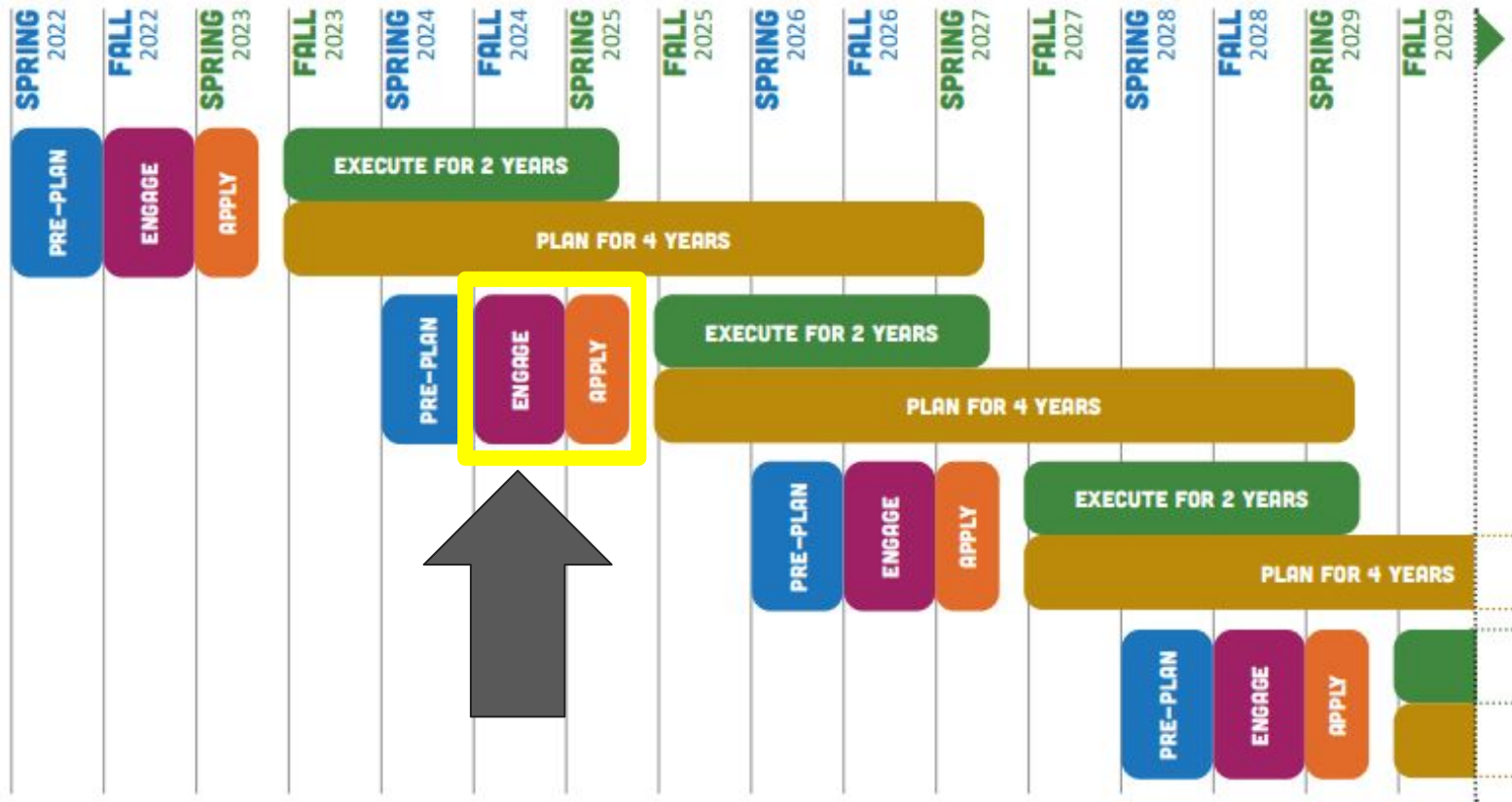
Purpose of this Presentation

- Year 2 (2024-25) Strategic Plan mid-year update #2
 - Progress toward our six performance targets
- Family/Community/Staff/Student survey data summary
- 2025-27 Integrated Guidance Plan
 - Explain plan development and share priorities
 - Allow board review (February) prior to approval and submission (March)

Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.





Success in the Early Years



Safe & Supported Learners



Access & Opportunity



Critical Thinking & Problem Solving



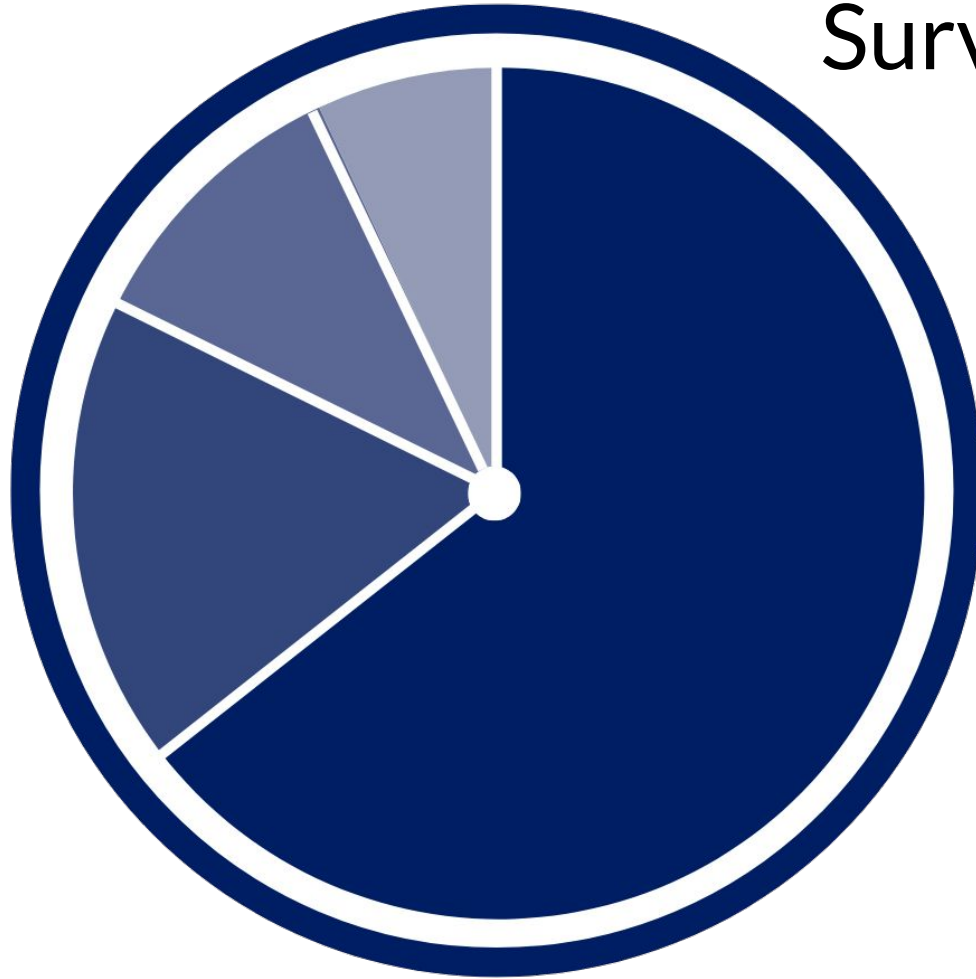
Graduate Ready for Career, College and Life

Part 1: Our Strategic Plan is also our Integrated Guidance Plan, same outcomes and strategies drive both plans.

Community Collaboration & Accountability Plan



Survey Responses: **1,011**



653

Parents/Caregivers

178

Staff

110

Students

70

Community Members



Synopsis of Report

- Note: Goals 2, 3 & 4 we're sharing a Semester 1 to Semester 1 comparison to give a better sense of year-over-year progress.
- **Goal 1:** Success in the Early Years - New Reading Data in late Spring, will report new metrics in August Accountability Report.
- **Goal 2:** Attendance- Up comparing end of 23-24 SY to 24-25 S1, but S1 to S1 comparison is down.
- **Goal 3:** Extracurricular Participation - Projected to exceed last year's participation, S1 to S1 slightly up.
- **Goal 4:** 9th Grade On Track to Graduate -ODE calculation up and HSD calculation down.
- **Goal 5:** Graduation and Completion
 - 4 Year Grad Rate All Students: up
 - 5 Year Completer Rate: slightly down



GOAL #1: Success in the Early Years

Universal Growth Target Metric 1.B.1: % of 3rd graders meeting/exceeding in reading

