



School Improvement Plan

2025-2026

Purpose: The purpose of the School Improvement Plan (SIP) is to enhance student achievement and school performance by identifying areas for improvement and developing targeted strategies for those focused areas in support of students. In the Hillsboro School District, SIPs should address each school's unique needs based on data analysis and input from various constituent groups. At the same time, the SIPs should align with the district's strategic plan's universal and focused growth targets to ensure progress toward district wide [strategic plan goals](#). Regular monitoring and evaluation of SIPs is necessary to track progress, identify areas for plan improvement, and make strategic adjustments.

★**Tip:** Create [Student Learning Growth Goals](#) (SLGGs) that support the SIP and align with the Strategic Plan.

School Improvement Plan:

1. [School/Team Info](#)
 2. [Strategic Plan Alignment](#)
 3. [Collect & Analyze Data](#)
 4. [SMART Goals](#)
 5. [Communication](#)
 6. [Planning Guidance](#)
- * [FSI Designated Schools](#)

1. School/Team Info

School Site	Administrator
W.L. Henry Elementary School	Lisa Aguilar Fasel

Team Members: To be effective, admin should proactively seek out and embrace diverse voices and perspectives from across the school community.

Member Name	Role	Suggested Participants
Lisa Aguilar Fasel	Principal	
Shannon Karren	Educational Assistant	
Omar Garcia	Counselor	
Cary Martin	Climate & Culture/Student Success Coach	
Julie Olivas	ELD Specialist	
Dania Chavez	1st Grade Teacher/Biliteracy Coach	
Katie Vosicka	Biliteracy Coach/Parent	
Polly Showell	ERC Specialist	
Cecilia Dean	5th Grade Teacher/Equity Lead/Parent	
Liana Duran	5th/6th Grade Teacher/Parent	

HSD Strategic Plan Goals & Metrics 2023-2027

Every student will acquire the social-emotional readiness and foundational academic skills for future success.

- ## GOAL #2

Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports.

- ## GOAL #3

Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success.

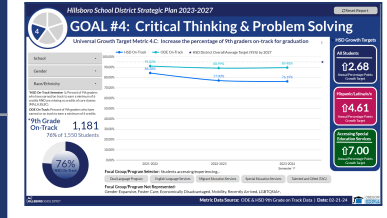
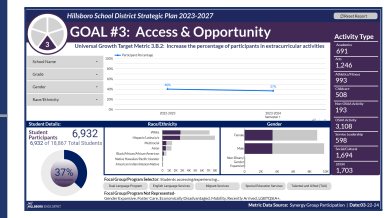
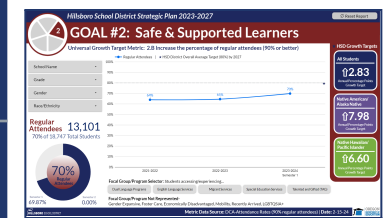
- ## GOAL #4

Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.

- ## GOAL #5

Every student will successfully navigate significant transitions with access to supports to graduate from high school ready for career, college and life.

- A. % of students achieving 4-year graduation & 5-year completion.
- B. % of students 9-12 enrolled in a career pathway, AP/IB, and Dual Credit courses, and students successfully completing a CCP.
- C. % of students accessing career-related learning experiences (Experiential Learning Opportunities, Internships, and Apprenticeships).

[illegible]

Strategic Plan Alignment: School Focus Areas 2025-26

HSD Focus Areas: Preparing Students for Career, College & Life

Focus	PLC	ES	MS	HS
CORE	Student Focused & Data Driven	- Math, Writing & Reading for Grade Level Achievement -Differentiated Instruction	-Standards Based Learning/ Equitable Grading Practices -Engagement -Differentiated Instruction	-Standards Based Learning/ Equitable Grading Practices -Course Outcomes & Rubrics -On Track Systems
Oregon tSEL		- CASEL Framework: Focus & Integration -3 Signature Practices	-CASEL Framework: Focus & Integration -3 Signature Practices	-CASEL Framework: Focus & Integration -3 Signature Practices
LANGUAGE		-Structured Scaffolds -Student Discourse -Focused and Integrated ELD	-Structured Scaffolds -Student Discourse -Focused and Integrated ELD	-Structured Scaffolds -Student Discourse -Focused and Integrated ELD

The Hillsboro School District promise: **Know, Value, and Empower** Every Student To Achieve Their Dreams

3. Collect & Analyze Data

Collect and Analyze the Data: What data informs your plan related to the district strategic plan and school needs? Collect all school and focal group student data on achievement, attendance, behavior, and participation, as well as gathering parent and student feedback through interviews, surveys, and participation. Analyze the data to identify areas of strength and areas in need of improvement.

