



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
FOES	Gabby Hensley

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
Gabby Hensley	Principal	
Michele McCourt	SLP	
Stephanie Wilkerson	Kinder Teacher	
Itzia MendozaAguirre	1st Grade Teacher	
(Noor Makboul)	2nd Grade Teacher	
Janet ViverosSuarez	3rd Grade Teacher	
Ada Armenta	4th Grade Teacher/Coach/Parent	
Jen Lawler	4th Grade Teacher/SSC	
Nanci Becerra	5th Grade Teacher	
Cary Davis	6th Grade Teacher	

2. Strategic Plan Alignment: Goals & Metrics

HSD Strategic Plan Goals & Metrics 2023-2027

GOAL #1

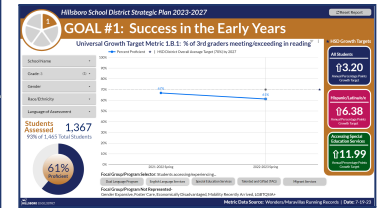


Success in the Early Years

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



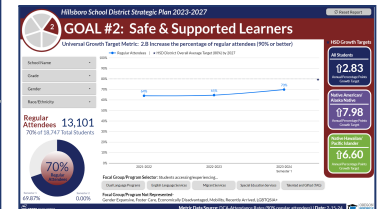
GOAL #2



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)



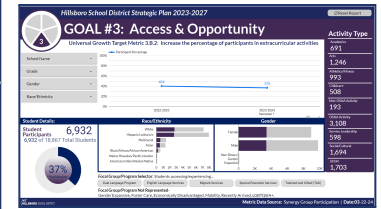
GOAL #3



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



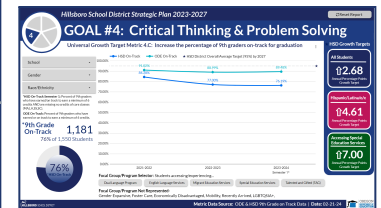
GOAL #4



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.



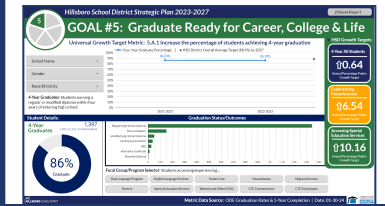
GOAL #5

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 & Sup... ▾	Male ▾	Multiracial ▾	Students Accessing Special ... ▾
1. Writing	GOAL 1: Success in ... ▾	All Students ▾	All Students ▾	All Students ▾
2. Math	GOAL 1: Success in ... ▾	All Students ▾	All Students ▾	All Students ▾
3. Discipline	GOAL 3: Access & ... ▾	All Students ▾	All Students ▾	All Students ▾
4. Family Engagement (Tile 1)	GOAL 3: Access & ... ▾	All Students ▾	All Students ▾	All Students ▾
List Data Source(s):				
FOES 25-26 SIP Data				

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.
 - What steps does the school take to remove barriers for families to participate?
 - What is the plan for continuous family engagement throughout the year?

SMART Goal: #1

By Spring of 2026, 100% of EL and Special Education students will increase or maintain proficiency in their writing scores in the area of writing composition.

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	Assessment & Baseline Data (Summer–Fall 2025) - Give diagnostic writing assessment (Fall) and summative assessment (Spring). - Use Writing Checklist to analyze strengths, needs, and trends. - Compare fall and spring samples to measure growth.	Monthly PLC	- Grade level teams - Specialists	September and March
2	Targeted Instruction & Monitoring (Fall 2025) - Gen Ed, EL, and SPED teams set individual writing goals. - Align instruction to needs using backward design. - Collect and score monthly writing samples; build portfolios. - Hold quarterly data meetings to adjust instruction.	- Writing PLC - Quarterly Targeted Collaboration (Sped, EL and Gened) - Writing PD	- Teachers - Specialists - Coach/TOSA and Gabby	
3	Professional Development - PD on writing strategies, student talk, and inclusive supports (Systematic ELD, Writing Revolution). - Training on culturally responsive practices (e.g., translanguaging). - Coaching and peer modeling for co-teaching in writing.	- Writing PD - Structured Student Talk (Systematic ELD)	- Instructional Coach & Teacher Leaders - EL Specialists - TOSA	
4	Family Engagement - Share student writing goals and progress with families. - Offer workshops/newsletters with at-home strategies - Celebrate progress with showcases, publishing, or newsletters.	- Math and Pizza Night The Math Learning Center (Bridges) via Parent Square	Family Liaison	
5	Literacy Intervention after school Targeted after school reading and writing intervention small groups	Ongoing	Staff TBD	September

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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 Spring of 2026, the percentage of Free Orchards students in grades 3, 4, 5, and 6 who are accessing English Learner (EL) services or receiving Special Education services and who score in the “Meets” (At/Above Benchmark) category on the Mathematics STAR Assessment—with a particular focus on the **Number and Operations in Base Ten (NBT)** domain—will increase by a differentiated percentage for each grade level as follows:

Is making the percentage increase based on the STAR math assessment “projected growth” report for each student attainable?