District Lead

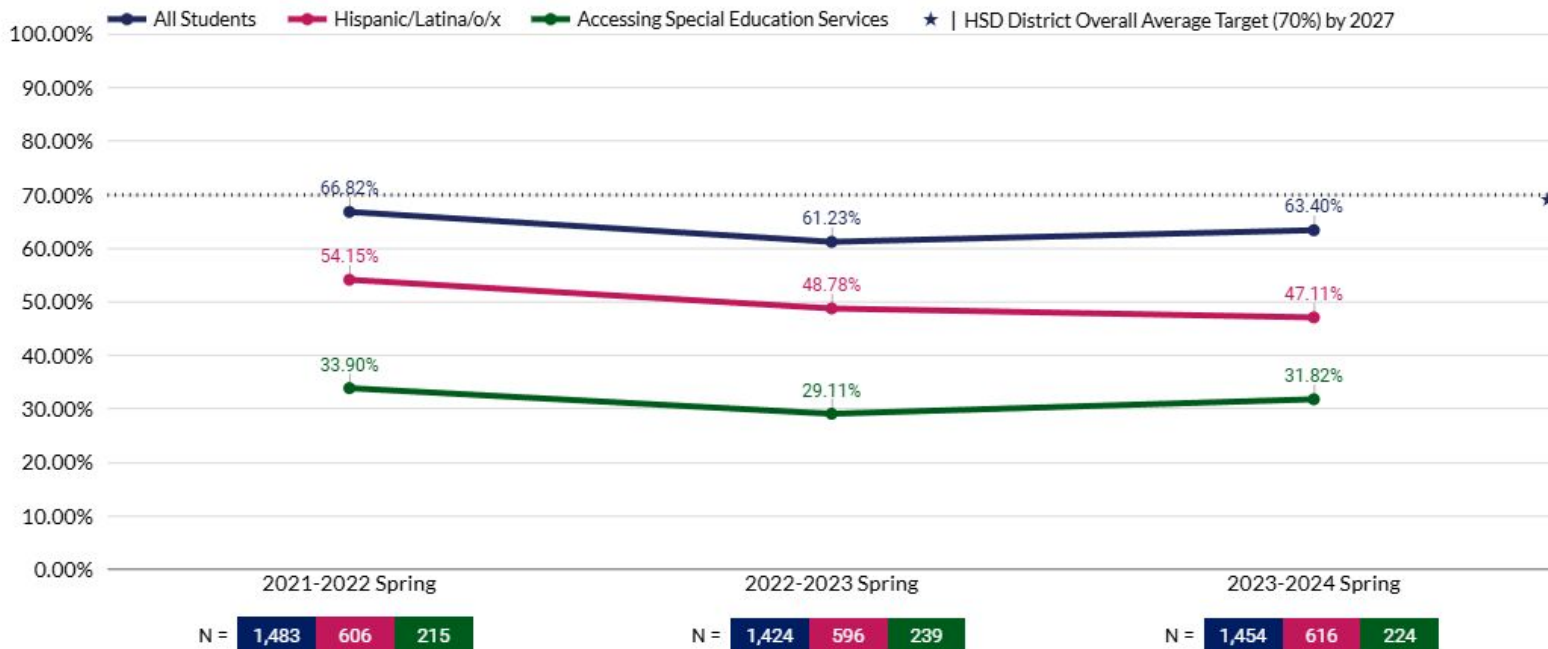
Gina McLain

Student Focal Group(s)

- Hispanic/Latina/o/x
- Accessing Special Education Services

Data Source

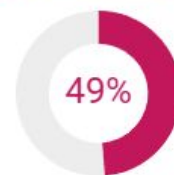
Synergy: Running Records

**All Students** 837

837 of 1,367 Students Assessed

**Hispanic/
Latina/o/x** 281

281 of 576 Students Assessed

**Accessing Special
Education Services** 62

62 of 213 Students Assessed





GOAL #1: Success in the Early Years

1.B.1: % of 3rd graders meeting/exceeding in Reading

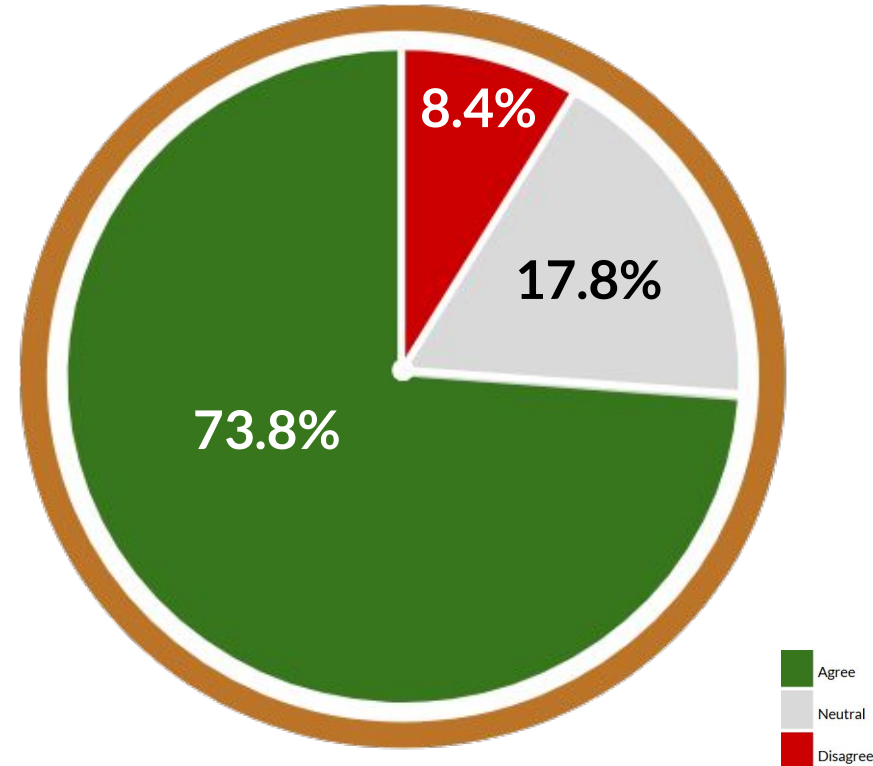
Updates on Key Strategies and Priorities:

- Grade Level PD & Collaborations focused on the Science of Reading (foundational skills, decoding, vocabulary, & using assessment data to drive instruction)
 - Grades K-5: Oct, Nov., Dec. - full day sessions per grade level
 - Grades K-6: Jan., Feb., April - half day sessions per grade level
- Professional Development
 - UFLI Foundations - supplemental and intervention curriculum (Licensed and Classified) - have trained approx 675 staff members over the past two years
 - Elementary Leadership Collaboration - Oct., Jan. and coming in March
 - LETRS cohort - 55 participants in this cohort (220 total staff trained by end of this year)
 - Science of the Bilingual Reading Brain for teachers, leaders and district level team (5 full day sessions this year)
- Admin PLCs and grade level PLCs centered on literacy data (Running Records and Phonics Survey)
- High-Dosage Reading Tutoring provided to approximately 400 students, including those in our focal groups (Winter 2025)
- Early Literacy Success Summer School - intensive 3 week/60 hour program which served 340 incoming 2nd-4th grade students (Fall 2024)

GOAL 1: Success in the Early Years Survey Response Highlights

Teachers in my child's school are helping them build the foundational skills for future success.

- “The dual language program at Reedville Elementary taught my child to read and write in both Spanish and English. Those skills have transferred to all other subject areas.”
- “Using UFLI and our wonders curriculum I am confident given the building blocks they can be successful.”
- “Her reading has improved a lot through ELD classes. I do think she can use a little more challenge though.”
- “Over the course of the last two early education years that my kiddo has experienced, I've seen them blossom and thrive. They have grown more confident, caring, and curious. School has been an essential influence.”
- “My child is learning a lot. Sometimes it feels like my student is not being pushed enough.”
- “The teachers and staff at my child’s school have done an exceptional job of accommodating her special needs and providing an environment of growth”

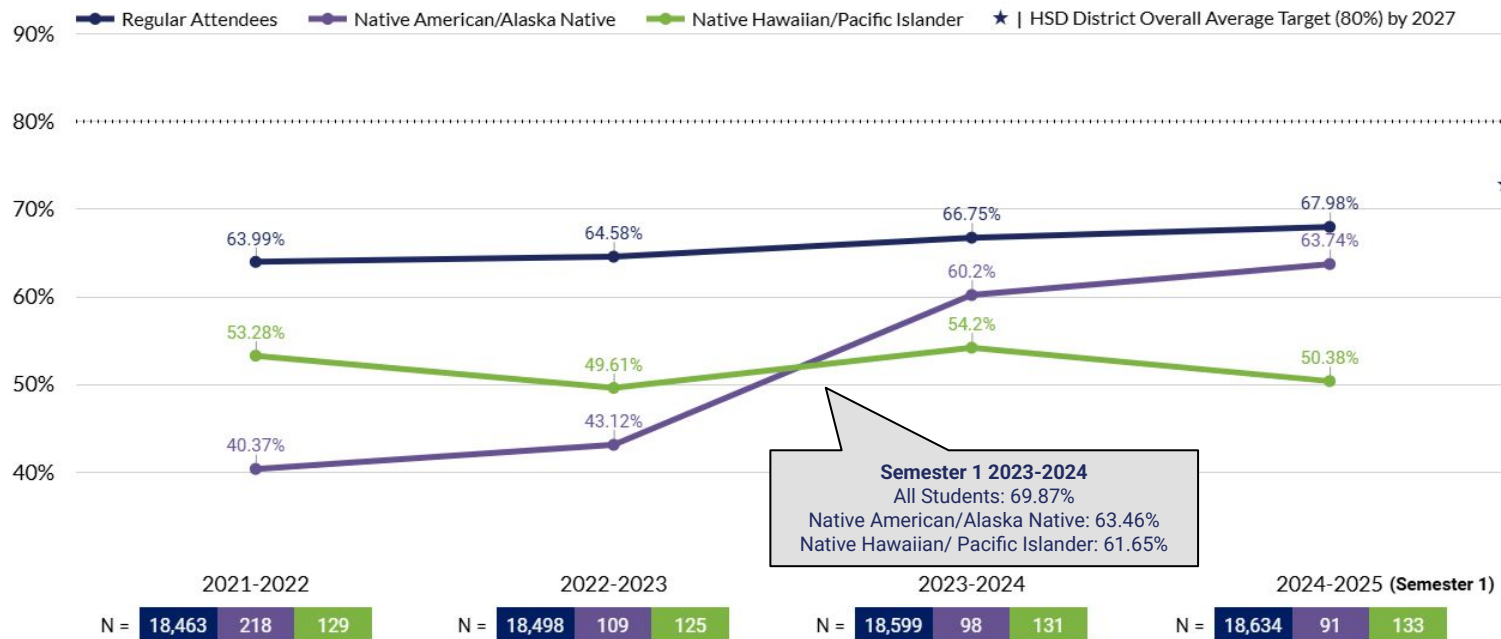




GOAL #2: Safe & Supported Learners

Universal Growth Target Metric: 2.B Increase the percentage of regular attendees (90% or better)

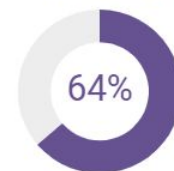
District Lead	Student Focal Group(s)	Data Source
Jenny Cary	- Native American/Alaska Native - Native Hawaiian/Pacific Islander	Synergy: DCA-Attendance