Directions: Identify and prioritize 3-4 student-focused areas that need significant attention based on data analysis, constituent input, and the goals of the district and state. Identify key demographic groups (gender, race/ethnicity, other focal groups) that need targeted attention. Add your identified areas of focus to the table below. Use the drop-down options in the table to indicate the designated focus area in alignment to district goals and metrics, and select the key student focal groups that will be targeted for support within each area.

An example has been provided:

Identified Areas of Focus	Alignment	HSD Student Focal Groups		
		Gender	Race/Ethnicity	Groups/Programs
EXAMPLE: Attendance of High School Students	GOAL 2: Safe & S... ▾	Male ▾	Multiracial ▾	Students Accessing Spe... ▾
1.	★ School Specific ▾	All Students ▾	All Students ▾	All Students ▾
2.	★ School Specific ▾	All Students ▾	All Students ▾	All Students ▾
3.	★ School Specific ▾	All Students ▾	All Students ▾	All Students ▾
4.	★ School Specific ▾	All Students ▾	All Students ▾	All Students ▾
List Data Source(s):				

4. SMART Goals: Example

SMART Goals: A framework for setting well-defined goals that are Specific, Measurable, Attainable, Reasonable, Time-bound.

Directions: Create 3-5 student-focused SMART goals aligned to the strategic plan using the templates. Add additional rows for actions steps as needed.

Family Engagement: Include at least one family engagement strategy for one SMART goal.

SMART Goal: Example

By June 2026, we will increase our ELPA exit rate from _____% to _____%, an overall 4% increase.

HSD Strategic Plan Goal Alignment

GOAL 3: Access & Opportunity ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Routine use of scaffolds by teachers throughout the building, demonstrated by 95% of teachers using routinely	- Language Scaffolds Modules (from ELC/SLC) Training - Common Agreements	Case manager leads ALL teaching staff PD	Sep 19, 2025
2	Implementations of Systematic ELD curriculum	- Systematic ELD Curriculum Training for EL specialists - Constructing Meaning	Intermediate Teachers (4)	Oct 1, 2025 Nov 7, 2025 Jan 9, 2026
3	Student language goals with case managers	Goal Setting w/ Ellevation	Case Managers (2)	Sep 24, 2025
4	Collaborate with families quarterly in the setting/monitoring of individual student goals.	SLGG Goal Setting/ Collaboration	Case Manager, Family Liaison	Quarterly



Equity | Access | Engagement: Focused Guiding Questions

Consider the following questions in relation to educational equity and the planned action steps of the SMART goal:

- ☒ Whose voice is and isn't represented in this strategy?
- ☒ Who does this strategy benefit or burden?
- ☒ Is this strategy in alignment with the HSD Equity Policy?
- ☒ Does this strategy close or widen access, opportunity, and expectation gaps?

Family Engagement (required for at least one SIP SMART goal)

- ☒ Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
 1. What steps does the school take to remove barriers for families to participate?
 2. What is the plan for continuous family engagement throughout the year?

SMART Goal: #1

By June of 2026, 100% of students in our Dual Language classrooms will demonstrate one school year's growth in their writing proficiency in their primary language and make one year's growth in their second language (if they are at grade level in their L1) as evidenced by work samples scored with the HSD Writing Rubric collected in October 2025 - May 2026.

