



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
Eastwood	Jose Barraza

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
Jose Barraza	Principal	
Juana Luna	Instructional Coach	
Caitlin Douangmala	EL Coach	
Liliana Jimenez	Student Success Coach/EL teacher	
Tim Wright	1/2 grade teacher	
Wendy Saxton	SLP	
Chris Lindley	6th grade teacher	
Andrew Bunting	3/4 grade teacher	
Bianca Rodriguez	Counselor	

2. Strategic Plan Alignment: Goals & Metrics

HSD Strategic Plan Goals & Metrics 2023-2027

GOAL #1

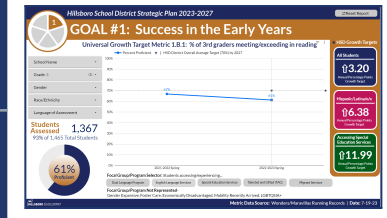


Success in the Early Years

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

- A. % of kindergarteners who attended a licensed daycare or preschool
- B. % of 3rd graders meeting/exceeding in reading, math, and writing.
- C. % of 4th graders self reporting social-emotional learning skills

Growth Targets



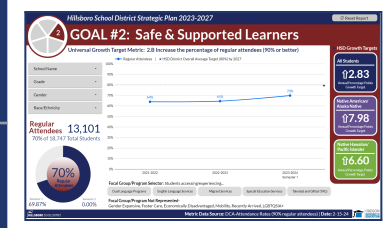
GOAL #2



Safe & Supported Learners

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

- A. % of 5-12 grade students who respond favorably to statements on Student Survey regarding safe and welcoming schools, belonging at school, and students treating one another with respect.
- B. Attendance rates (90% regular attendees)



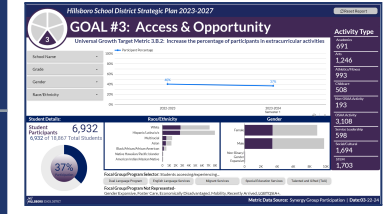
GOAL #3



Access & Opportunity

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

- A. Reduce the disparity of disciplinary referrals, suspensions and expulsions.
- B. Demographic representation in college-level opportunities, extracurriculars, and career pathways.
- C. Increase the % of students who have been active English learners for 5+ years achieving language proficiency in grades 6-12



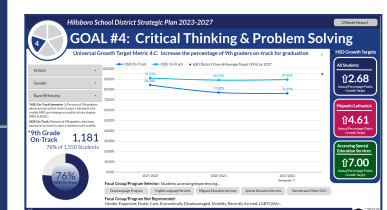
GOAL #4



Critical Thinking & Problem Solving

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

- A. % of students in grades 7-12 meeting core academic standards.
- B. % of seniors who demonstrate employability skills.
- C. % of high school students on-track for graduation.



GOAL #5



Graduate Ready for Career, College and Life

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).



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 ELD/Writing

Proficiency levels in 3rd/4th will demonstrate growth in the area of writing by at least one level using formal and informal writing using our district writing rubric.

HSD Strategic Plan Goal Alignment

GOAL 1: Success in the Early Years ▾

<u>Action Steps</u>		Professional Development	<u>Designated Staff</u>	<u>Timeline/Dates</u>
1	At least 10 minutes of ELD Language Log writing.	Admin ensures IA's are in classrooms for all of small group and ELD time.	Principal, EL Coaches, Teacher Leaders, classroom teachers	
2	Use different models and writing strategies.	Accountability and participation for the more reserved students	Principal, EL Coaches, Teacher Leaders, classroom teachers	
3	Writing time in literacy/WIN	*Utilizing W/M writing scope/sequence, Modeling writing, Student feedback on writing	Principal, Coaches, Teacher Leaders, classroom teachers	
4	Student writing time (free choice, dry erase)	HSD Writing scope/sequence	Principal, EL Coaches, Teacher Leaders, classroom teachers	
5	Using district writing pacing guide to have 3 student writing samples.		Principal, EL Coaches, Teacher Leaders, classroom teachers	



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?

Teacher Notes:

*Implementing writing every other day during ELD.

*Time used to catch up on Phonics and RR. 1st/2nd grade not a lot of writing is taking place because there is no WIN time and depending on the time of day. However, during Wonders time writing is taking place. Guided and independent.

*Pacing guide not in Spanish

*why not include SLD for an improvement plan?

*5th/6th using writing rubrics focus on sentence structure and full on essay structure.

*1/2 words on the tongue more than writing. Writing sentences for 3rd/ hate language logs they are too small/ switch back to ELD lessons twice a day.

*3/4 using wonders writing Math story problems, 3rd/

*K: support students to write about their pictures instead of

*support during writing time to assist in differentiating

*implementing and taking from ELD to integrate in the classroom

*Not enough clear expectations of writing and have someone give direct instructions on how to implement our writing curriculum.

SMART Goal: #2 Reading

1st through 6th grade students will make progress in reading and will increase achievement by 1 years growth in all student groups as evidenced by Running Records

HSD Strategic Plan Goal Alignment

GOAL 1: Success in the Early Years ▾

<u>Action Steps</u>		<u>Professional Development</u>	<u>Designated Staff</u>	<u>Timeline/Dates</u>
1	Ensuring all teachers have support they need for district mandated curriculums and appropriate interventions.	Wonders/Maravillas PD	Principal, Teacher Leaders, Instructional Coaches	quarterly
2	Data driven small lit. groups daily	*Focus on Schedule / scope and sequence	Principal, Grade Level Teacher Leaders,	PLC's
3	Maximize small group time, intentionally staffed.	Classified PD PD on district approved tools	Principal, Teacher Leaders, classroom teachers, Coaches	Fall/PLC's
4a	K-2: foundational skills taught consistently (UFLI whole group daily)	PD on phonics and morphology for classroom teachers and IAs, reviewed throughout the year	Principal, Teacher Leaders, classroom teachers	daily and quarterly check ins, PLC's
4b	3-6: focus on vocabulary and/or comprehension	more PD and focus	Principal, Teacher Leaders, classroom teachers	
5	All students who are not making growth, receive approved intervention... track data, students make progress through SSP.	SSP and MTSS PD during inservice week and 9/25	SSP Facilitators (Counselor)	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?