All Students 12,569
12,569 of 18,634 All Students



Native American/
Alaska Native 58
58 of 91 Total Students



Native Hawaiian/
Pacific Islander 66
66 of 131 Total Students





GOAL #2: Safe & Supported Learners

2.B★: Increase the percentage of regular attendees (90% or better)

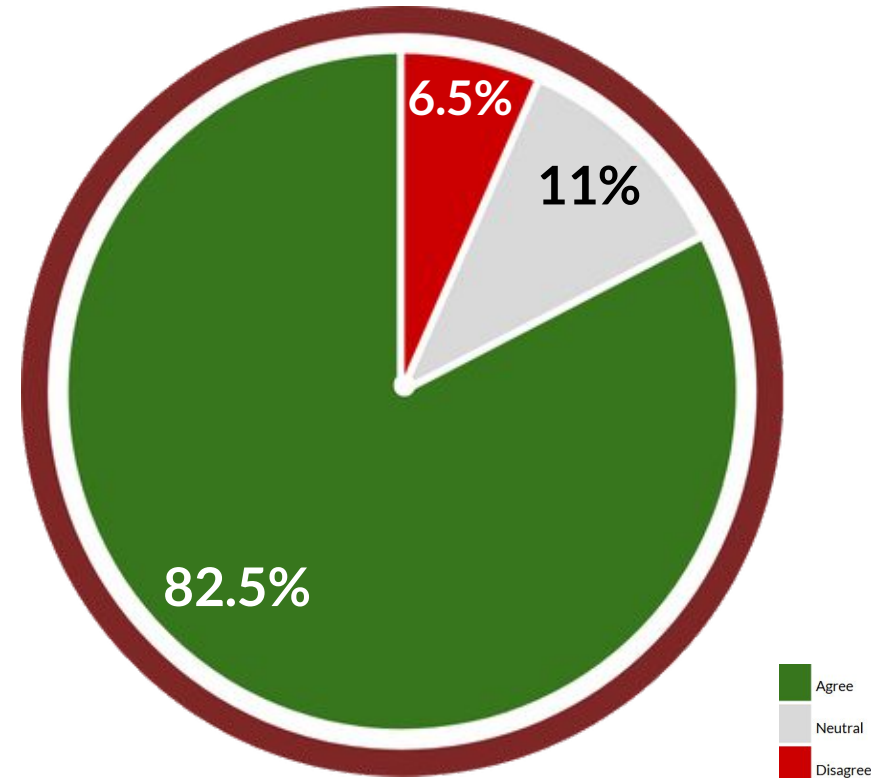
Updates on Key Strategies and Priorities:

- **Enhanced Data Systems & Monitoring** – Upgraded data systems now provide building-level teams with real-time, easily accessible attendance reports, reducing time spent on data aggregation and allowing for more direct student and family engagement.
- **Improved Infrastructure & Resources** – The district's attendance website has been updated with family communication materials and intervention resources, ensuring school teams have the tools needed to support attendance improvement efforts.
- **Root Cause-Focused Professional Development** – Administrators and leadership teams have engaged in targeted professional learning to better understand the root causes of absenteeism, leading to a more comprehensive wraparound approach to intervention and support.
- **Synergy MTSS Enhancements** – System updates now allow teams to track and address root cause barriers to attendance, improving the ability to monitor interventions and evaluate their impact over time.

GOAL 2: Safe & Supported Learners Survey Response Highlights

Attendance impacts my child's educational outcomes, and my child has the support needed to maintain regular school attendance

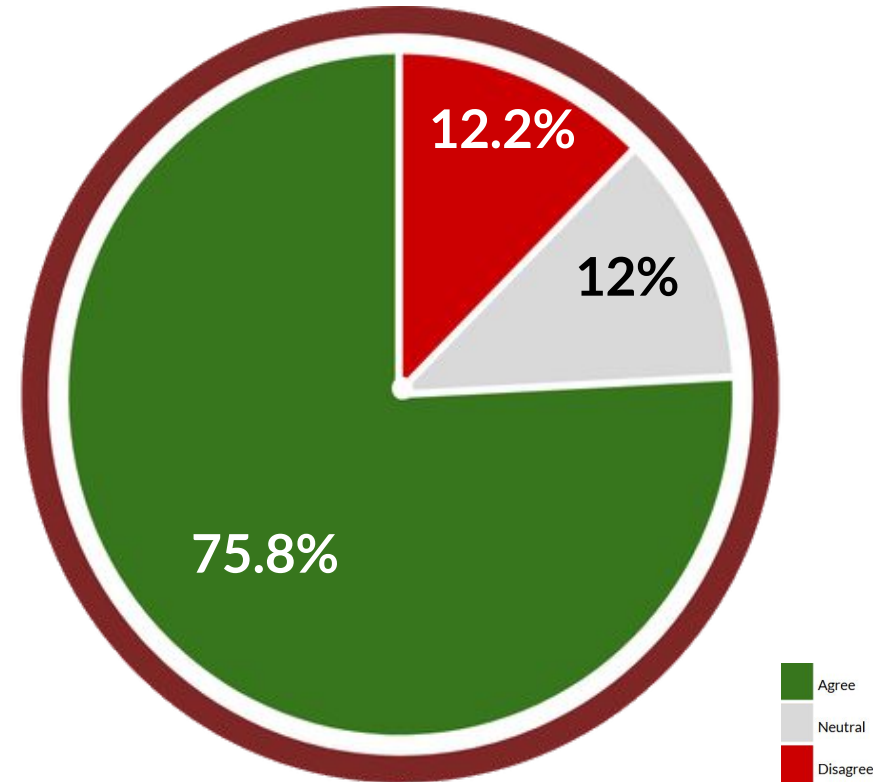
- “My child had trouble during Covid and subsequent years. Fortunately, matters have improved this year and now my child values the importance of showing up to school every day, on time..”
- “I try to motivate my student to go to school everyday because it is important that she doesn't miss school.”
- “My school has a united staff working to encourage students to maintain attendance”
- “My son has been struggling going to school as it is hard for him as he deals with dyslexia and ADHD. His teacher has worked with me to find solutions and an award system to encourage his desire to go and be on time.”
- “It feels like there are no consequences to tardiness and absenteeism other than natural ones of not passing classes. This puts more work on staff since there is then pressure to get these students passing as the semesters come to an end.”



GOAL 2: Safe & Supported Learners Survey Response Highlights

My child's school provides a safe and welcoming environment for all students

- “We have done a much better job with security and assessment of students in crisis.”
- “I do appreciate the safety protocols that are followed at school and appreciate the phone calls I get about updates or concerns.”
- “My family feel a sense of relief knowing that the school security is good and they keeping our kids safe..”
- “I love seeing staff at the front door when students arrive to welcome them to school. I also notice the neglected flower beds and trash that accumulates around the buildings.”
- “The safety features put in place are a good investment. We need more resources and funding for students with mental health needs..”
- “For the most part I feel that our school does provide a safe environment but the lack of discipline for cell phones can make our school less safe”

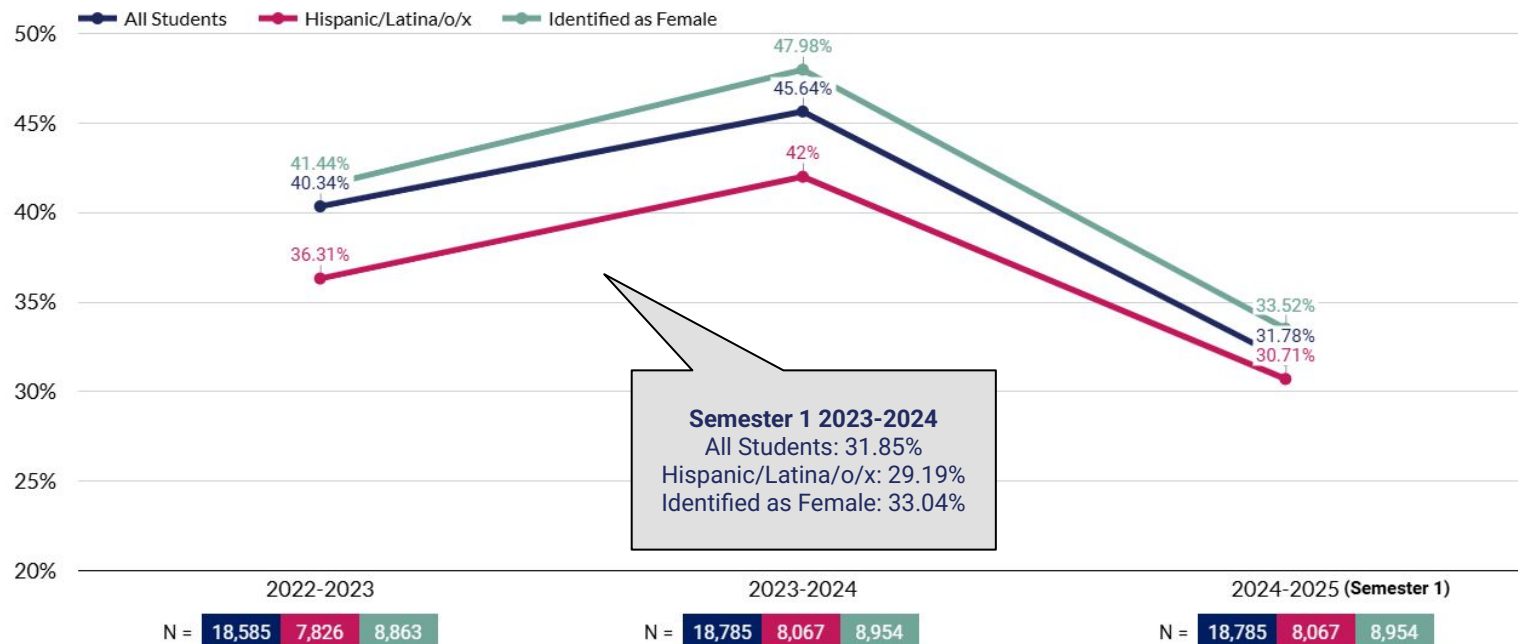




GOAL #3: Access & Opportunity

Universal Growth Target Metric 3.B.2: Increase the percentage of participants in extracurricular activities