HSD Strategic Plan Goal Alignment

GOAL 1: Success in the Early Years ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Teachers will implement writing assessment pieces and grade them using a common rubric. Continued monthly PLCs where coaches and specialists will work alongside classroom teachers in order to analyze literacy data, with a focus on writing, and develop actionable steps to use data driven instruction.	Monthly hour long PLCs Quarterly ½ day PLCs	Lisa Aguilar Fasel Katie Vosicka Dania Chavez Cary Martin	TBD
2	Biliteracy coaches will continue to provide literacy professional development in Spanish and English for classroom teachers and educational assistants. The emphasis will be on writing.	How to Best Use the HSD Writing Rubric Writing instructional strategies	Katie Vosicka Dania Chavez	TBD
3	Writing will be emphasized and supported across the curriculum, including PE and Music. Flashlight Learning will be used with all students in 3rd - 6th grades to support writing aligned to content.	Review of writing genres and agreements of writing samples using the HSD Writing Rubric Flashlight Learning PD	Katie Vosicka Andy w/ Flashlight Learning	TBD
4	Teachers will have opportunities to participate in peer observations during whole/small group literacy instruction.	Peer Observation Protocol	Lisa Aguilar Fasel Dania Chavez Katie Vosicka	TBD
5	Principal, Student Success Coach and Counselor will continue to provide explicit guidance on the implementation and documentation of the ActionTeam, Intervention and SSP Process and meeting schedule.	MTSS - Review of Interventions and Documentation Steps of an Action Team Steps of an SST	Lisa Aguilar Fasel Cary Martin Omar Garcia Katie Vosicka Dania Chavez	TBD



Equity | Access | Engagement: Focused Guiding Questions

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Family Engagement (required for at least one SIP SMART goal)

- ☐ Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
 1. What steps does the school take to remove barriers for families to participate?
 2. What is the plan for continuous family engagement throughout the year?

SMART Goal: #2

By May of 2026, each student will show growth in their understanding and application of the CASEL 5 competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making) and tSEL as evidenced by a teacher created (in their PLCs) rubric administered in October of 2025 and May of 2026.

HSD Strategic Plan Goal Alignment

GOAL 1: Success in the Early Years ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Climate and Culture Team supporting continual staff development around school wide systems and universal supports especially with moving to a full neighborhood school model.	Knowing students strengths & needs Understanding how to support students with special needs, specifically experiencing ADD/ADHS and autism Book Study - Everybody's Classroom - Differentiating for the Shared and Unique Needs of Diverse Students by Carol Ann Tomlinson	Lisa Aguilar Fasel Cary Martin Omar Garcia Classroom teachers, coaches, specialists and educational assistants	Monthly beginning August 25, 2025
2	Continued Morning Meetings with a new focus on the connections between CASEL, t-SEL and the 5 Dimensions of Learning.	Reviewing the CASEL competencies, tSEL and 5 Ds of Teaching and Learning in order to align them and plan on how to implement the connections during Morning Meetings	Lisa Aguilar Fasel Cary Martin Omar Garcia	Beginning during Inservice, August 2025 and carried throughout the year in Academic Seminars, exact dates TBD
3	SSC, Wellness Instructor and Counselor providing lessons around tSEL standards.	CASEL Compendiums Peaceful Area tSEL monthly lessons Counselor's lessons	Cary Martin Omar Garcia Jessica Rivera	TBD
4	Focusing on the Student Engagement component of the 5Ds specifically: Intellectual Work - Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students	Deep dive PD into the 5Ds component of Student Engagement combined with quarterly ½ Day PLCs to support the alignment of tSEL and academic (writing) goals.	Lisa Aguilar Fasel Cary Martin Katie Vosicka Dania Chavez Classroom teachers, coaches and specialists	TBD

	take ownership of their learning to develop, test and refine their thinking. Engagement Strategies - Engagement strategies capitalize on and build upon students' academic background, life experiences, cultures and language to support rigorous and culturally relevant learning. Student Talk - Student talk embodies substantive and intellectual thinking.			
5	Continuing to focus on the Classroom Environment and Culture component of the 5Ds specifically: - Classroom systems and routines facilitate student responsibility, ownership and independence. - Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. - Classroom norms encourage risk-taking, collaboration and respect for thinking.	Deep dive PD into the 5Ds component of Classroom Environment and Culture combined with quarterly ½ Day PLCs to support the alignment of tSEL and academic (writing) goals.	Lisa Aguilar Fasel Cary Martin Katie Vosicka Dania Chavez Classroom teachers, coaches and specialists	TBD



Equity | Access | Engagement: Focused Guiding Questions

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- ☐ Is this strategy in alignment with the HSD Equity Policy?
- ☐ Does this strategy close or widen access, opportunity, and expectation gaps?