- Grade 3: increase by ____%
- Grade 4: increase by ____%
- Grade 5: increase by ____%
- Grade 6: increase by ____%

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	Targeted Small Group Instruction in NBT • Use STAR data (3 times a year), assessments, and • Scheduled Freckle progress monitoring to identify gaps and group students. • Plan, Run, and Reflect on progress for differentiated NBT groups (intervention for the students in the yellow and red, and extension for students in green and blue) during WIN using BFF kits, Kickstart, Bridges Intervention, or other approved materials.	• PD on how to assign Freckle Progress monitoring • PLC (Plan, Do, Reflect, Act)	• Teachers and Specialists • Teachers and Specialists	Ongoing September, December, May November and March
2	Strengthen Inclusive Math Instruction • Increase collaboration between classroom, EL, and special education teachers to provide scaffolded NBT instruction (Half-Day collaboration for planning WIN time and other) • Use planning time to adapt lessons with visuals, sentence frames, manipulatives, and real-life examples to support all learners.	• PLC (Plan, Do, Reflect, Act) • Quarterly Collaboration	• Teachers and Specialists • Teachers and Specialists	August, December, March Dates TBD
3	Use Data to Differentiate Instruction • Use regular NBT exit tickets, checks, and quick quizzes for PLC and to guide instruction. • Review subgroup data (EL/SPED) in PLCs to plan next steps. • Assign targeted Freckle tasks to reinforce NBT skills.	• Ongoing	• PLC	August, December, March

4	Professional Development on NBT & Differentiation • Provide PD on NBT strategies, intervention curriculum, and effective WIN time. • Use coaching and peer modeling to connect NBT standards to scaffolds for ELs and IEP students.	• PD	• Math TOSA • Math Leader • Inclusion TOSA	9/24
5	Partner with Families • Share translated, easy-to-use NBT practice tools and apps from The Math Learning Center (Bridges) and Freckle linked in monthly newsletter. • Host math nights or virtual tutorials to help families support NBT learning at home.	• Monthly Newsletter • Family Event	• Teachers and Case Managers • Principal and Family Liaison	



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: #3

By Spring of 2026, the rate of physical altercation incidents in classrooms and the playground will decrease by 20% from 54 classroom incidents to 44 and 34 playground incidents to 28 for all students, with specific attention towards building confidence in SEL skills for Hispanic/Latina/o/x students and students accessing Special Education.

HSD Strategic Plan Goal Alignment**GOAL 3: Access & Opportunity**

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Discipline tracking team calibration with all Staff • Problem Solver • Minor form • Referral form • Behavior Action Team	Inservice week	Jen L and Jen S.	9/2
2	Continue Culturally Responsive Social-Emotional Learning • Ongoing SEL instruction using Harmony SEL during morning meeting • Continue CASEL as framework for assemblies • Focus on Self Management and Social Awareness	Ongoing/Morning Meeting	Teachers	
3	Conduct at least two professional development focused on implicit bias, cultural awareness, and trauma-informed de-escalation	TBD Safety Care Team (perhaps bring in for a PD)	TBD	
4	Behavior Action Team • Establish Targeted Behavior Support Plans • Identify students with recurring incidents and co-develop individualized support plans involving teachers, families, and SSC and counselor. • Systematic Implementation and tracking of behavior interventions • Recognition system for behavior growth/CASEL competency growth (Fantastic Foxes, classroom community awards, Top Foxes, Golden Awards) • Record of Behavior (ROB) for consistency • Self Managers and Student Voice	BAT and Action Team	Jen L and Jen S.	Monthly
5	Increase accountability for staff and students for when students are out of the classroom.	• Increased expectation visuals in all hallways but focused in the 4th,5th,6th grade hallway • Universal hall passes for varying activities?	TBD	TBD



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?
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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: #4

By Spring 2026, the school will increase two-way communication and participation with families, especially those from underrepresented cultural and linguistic backgrounds, by 30%, using measures like event attendance, parent feedback, and involvement in decision-making.

HSD Strategic Plan Goal Alignment

GOAL 3: Access & Opportunity ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Parent Committee Growth - Create recruitment flyers for <i>Meet the Teacher</i> / Supply Drop. - Recruit diverse family voices to reflect our community. - Explore having two parent committees (general + DL/Spanish-speaking).	Ongoing	Gisell Alfaro - Family Liaison Gabby Hensley	
2	Inclusive & Culturally Diverse Events - Add celebrations such as Chinese New Year and Holi (Festival of Colors). - Continue Multicultural Night and Día del Niño. - Special Education Family Nights	Quarterly	Designated Staff Parent Group Gisell Alfaro - Family Liaison Gabby Hensley	

3	Family Connection Activities - Host Lotería Night and Conchas & Coffee Social for parent networking/recruitment. - Plan a Circus/Magic Show for K–1 families	Quarterly	Gisell Alfaro - Family Liaison Gabby Hensley	
4	Ongoing Engagement - Keep building on successful events (Math & Pizza, Fox Trot, Fall Carnival). - Collect family feedback at each event to guide next steps. - Monthly Chats with the Community	Throughout school year	Designated Staff Parent Group Gisell Alfaro - Family Liaison Gabby Hensley	

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?

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