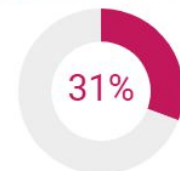
District Lead	Student Focal Group(s)	Data Source
Rian Petrick	- Hispanic/Latina/o/x - Identified as Female	Synergy: Extracurriculars



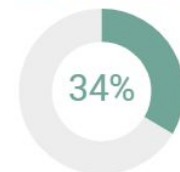
All Students 5,969
5,969 of 18,785 All Students



Hispanic/Latina/o/x 2,477
2,477 of 8,067 Total Students



Identified as Female 3,001
3,001 of 8,954 Total Students





GOAL #3: Access & Opportunity

3.B.2★ Demographic representation in extracurricular activities

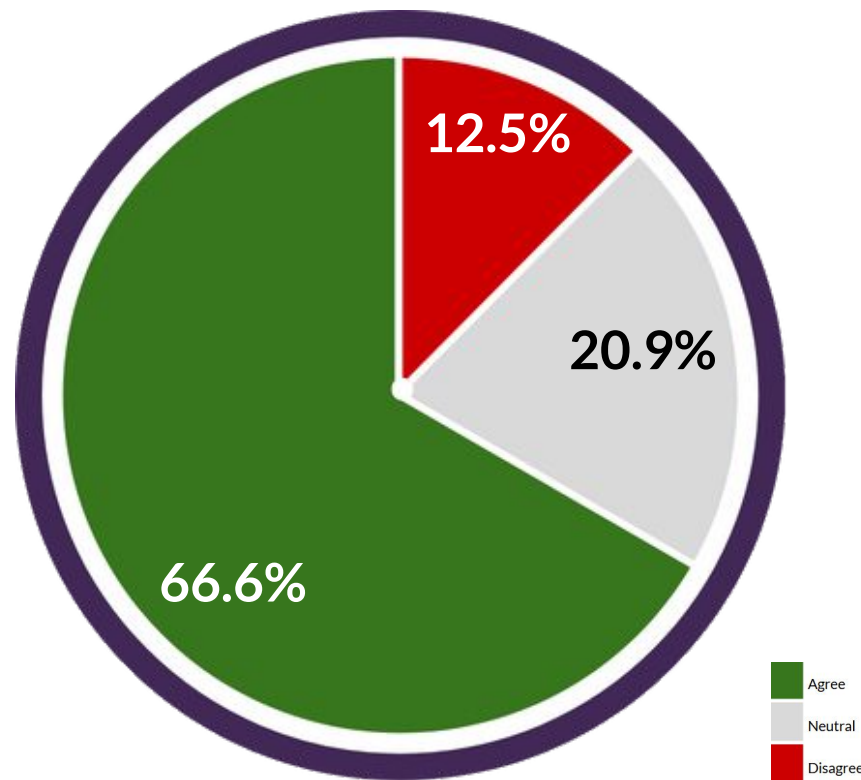
Updates on Key Strategies and Priorities:

- Schools continue to utilize “Choice Funds” to engage students in after school extracurricular opportunities. Elementary Schools (6K per) and Middle Schools (10K per) have created 113 varied programs to date in order to capitalize on student interest in the arts, athletics, academic support, academic enrichments, cultural, social, leadership, STEM, or various other areas of interest.
- We continue to focus and prioritize our Latino (a),(x) population with extracurricular opportunities in order to achieve participation levels that match their enrollment percentage. At our Title Schools we offer the Fall Get on the Bus Soccer program, Winter Ballet Folklórico programming and Spring Healthy Kids programming. Middle Schools and High Schools offer the Latino Youth Program and many offer Adelante Chicas. We continue to see an improvement in participation levels within HS OSAA.
- We continue to seek partnerships with local organizations to engage students in programming that we ourselves cannot offer. Examples include our Emerging Swimmers program with SHARC that has doubled in participation from a year ago with 160 new swimmers. We have also aided 186 qualifying students to sign up for a community activity of their choice.

GOAL 3: Access & Opportunity Survey Response Highlights

My school offers extracurricular activities that match my child's interests

- “We have chess club, running club, science clubs, battle of the books, many fun extra things for kids to participate in..”
- “The activities offered at school are wonderful, they have taught my student a lot..”
- “Because of the extra clubs funds offered, our elementary school has offered a number of after school activities. Unfortunately they do fill up quickly.”
- “The district does an amazing job making sure these activities are accessible with transportation and helping with fees but I still feel like some growth is needed in connecting students with activities ”
- “I think these extracurricular things must vary based on schools. I don't think all schools have all of these options..”
- “I feel like we could do a better job including families in the advertisement and sign up procedures for extra curricular activities however I am aware that there are a plethora of options if only people know how to access them.”

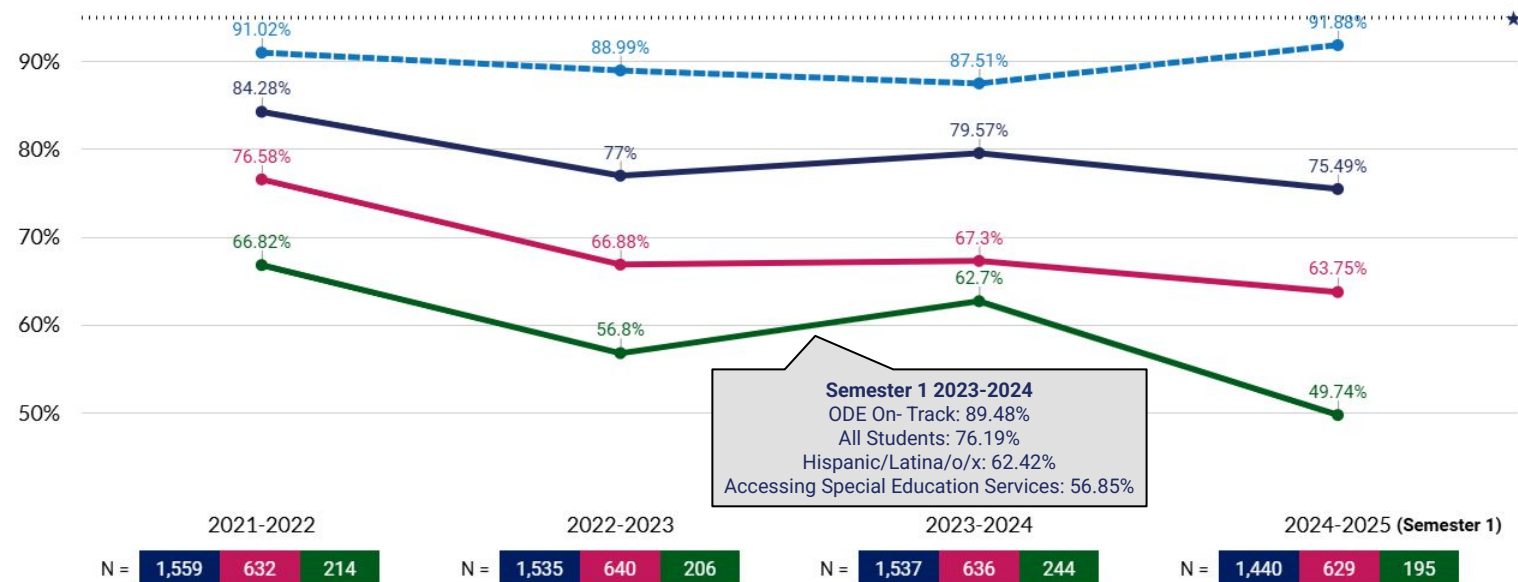


GOAL #4: Critical Thinking & Problem Solving

Universal Growth Target Metric 4.C: Increase the percentage of 9th graders on-track for graduation

District Lead	Student Focal Group(s)	Data Source
David Nieslanik	- Hispanic/Latina/o/x - Accessing Special Education Services	ODE & Synergy: Course History

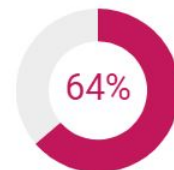
100%
 ODE On-Track HSD On-Track Hispanic/Latina/o/x Accessing Special Education Services ★ | HSD District Overall Average Target (95%) by 2027



All Students 1,087
 1,087 of 1,440 Total Students



Hispanic/Latina/o/x 401
 401 of 629 Total Students



Accessing Special Education Services 97
 97 of 195 Total Students





GOAL #4: Critical Thinking & Problem Solving

4.C★: % of high school students on-track for graduation

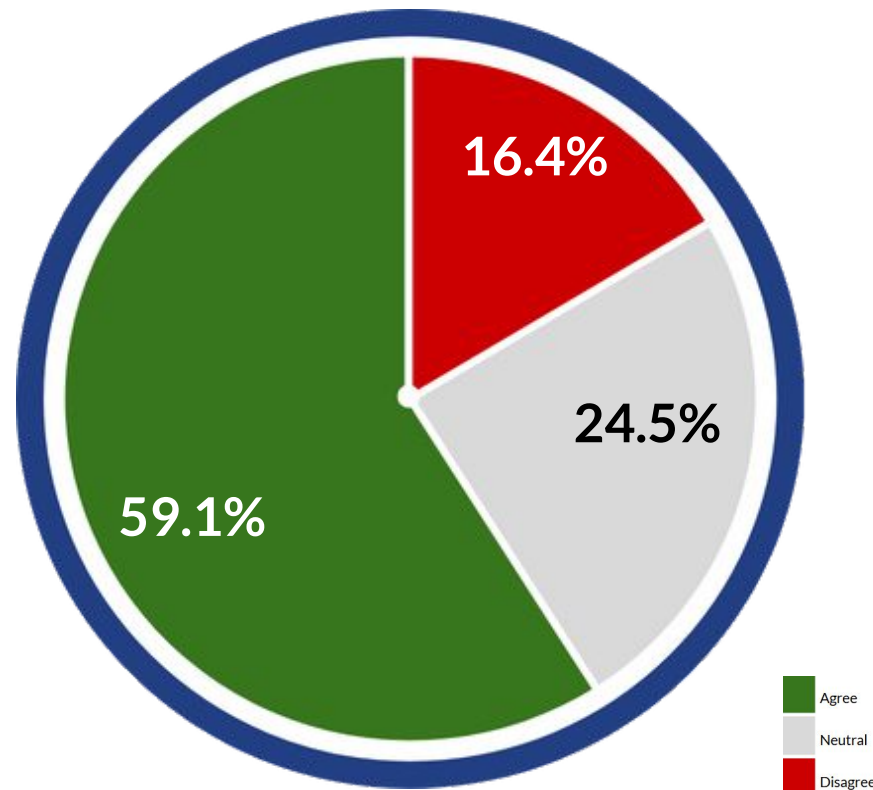
Updates on Key Strategies and Priorities:

- Expanded the Student, Support, & Systems On Track Teams (S3T) to include a more robust group of 9th grade and 10th grade educators
- S3T half day PD and Collaboration Focusing on improving systems like Kid Talks, Data Digs, and Grade Level Leadership Team to improve student outcomes
 - Meetings in August, September, & November
- All high schools are running regularly scheduled Kid Talk meetings focused on instructional practices and systems to best support students who are not currently on track
- Grade level teams at each high school engaged in data digs at the end of Q1 and Q2 to establish instructional goals in response to data with special attention to our student focal groups
- Grad coaches engaged in Communities of Practice to focus on supporting students and On Track Systems
 - Meetings in September & December

GOAL 4: Access & Opportunity Survey Response Highlights

My child receives the instruction and support necessary to demonstrate proficiency across content areas

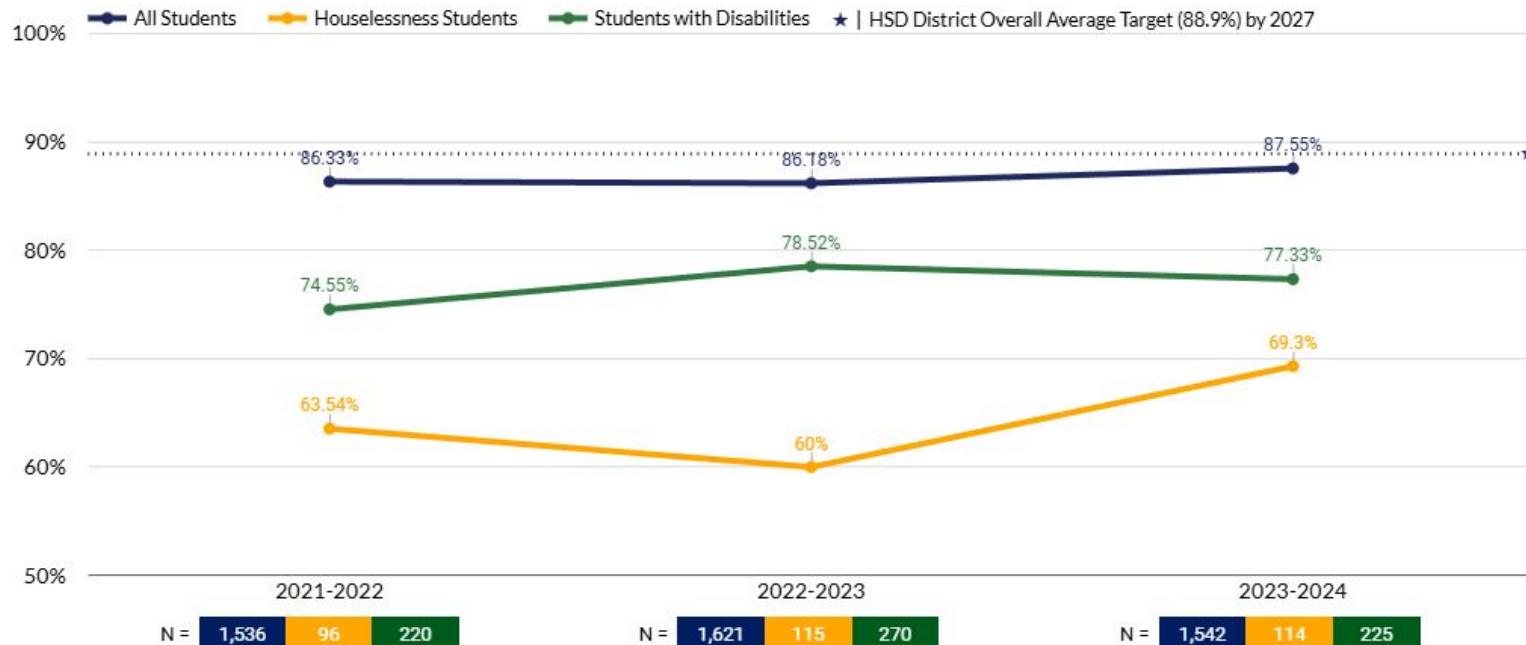
- “My son can easily tell me how they are learning so I feel confident they have the support they need to be proficient.”
- “My student has received great support during his reading & math class leading him to be more excited for school.”
- “The current math, ELA, Health, Science, and Social Studies adoptions are very helpful.”
- “Class sizes are too large and the choices students have with regards to graduation credit in different areas are very limiting.”
- “HSD must go beyond what the state requires and make a High School Diploma from HSD of value.”
- Teachers of blends in elementary need curriculum materials to use, to teach both grade levels in one classroom successfully without extensive prepping and planning and without always separating the students by grade level.



GOAL #5: Graduate Ready for Career, College & Life

Universal Growth Target Metric: 5.A.1 Increase the percentage of students achieving 4-year graduation

District Lead	Student Focal Group(s)	Data Source
David Nieslanik	- Experiencing Houselessness - Experiencing Foster Care - Accessing Special Education - Native American/Alaska Native	ODE Graduation Rates



All Students 1350
1350 of 1542 of Total Students



Experiencing Houselessness 79
79 of 114 of Total Students



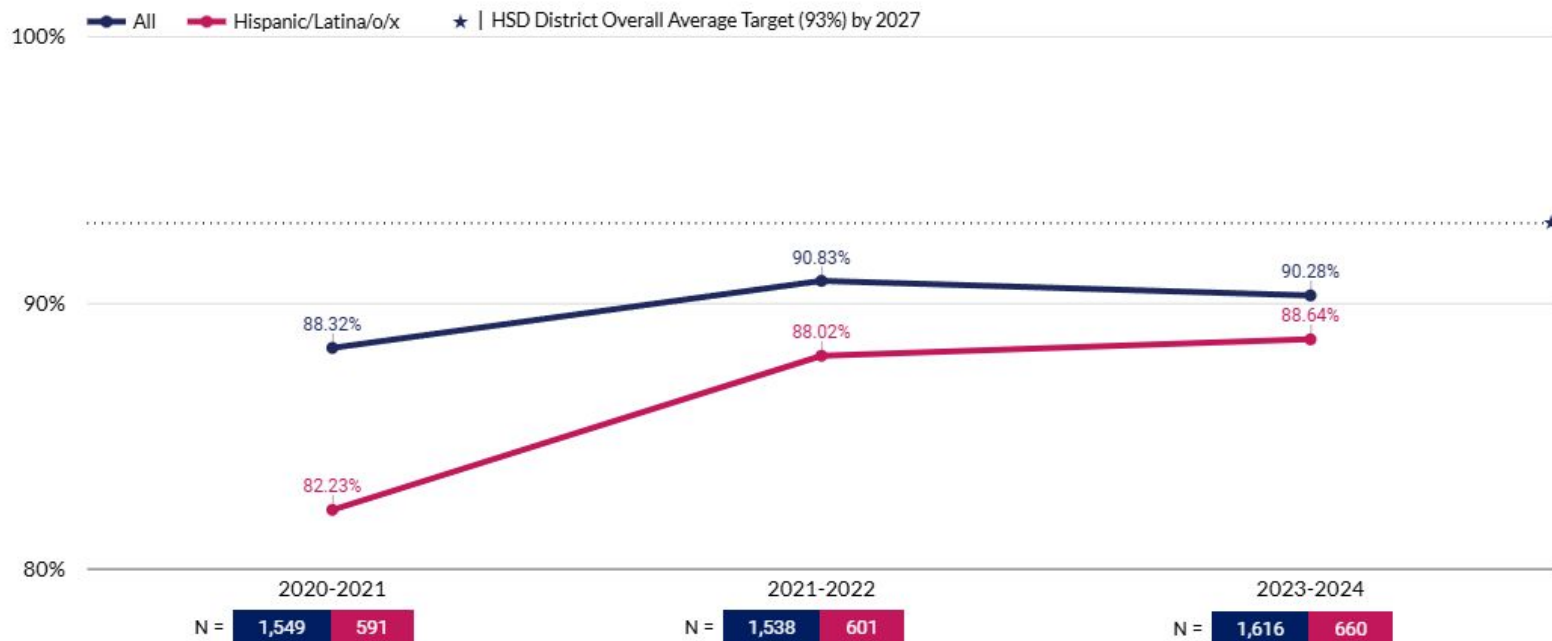
Accessing Special Education Services 174
174 of 225 of Total Students



GOAL #5: Graduate Ready for Career, College & Life

Universal Growth Target: 5.A.2 Increase the % of students achieving 5-year completion

District Lead	Student Focal Group(s)	Data Source
David Nieslanik	Hispanic/Latina/o/x	ODE Completer Rates



All Students 1,459

1,459 of 1,616 Total Students



Hispanic/
Latina/o/x

585

585 of 660 Total Students



Note: 5-Year completer data combines both 4-year graduates as well as those that used an additional year to earn a regular, modified, extended, adult high school diploma, or a GED from the same cohort of students that started high school together 5 years ago.