Family Engagement (required for at least one SIP SMART goal)

- ☐ Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
 1. What steps does the school take to remove barriers for families to participate?
 2. What is the plan for continuous family engagement throughout the year?

SMART Goal: #3

By June of 2026, the overall average of students in K - 6 will improve from 69.8% attendance to 74% or higher. Students with chronic absentee rates (under 90%) will improve from an average of ____ to 90% or higher.

HSD Strategic Plan Goal Alignment

GOAL 2: Safe & Supported Learners ▾

<u>Action Steps</u>		<u>Professional Development</u>	<u>Designated Staff</u>	<u>Timeline/Dates</u>
1	Parent/guardian partnerships developed consistently throughout the school year by staff being visible and accessible.	Family Connection Day	Omar Garcia Lisa Aguilar Fasel David Gottesman	August 26, 2024 Ongoing
2	Extra parent/guardian phone calls and home visits to support consistent attendance and positive phone calls home.	Helping teachers with talking points as needed	Omar Garcia Lisa Aguilar Fasel Cary Martin All licensed staff	Ongoing
3	Monthly Cafecito (Coffee) w/ the Principal Gatherings (in the morning and in the evening)	Principal meeting w/ liaison and counselor to review content	Lisa Aguilar Fasel Omar Garcia David Gottesman	TBD
4	Working with students to support their role in their school attendance and provide what they need.	Counselor meetings	Lisa Aguilar Fasel Cary Martin Omar Garcia Brenda Aguilar Janice Faccio Rivera	Ongoing
5	Family Engagement Evening Events (Meet the Teacher/Ice Cream Social, Conferences, STEAM Nights, Literacy Night, Physical Education Night, Spring Celebration/Open House, etc.)		Lisa Aguilar Fasel Janice Faccio Rivera All Educators Cary Martin Katie Vosicka Alex Hauter	



Equity | Access | Engagement: Focused Guiding Questions

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Family Engagement (required for at least one SIP SMART goal)

- ☐ Check box if goal fulfills Federal Programs requirement. Add details to the action step to ensure grant compliance.
 1. What steps does the school take to remove barriers for families to participate?
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5. Communication

Communication Plan: Communicating school improvement plans with staff and constituents is essential as it promotes collaboration, transparency, engagement, accountability, and continuous improvement. It allows for everyone to work together towards achieving the goals of the improvement plan, fosters transparency in decision-making, promotes constituent engagement, holds all everyone accountable for their responsibilities, and allows for continuous improvement through feedback and suggestions.

Directions: Create an overview/elevator speech of SIP for staff and other constituent groups eg. parent night, PACs.

An example template is provided:

1. **Introduction:** Start with a strong and attention-grabbing opening statement. For example, "As a school community, we are committed to providing the best possible education for our students."
2. **The problem:** Identify the problem that your school is facing. For example, "Unfortunately, our test scores have been lower than we would like, and we have noticed a decrease in student engagement and motivation."
3. **The solution:** Briefly explain the plan that your school has developed to address the problem. For example, "To address these issues, we have developed a comprehensive school improvement plan that includes targeted interventions to improve student learning and engagement."
4. **Action steps:** Outline the specific action steps that your school will take to implement the improvement plan. For example, "We will be providing professional development for our teachers to improve their instructional practices, implementing student-centered learning strategies, and increasing access to technology."
5. **The expected outcome:** Describe the expected outcome of your school improvement plan. For example, "We are confident that these efforts will lead to improved academic achievement, increased student engagement and motivation, and a more positive school culture overall."
6. **Call to action:** Encourage your listeners to support your school improvement efforts. For example, "We are committed to working hard to improve our school and we would greatly appreciate your support as we work towards our goal of providing the best possible education for our students."
7. **Conclusion:** End your elevator speech with a memorable and positive statement. For example, "Thank you for your time and support. We are excited about the future of our school and the positive changes that are to come."