Teacher Notes:

*consistent staffing, training, time to collaborate

*How can we give EA's more time to connect with teachers. Clustering support per grade level (assigned).

*PLC's more intentional, UFLI universal assessment, coaching for UFLI

*How can we support kids who are meeting or exceeding?

*understand SSP more

SMART Goal: #3 SEL/ CASEL/ Justice Leaders

Staff will know, value and empower every student to achieve their dreams! By June of 2026, we will increase the number of 5th and 6th students who respond on the Winter Eastwood Student Survey to the Spring Eastwood Student Survey that they feel welcomed, safe, and a sense of belonging at school by an increase of 1%

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	Daily implementation of morning meeting using Harmony SEL 3/CASEL lessons	Inservice training and monthly check-ins.	Classroom teacher	Monthly PLC Check in's
2	Communication to families about Justice Leaders and CASEL competencies (highlight in newsletter - links to videos/recording?)	A bulletin board in the entrance aligning with justice leaders and CASEL competencies	Victoria Garcia/Jose Barraza Newsletter	Monthly
3	Additional support for implementing Harmony lessons	As needed	Liliana Jimenez/ support specialist	PLC check-ins
4	Continuing to hold family events/activities (Language classes as an example)	Collaboration time for family events/activities	Jose Barraza/Bianca Rodriguez/Yamelis	
5	Using social stories in class (Interventions?)	CASEL/Harmony	Liliana Jimenez/ support specialist	



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?

Teacher Notes:

*The curriculum is hard to use, the themes are too long for the 20 minute block, specially if we have to do attendance and others. It is hard to keep older students engaged. Where are the kits for lessons? One lesson should be stressed for the whole week. Can the lessons happen at a different time? Morning announcements also happen at that time. Perhaps choosing goals or a different curriculum?

*The bulletin board is up at the entrance. There is not much parent communication about it.

*Jimenez did not support teachers with this piece.

*Harmony lessons were not very engaging, we used posters, we talked about competencies. It is very repetitive from last year. Maybe something more engaging?

*Some parents who pick up kids outside do not know about it. Maybe justice lessons could be taught in the cafeteria? Or a sub? Confusion between justice leader and character trait.

*There are some outside activities, events happening. Informational events will be better. Survey asking parents what they want. How to support kids at home.

*We liked the curriculum, it takes a lot of planning, one lesson gets stretched for the week. I use that time to check with students to see how they are doing. 20 minutes is not enough, I would rather learn about my students.

*There is some disconnect between justice leaders and character trait. Having the CASEL foundation strategies will be good.

*Some students cannot handle that in the morning, cover the daily routine, and quote for the day. Attendance is a factor, some kids come in very late and it is hard to teach the lesson. Some teachers did not receive any training regarding how to implement it.

*CASEL competencies should support the character trait

SMART Goal: #4 Family Engagement

Create more culturally appropriate events for parents/students to come to Eastwood. More open events to empower students/families as a community school that show how culturally diverse Eastwood is.

HSD Strategic Plan Goal Alignment

GOAL 3: Access & Opportunity ▾

<u>Action Steps</u>		<u>Professional Development</u>	<u>Designated Staff</u>	<u>Timeline/Dates</u>
1	Reenvision International Night at the Museum to have more family involvement/sharing of culture and leadership.	CCP career boxes	Tim Wright / Juana Luna	Fall
2	More clubs than last year to increase student/family involvement- parents/guardians can volunteer to work in clubs	Principal-directed academic seminar segment as clubs roll out	Bianca Rodriguez and TBD	Fall
3	Design a survey to find out more about types of events parents would be interested in (i.e., academic events, language “intercambio” between Spanish/English speaking families, purely social events/meals, interest in being involved in revamped INATM/cultural background they could share) (Add question about if families will want a yearbook and how many?)		Equity Connections	Fall
4	Send out a weekly or monthly newsletter for all teachers to send out (i.e. upcoming events, class highlights, needs such as snacks) make it bilingual for every class	Address during Equity portion of interview week on Friday 9/1	Jose coordinate, Classroom teachers complete and link	
5	Yearbook at the end of the year. Send out a survey to see how many parents are interested in buying them			September 2025 - June

	and how many. -start this in September, ask PTA for money to order yearbooks.			2026
6	Have teachers attend PTA/PAC meetings to strengthen the connection between staff and families. (Consider a rotating schedule, incentives for teachers, or dedicated staff role.)		Jose coordinate All Staff	

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?

Teacher Notes:

- *More night events: with CCP- leading it by staff (3rd event)
- *Club- Remind account
- *More parents in clubs
- *School wide- surveys (parent square)/Comes from School
- *Parent volunteer info for coming to school
- *More engaged INAT - a lot of work. Maybe Theme (Replaced with Spring Celebration of Learning)
- *Weekly messages (blurb) specials or events
- *Book fair as part of the night event (Art)
- *Timing of events?
- *students excited to come: 4th grade gets to dress up from history (every year they have something to look forward to)
- *Events not centered around the teacher. They just not host.
- *Their own home culture/food/parents

*Not just centered on Academic- carnival (with parents) or trunk or treat, Dia de los Muertos, dia del nino.

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