GOAL #5: Graduate Ready for Career, College & Life

Increase % of students achieving 4-year graduation & 5th Year Completion

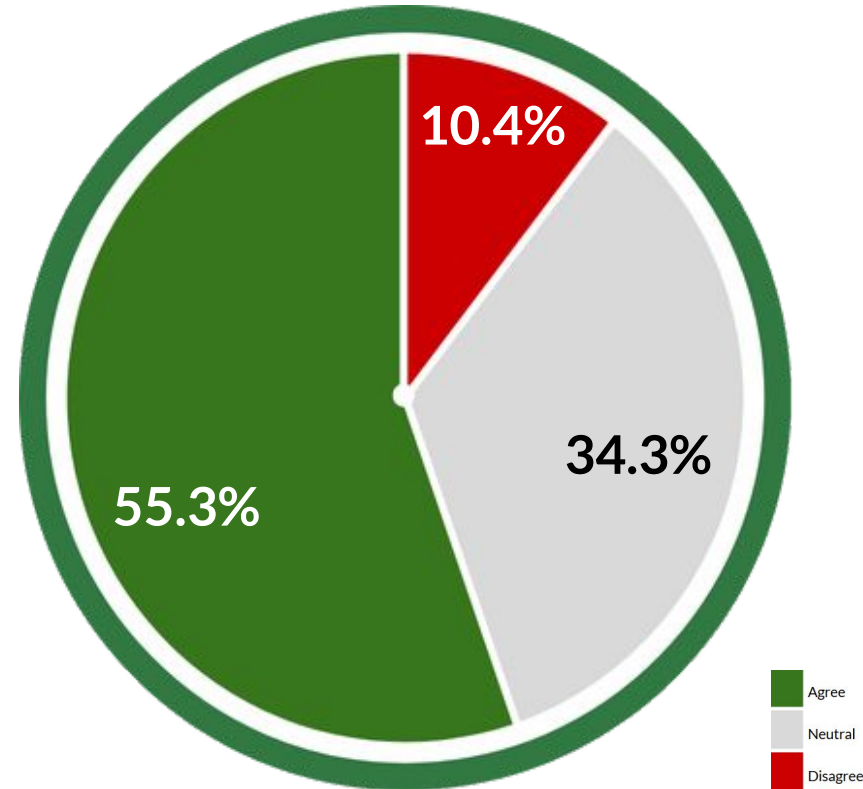
Updates on Key Strategies and Priorities:

- Developed Student, Support, & Systems On Track Teams (S3T) agendas and professional development to meet the needs of on-track teams.
- Built in Academic Options throughout the school year to provide credit recovery options.
- Robust Summer School Program at all high schools to help with credit attainment.
- Extensive outreach to families and students for disengaged students to re-engage at the comprehensive high school or at the Oak Street Campus.
- Purposeful programming and support in Diploma+ at Oak Street.
- Improved tracking systems and communication structures at each of the four comprehensive high schools.

Goal 5: Graduate Ready For Career, College & Life Survey Response Highlights

My child has access to coursework and enrichment opportunities that will prepare them for their next step after high school.

- “I appreciate the CCP as helping the kids think about their future and post-high school life and goals.”
- “I was skeptical about the CCP experience before my students went to high school (seems limiting having to choose one core area). However, I've changed my mind as both of my students have had real-world experiences that have better prepared them for life after school and gave them tools and skills they can use right away in following their career goals.”
- “Kids have an opportunity to fulfill their College and Career credits and they can take a variety of AP and dual credit classes.”
- “I believe this is true for my son in high school. I believe that in middle school they are not given as many opportunities. There are very limited electives.”
- “If a student KNOWS what pathway to take, excellent! If they don't know, they struggle to figure out how to change it and which courses to take if they are “allowed” to..”



Strategic Plan Next Steps

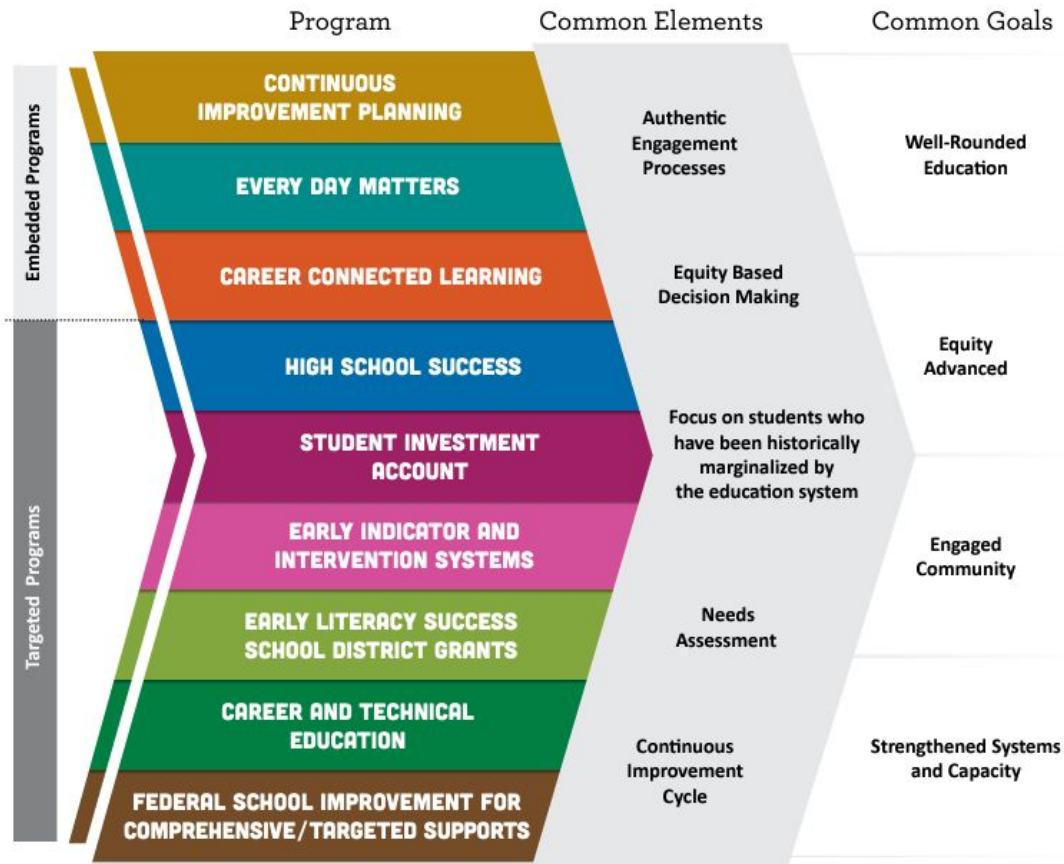
- One more Data Summit with all principals
- Student survey & focus groups
- OSP staff continue to implement their action plans
- Ongoing data monitoring
- Staff professional development based on data/feedback received throughout year 2
- Compilation of year 2 data on all goals
- Year 2 Accountability Report shared with Board at retreat in August 2025



Aligned Programs & Common Goals

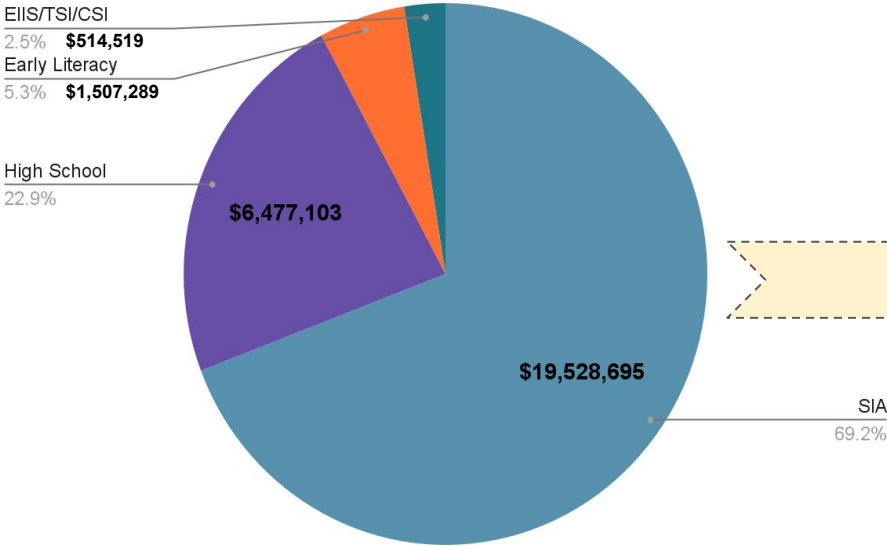
Part 2: The Integrated Guidance Program funding is directly aligned with our Strategic Plan goals.