6. Planning Guidance: School Improvement Plan

The following resources have been curated to inform and support the work of creating individual school improvement plans in alignment with the HSD strategic plan and student learning and growth goal requirements.

HSD Strategic Plan Goals

- [Strategic Plan Overview](#)
- [Strategic Plan Accountability Report - Hillsboro School District](#)
- [Strategic Plan Goals & Metrics: Admin](#)
- [Strategic Plan Almanac](#)

HSD Student Focal Groups

- Crosswalk of ODE/HSD student demographic terms for student data reporting and target focal groups: [ODE/HSD Terms Crosswalk-Draft](#)
- ODE's Integrated Guidance and information on targeted universalism and student focal groups (p. 22): [ODE EII Integrated Guidance.pdf](#)

Student Learning Growth Goals (SLGG)

A Student Learning Growth Goal (SLGG) is a specific and measurable academic goal that a student is expected to achieve within a defined period of time. It is based on the student's current level of academic achievement and is designed to promote continuous academic growth. These goals can be based on a variety of academic areas such as reading, writing, mathematics, science, and social studies, and may incorporate both content knowledge and skills. The purpose of a student learning growth goal is to provide a clear target for academic improvement, motivate the student to engage in focused learning activities, and provide a means to measure progress towards academic growth.

- [Administrator Goal Review Form, Worksheet](#)
- [Licensed Goal Review Form, Worksheet](#)

SMART Goals

SMART goals are a framework for setting and achieving goals that are **Specific, Measurable, Attainable, Reasonable, Time-bound**. Each letter in the acronym SMART represents a different aspect of a well-defined goal:

Specific: Goals should be clear, well-defined and tied to student outcomes. They should answer the questions of who, what, when, where, and why. A specific goal will help you focus your efforts and make it easier to measure progress.

Measurable: Goals should be measurable so that you can track your progress and determine whether you have achieved your objective. Measuring your progress will also help you stay motivated and identify areas where you need to improve.

Achievable: Goals should be challenging but achievable. Set goals that require you to stretch yourself, but also make sure that they are realistic and achievable with the resources and time available to you.

Relevant: Goals should be relevant to your overall objectives and aligned with your values. Make sure that your goals are consistent with your personal and professional aspirations and will contribute to your long-term success.

Time-bound: Goals should have a deadline or timeframe for completion. This will help you stay on track and provide motivation to achieve your goal within a specific timeframe.

Example of SMART goal:

By June 2026, there will be a 5% increase in regular attendance (from 75% to 80%) for students accessing special education services (90%+ attendance).

By *date*, there will be an *increase/decrease/etc* of *number/percentage* for *student focal group*.

Action Steps

Consider academic seminars, book studies or articles, conferences, training, PLCs, coaching cycles, TeachFlix videos, district support staff/coaching, required training with roving subs etc. with the overlay of equity through all.

Focus on Equity

Equity | Access | Engagement Lens: Equity Focused Guiding Questions

- Whose voice is and isn't represented in this strategy?
- Who does this strategy benefit or burden?
- Is this strategy in alignment with the HSD Equity Policy?
- Does this strategy close or widen access, opportunity, and expectation gaps?

Family Engagement

The Every Student Succeeds Act (ESSA) includes provisions that will help to ensure success for students and schools. Engaging families in the education process is one of these provisions. Engaging with families is a critical component to school planning and meeting school goals. Families, parents and guardians should be included in the planning process of the schoolwide plan and in other federally funded activities.

Our district-wide strategy for Family Engagement is to develop stronger partnerships with families and community partners in order to increase their involvement and engagement in the education of their children, develop trust, reduce isolation, and improve student achievement.

1. Who was involved in the development of the plan? - parent names must be included
2. What steps does the school take to remove barriers to participation?
3. What is the plan for continuous engagement throughout the year?

Designated Staff

Include key staff members responsible for leading and/or supporting the work of the SMART goals. Ensure that the team includes voices with diverse lived experiences.

Timeline/Dates

2025-26 District Calendar

Academic Seminar Planning Sheet 2025-26

Set specific quarterly dates and times for:

- Implementation of strategies and action steps
- Monitoring and evaluation plan to track progress
- Identification of benchmarks and indicators of success