



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
Witch Hazel	Debbie Alvarado

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
Yesenia Carmolinga	Assistant Principal	
Ronda Gatewood	Counselor	
Angelica Rodriguez	Wellness	
	Educational Assistant	
	Parent	
	K/1	
	2nd	
	3rd	
	4th	
	5th	

	6th	
	Coach/Specialist	
	Licensed Union Representative	

2. Strategic Plan Alignment: Goals & Metrics

HSD Strategic Plan Goals & Metrics 2023-2027

GOAL #1

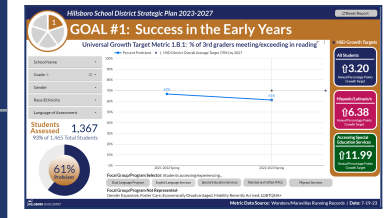


Success in the Early Years

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



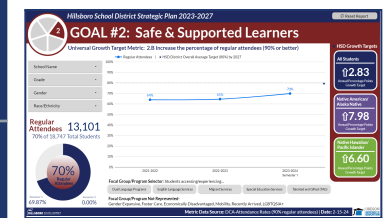
GOAL #2



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)



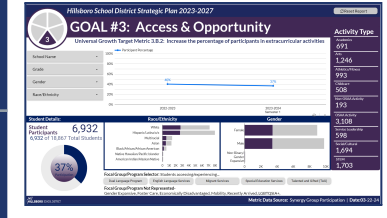
GOAL #3



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



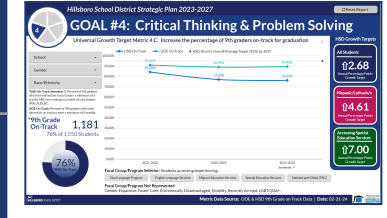
GOAL #4



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.



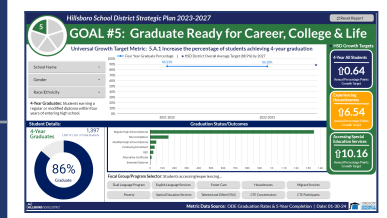
GOAL #5



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. Academic Focus- Math	GOAL 1: Success ... ▾	All Students ▾	All Students ▾	All Students ▾
2. Language Development	GOAL 3: Access ... ▾	All Students ▾	All Students ▾	All Students ▾
3. TSEL/CASEL-	GOAL 2: Safe & S... ▾	All Students ▾	All Students ▾	All Students ▾
4. Family Engagement	GOAL 3: Access ... ▾	All Students ▾	All Students ▾	All Students ▾
List Data Source(s):				

Phonics Survey Summary

2024-2025 results of the the **Spanish** assessment, for Witch Hazel Elementary School, all programs, all races, and grade 3

Task	Fall				Winter				Spring			
	Green	Yellow	Red	Total	Green	Yellow	Red	Total	Green	Yellow	Red	Total
aC. Letter names (Consonants)	76.2% (16)	9.5% (2)	14.3% (3)	21	59.1% (13)	13.6% (3)	27.3% (6)	22	61.5% (8)	15.4% (2)	23.1% (3)	13
aV. Letter names (Vowels)	95.2% (20)	0	4.8% (1)	21	95.5% (21)	0	4.5% (1)	22	100.0% (13)	0	0	13
bC. Letter sounds (Consonants)	76.2% (16)	23.8% (5)	0	21	54.5% (12)	27.3% (6)	18.2% (4)	22	64.3% (9)	35.7% (5)	0	14
bV. Letter sounds (Vowels)	90.5% (19)	9.5% (2)	0	21	95.5% (21)	0	4.5% (1)	22	85.7% (12)	14.3% (2)	0	14
ia. Silabas abiertas (in list)	84.2% (16)	5.3% (1)	10.5% (2)	19	71.4% (15)	9.5% (2)	19.0% (4)	21	50.0% (6)	25.0% (3)	25.0% (3)	12
ia. Silabas abiertas (in words)	88.9% (16)	0	11.1% (2)	18	77.8% (14)	0	22.2% (4)	18	70.0% (7)	10.0% (1)	20.0% (2)	10
ib. Silabas abiertas (in text)	93.8% (15)	6.3% (1)	0	16	93.3% (14)	0	6.7% (1)	15	88.9% (8)	11.1% (1)	0	9
ia. Silabas cerradas (in list)	100.0% (16)	0	0	16	93.3% (14)	0	6.7% (1)	15	87.5% (7)	12.5% (1)	0	8
ib. Silabas cerradas (in words)	93.8% (15)	6.3% (1)	0	16	66.7% (10)	20.0% (3)	13.3% (2)	15	50.0% (4)	12.5% (1)	37.5% (3)	8
ib. Silabas cerradas (in text)	100.0% (16)	0	0	16	92.9% (13)	7.1% (1)	0	14	71.4% (5)	28.6% (2)	0	7
ia. Silabas trabadas CCV (words)	93.8% (15)	6.3% (1)	0	16	64.3% (9)	14.3% (2)	21.4% (3)	14	62.5% (5)	12.5% (1)	25.0% (2)	8
ib. Silabas trabadas CCV (text)	93.8% (15)	0	6.3% (1)	16	84.6% (11)	15.4% (2)	0	13	57.1% (4)	42.9% (3)	0	7
ia. Silabas trabadas CVCC & CCVC (in list)	93.3% (14)	6.7% (1)	0	15	75.0% (9)	8.3% (1)	16.7% (2)	12	62.5% (5)	25.0% (2)	12.5% (1)	8
ib. Silabas trabadas CVCC & CCVC (in text)	100.0% (15)	0	0	15	72.7% (8)	9.1% (1)	18.2% (2)	11	75.0% (6)	0	25.0% (2)	8
ia. Palabras con x (in list)	100.0% (15)	0	0	15	88.9% (8)	0	11.1% (1)	9	50.0% (3)	16.7% (1)	33.3% (2)	6
ib. Palabras con x (in text)	93.3% (14)	0	6.7% (1)	15	88.9% (8)	0	11.1% (1)	9	66.7% (4)	33.3% (2)	0	6
'a. gue, gui, que, qui (in list)	57.1% (8)	28.6% (4)	14.3% (2)	14	75.0% (6)	12.5% (1)	12.5% (1)	8	50.0% (3)	0	50.0% (3)	6
'a. gue, gui, que, qui (in list) /10	57.1% (8)	28.6% (4)	14.3% (2)	14	75.0% (6)	12.5% (1)	12.5% (1)	8	50.0% (3)	0	50.0% (3)	6
'b. gue, gui, que, qui (in text)	71.4% (10)	21.4% (3)	7.1% (1)	14	87.5% (7)	12.5% (1)	0	8	80.0% (4)	0	20.0% (1)	5
i. Diptongos & Hiatos	71.4% (10)	28.6% (4)	0	14	87.5% (7)	12.5% (1)	0	8	50.0% (2)	25.0% (1)	25.0% (1)	4
ic. Palabras multisilábicas (4 silabas)	100.0% (12)	0	0	12	100.0% (8)	0	0	8	100.0% (4)	0	0	4
.o. Prefijos y Sufijos	100.0% (12)	0	0	12	100.0% (8)	0	0	8	50.0% (2)	25.0% (1)	25.0% (1)	4
.o. Prefijos y Sufijos /30	100.0% (12)	0	0	12	100.0% (8)	0	0	8	50.0% (2)	25.0% (1)	25.0% (1)	4