Oregon Department of Education



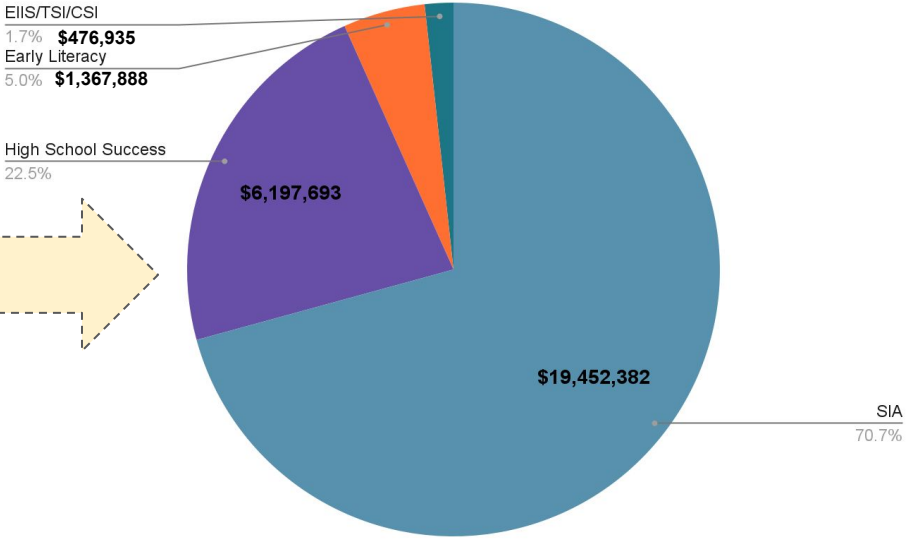
Integrated Guidance Grant Comparison

Yearly IG Grants 2024-25



\$28,027,606

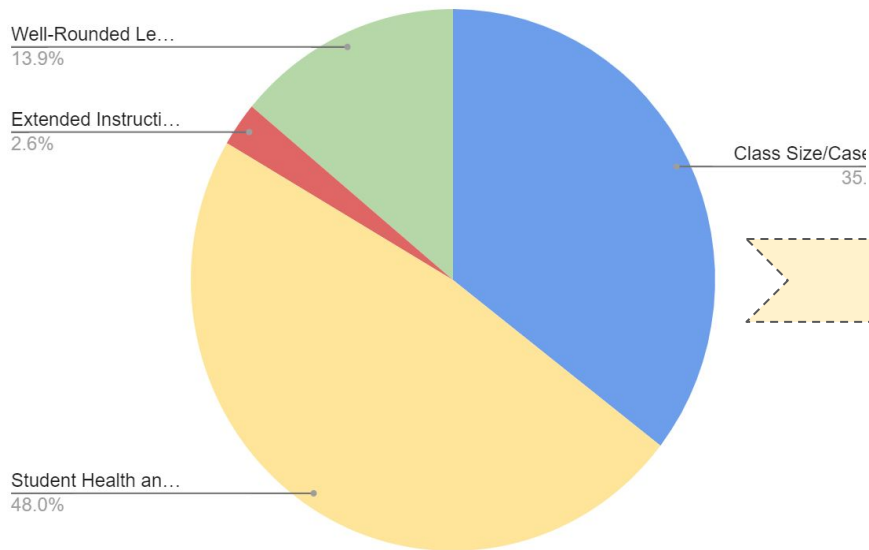
Yearly IG Grants 2025-26



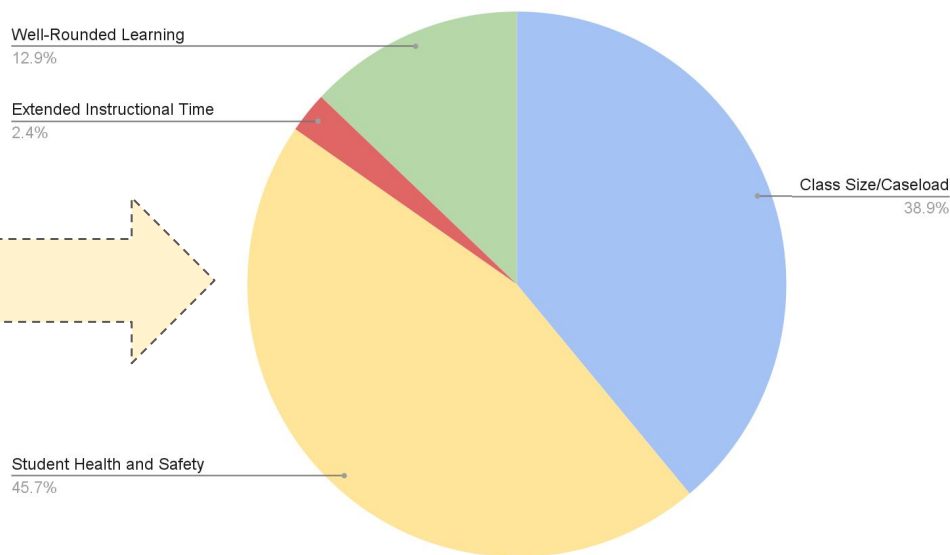
\$27,494,898

Grant Example: SIA Investment Comparison

SIA Investment for '23-25



SIA Investment for '25-27



Staffing cost increases also a factor even when FTE adjusted down

Braided Investments

outcomes and strategy	Proposed Activity	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Unbudgeted (Autocalculate):	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
S3	Sample	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--	Indirect/Administration						\$0.00
							\$0.00
E1, C4	CTE Classroom Teacher				\$1,118,644.10		\$1,118,644.10
C2, C4	CTE Classroom Teacher (Health Science Internship Program				\$22,603.59		\$22,603.59
E1	CTE Teacher Stipends				\$41,600.00		\$41,600.00
E3	CTE Industry Credentials & Certification Costs				\$15,600.00		\$15,600.00
E3	CTE Curriculum Fees associated with Simulations & Industry				\$5,200.00		\$5,200.00
E3	CTE Paid Student Internships				\$7,280.00		\$7,280.00
E3	CTE Licensed Exception Time for CTSOs				\$12,480.00		\$12,480.00
E3	CTE Student Fees Associated with CTSOs				\$2,080.00		\$2,080.00
E2	CTE Marketing & Communication Materials				\$11,060.71		\$11,060.71
E4	CTE Technology, Curriculum, and Equipment Upgrades				\$15,600.00		\$15,600.00
E4	CTE Middle School Career Action Lab Equipment & Consumables				\$15,600.00		\$15,600.00

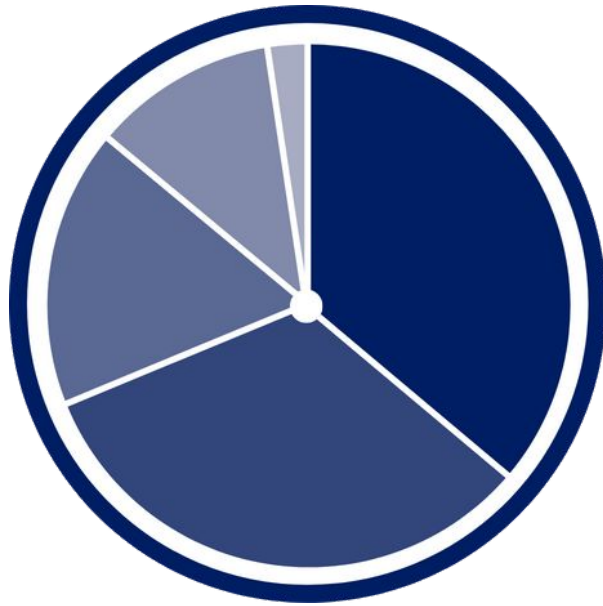
www.hsd.k12.or.us/about-us/accountability/integrated-guidance

Key Strategies and Priorities to Achieve our Intended Outcomes

1. Student Health and Safety
2. Grade level professional development and collaborations
3. Differentiated Learning Opportunities PK-21
4. Well-rounded Learning that includes industry and community partnerships
5. Tiered Planning & Budgeting allowing for nimble course changes that have been pre-considered but aren't within the current budget parameters.

Equity Lens, Tool(s) & Decision Making

Survey Promotion Methods with Corresponding Number of Respondents



345

School-based Communications

312

Family Outreach Liaisons

163

HSD Website

110

Student Focus Groups

23

Staff Newsletters

Part 3: Our strategic plan community feedback, also required and used for planning, is summarized in our Integrated Guidance application.

Integrated Guidance Application

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

(500 words or less)

Our needs assessment process began with a comprehensive gathering of student feedback through both a standardized survey and grade-band focus groups in the spring of 2022. The online survey was administered to students in grades 3-12 with the following participation: 3152 elementary students, 1535 middle school students, 2627 high school students. Focus groups were held virtually in this same time frame - there were three sessions for elementary students in grades 5 and 6, one session for middle school students in grades 7 and 8, and two sessions for high school students in grades 9 through 12 - moderated by an outside consultant. Survey responses and focus group feedback were compiled into a data booklet that was shared with our strategic planning teams. Data was disaggregated by grade level, gender, race and ethnicity. Students were asked a variety of questions about their perspective of their own readiness and ability to learn, school climate and culture, classmates' interactions with them, staff members' interest in and ability to support them, etc.

While the online survey was made available to all students, the students who participated in the focus groups were hand-selected to ensure there was broad representation across racial and ethnic groups, abilities, gender, and other factors.

District and state-level data on student outcomes and access was also gathered on nineteen different metrics, including attendance/absenteeism, discipline, achievement, availability of courses, graduation, and more. This data was also added to the data booklet for our strategic planning teams.

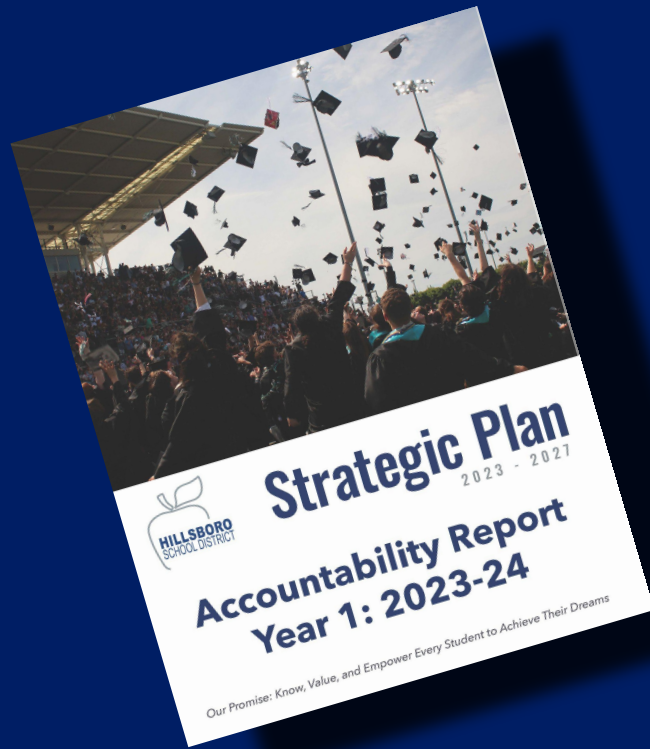
Cross-functional teams of district and school-level staff, parents, students, and community members comprised our main strategic planning teams: Core Team, Instructional Focus Team, Student Voice Team, Alignment Team. These teams spent dedicated time analyzing the data and reviewing best practices to begin fleshing out the key elements of our strategic plan. Along the way, information was shared with

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- ☒ Students of color
- ☒ Students with disabilities
- ☒ Students who are emerging bilinguals
- ☒ Students who identify as LGBTQ2SIA+
- ☒ Students navigating poverty, homelessness, and foster care
- ☒ Families of students of color
- ☒ Families of students with disabilities
- ☒ Families of students who are emerging bilinguals
- ☒ Families of students who identify as LGBTQ2SIA+
- ☒ Families of students navigating poverty, homelessness, and foster care
- ☒ Licensed staff (administrators, teachers, counselors, etc.)
- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☒ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☒ Tribal members (adults and youth)
- ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☒ Business community
- ☐ Regional Educator Networks (RENs)
- ☒ Local Community College Deans and Instructors; Local university deans and instructors
- ☒ Migrant Education and McKinney-Vento Coordinators
- ☒ Local Workforce Development and / or Chambers of Commerce
- ☐ CTE Regional Coordinators
- ☒ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- ☐ Justice Involved Youth
- ☒ Community leaders
- ☐ Other _____

How we understand success toward meeting our outcomes

- Progress toward our Strategic Plan goals year-over-year
- Ongoing engagement and feedback loops with constituent groups and focal groups
- Increasing number of constituents, particularly in priority student focal groups, reporting positive attitudes about the educational opportunities and environment in HSD
- Integration of learnings, feedback, and best practices to our action plans moving forward



Within the five goal areas identified in HSD's Strategic Plan, there are sub-goals that support each of the performance targets. Some are complex and more subjective in nature, and therefore do not easily lend themselves to an at-a-glance distillation to a single number. All are being tracked diligently by a team of staff, and for each one there are at least two priority focal groups of students for whom growth is most important. This data is available upon request to the School Board and public, as long as disclosure does not violate students' rights.

* Indicates Performance Target

	2022-23	2023-24
Goal Area #1: Success in the Early Years		
A. % of kindergartners who attend a licensed daycare or preschool	62.68%	62.01%
B.1 % of 3rd graders meeting/exceeding in reading	61.00%	63.17%
B.2 % of 3rd graders meeting/exceeding in writing	19.64%	16.13%
C. % of 4th graders meeting/exceeding in social-emotional learning skills	53.00%	58.24%
Goal Area #2: Safe and Supported Learners		
A. % of grades 5-12 students who respond favorably to statements on Student Survey regarding school safety	52.43%	52.73%
B. % of students reporting social-emotional learning skills	64.58%	64.73%
Goal Area #3: Access and Opportunity		
A. % of students who respond favorably to statements on Student Survey regarding school safety	3.86%	2.81%
B. % of students who respond favorably to statements on Student Survey regarding school safety	50.32%	46.75%
C. % of students who respond favorably to statements on Student Survey regarding school safety	40.34%	45.64%
Goal Area #4: Critical Thinking and Problem Solving		
A. % of students in grades 7-12 meeting core academic standards	90.9%	90.82%
B. % of students in grades 7-12 meeting core academic standards	23.45%	24.24%
Goal Area #5: Graduate Ready for Career, College, and Life		
A. % of students in grades 7-12 meeting core academic standards	62.95%	61.30%
B.1 % of seniors who demonstrate employability skills	90.97%	91.22%
B.2 % of seniors who demonstrate employability skills	98.99%	97.51%
C. % of long-term English learners achieving proficiency in grades 6-12	77.00%	79.57%
Goal Area #6: Graduate Ready for Career, College, and Life		
A. % of students in grades 7-12 meeting core academic standards	91.32%	91.26%
B. % of seniors who demonstrate employability skills	45.10%	37.71%
C. % of 9th graders on-track for graduation - HSD calculation: 3.5 of 4 credits in core	N/A	22.99%
Goal Area #7: Graduate Ready for Career, College, and Life		
A. % of students in grades 7-12 meeting core academic standards	86.37%	86.18%
B. % of seniors who demonstrate employability skills	83.32%	90.83%
C. % of students achieving career-related learning experiences and supports		
A. % of students achieving 4-year graduation		
B. % of students achieving 5-year graduation		
C. % of students achieving 6-year graduation		

*Percentage measures the disparity gap, positive growth indicated by shrinking percentage year-over-year.

For additional information, please visit our website: hillsboro.k12.or.us/strategicplan

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Part 4: This is how we communicate our Performance Growth Targets.



How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Integrated Program Performance Targets

Five Year Targets					
Four-Year Cohort Graduation Rate					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	86.7%	87.2%	87.8%	88.3%	88.8%
Stretch Target: All Students	87.0%	87.7%	88.5%	89.2%	90.0%
Gap Closing Target: All Focal Group Students	83.6%	84.9%	86.2%	87.5%	88.8%
Five-Year Cohort Completion					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	91.6%	91.9%	92.3%	92.6%	93.0%
Stretch Target: All Students	92.0%	92.7%	93.5%	94.2%	95.0%
Gap Closing Target: All Focal Group Students	88.6%	89.7%	90.8%	91.9%	93.0%
9th Grade On-Track					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	90.1%	91.3%	92.6%	93.8%	95.0%
Stretch Target: All Students	90.7%	92.5%	94.4%	96.2%	98.0%
Gap Closing Target: All Focal Group Students	87.0%	89.0%	91.0%	93.0%	95.0%
3rd Grade ELA Proficiency					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	45.0%	46.2%	47.5%	48.7%	50.0%
Stretch Target: All Students	46.0%	48.2%	50.5%	52.7%	55.0%
Gap Closing Target: All Focal Group Students	34.8%	38.6%	42.4%	46.2%	50.0%
Regular Attenders					
	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Baseline Target: All Students	71.0%	73.2%	75.5%	77.7%	80.0%
Stretch Target: All Students	72.0%	75.2%	78.5%	81.7%	85.0%
Gap Closing Target: All Focal Group Students	60.2%	65.1%	70.1%	75.0%	80.0%

Required Planning Processes for IG

- ✓ Use of an Equity Lens
- ✓ Community Engagement
- ✓ Comprehensive Needs Assessment
- ✓ Tribal Consultation(New for HSD)
- ✓ Potential Impact on Focal Students
- ✓ Development of a four-year plan with clear Outcomes, Strategies, and Activities
- ✓ The existing plan to review and revise
- ✓ Input from District Equity Committees
- ✓ Recommendations from the Quality Education Model (QEM)
- ✓ Recommendations from Statewide Student Success Act Plans
- ✓ Reviewing and Using Regional CTE Consortia Inputs

Thank You Core Planning Team Members!

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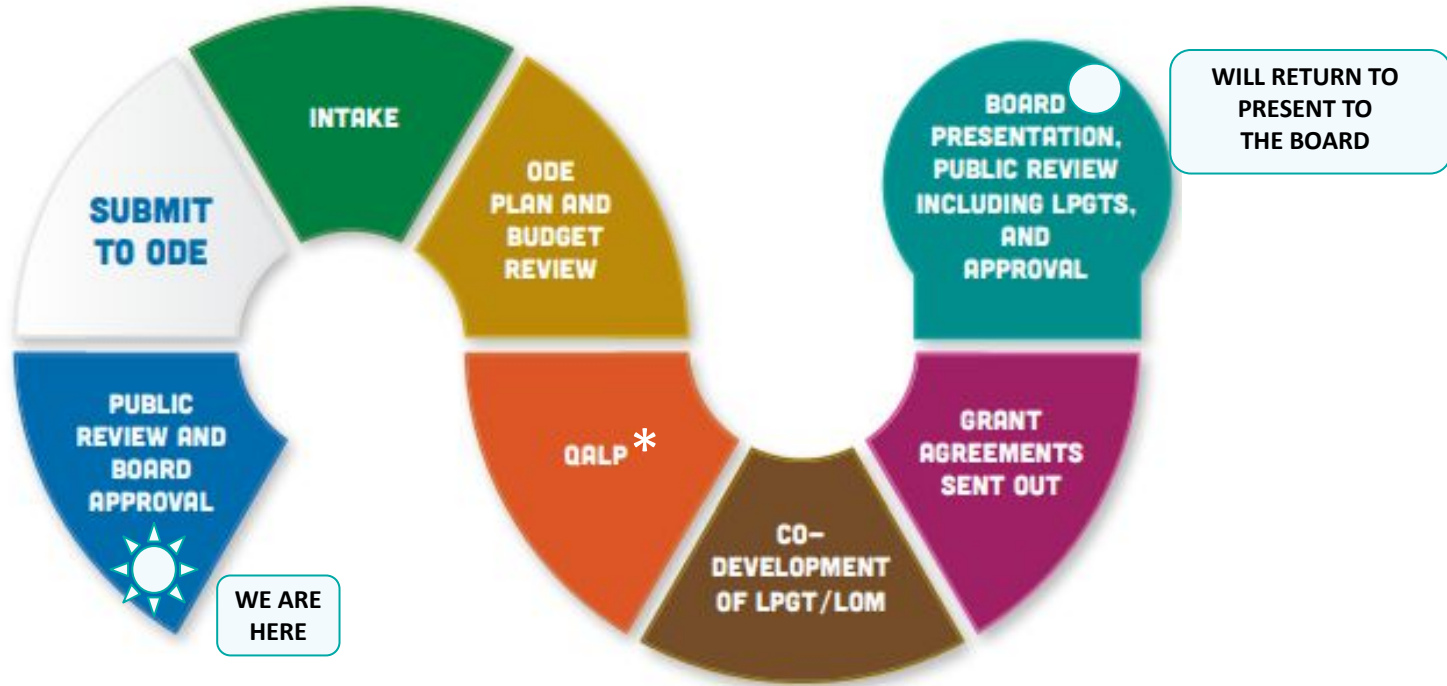
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Integrated Programs Next Steps



Questions and Comments



Glossary of Integrated Program Terms

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.