Phonics Survey Summary

2024-2025 results of the the **English** assessment, for Witch Hazel Elementary School, all programs, all races, and grade 3

Task	Fall				Winter				Spring			
	Green	Yellow	Red	Total	Green	Yellow	Red	Total	Green	Yellow	Red	Total
1a. Letter Names	69.2% (27)	5.1% (2)	25.6% (10)	39	82.9% (29)	14.3% (5)	2.9% (1)	35	88.0% (22)	12.0% (3)	0	25
1bC. Letter Sounds - Consonants	48.7% (19)	30.8% (12)	20.5% (8)	39	88.6% (31)	8.6% (3)	2.9% (1)	35	84.6% (22)	7.7% (2)	7.7% (2)	26
1bV. Letter Sounds - Vowels	31.6% (12)	18.4% (7)	50.0% (19)	38	68.6% (24)	14.3% (5)	17.1% (6)	35	80.0% (20)	12.0% (3)	8.0% (2)	25
2a. VC and CVC - In List	31.4% (11)	22.9% (8)	45.7% (16)	35	63.9% (23)	19.4% (7)	16.7% (6)	36	65.4% (17)	15.4% (4)	19.2% (5)	26
2b. VC and CVC - In Text	70.0% (21)	10.0% (3)	20.0% (6)	30	91.2% (31)	2.9% (1)	5.9% (2)	34	100.0% (23)	0	0	23
3a. Consonant Digraphs - In List	22.2% (6)	18.5% (5)	59.3% (16)	27	42.4% (14)	24.2% (8)	33.3% (11)	33	58.3% (14)	12.5% (3)	29.2% (7)	24
3b. Consonant Digraphs - In Text	70.8% (17)	12.5% (3)	16.7% (4)	24	96.2% (25)	3.8% (1)	0	26	83.3% (20)	4.2% (1)	12.5% (3)	24
4a. CVCC and CCVC - In List	40.9% (9)	18.2% (4)	40.9% (9)	22	69.2% (18)	15.4% (4)	15.4% (4)	26	62.5% (15)	16.7% (4)	20.8% (5)	24
4b. CVCC and CCVC - In Text	75.0% (15)	15.0% (3)	10.0% (2)	20	92.3% (24)	7.7% (2)	0	26	91.7% (22)	4.2% (1)	4.2% (1)	24
5a. Silent e - In List	10.0% (2)	15.0% (3)	75.0% (15)	20	46.2% (12)	19.2% (5)	34.6% (9)	26	45.5% (10)	13.6% (3)	40.9% (9)	22
5b. Silent e - In Text	45.0% (9)	25.0% (5)	30.0% (6)	20	80.0% (20)	8.0% (2)	12.0% (3)	25	72.7% (16)	13.6% (3)	13.6% (3)	22
6a. r-Controlled Vowels - In List	15.0% (3)	30.0% (6)	55.0% (11)	20	31.8% (7)	36.4% (8)	31.8% (7)	22	45.0% (9)	20.0% (4)	35.0% (7)	20
6b. r-Controlled Vowels - In Text	70.6% (12)	5.9% (1)	23.5% (4)	17	81.0% (17)	9.5% (2)	9.5% (2)	21	90.0% (18)	0	10.0% (2)	20
7a. Advanced Consonants - In List	0	17.6% (3)	82.4% (14)	17	19.0% (4)	28.6% (6)	52.4% (11)	21	18.8% (3)	12.5% (2)	68.8% (11)	16
7b. Advanced Consonants - In Text	25.0% (4)	37.5% (6)	37.5% (6)	16	52.6% (10)	26.3% (5)	21.1% (4)	19	56.3% (9)	43.8% (7)	0	16
8. Vowel Teams	6.3% (1)	31.3% (5)	62.5% (10)	16	42.1% (8)	15.8% (3)	42.1% (8)	19	26.7% (4)	20.0% (3)	53.3% (8)	15
9a. Multisyllable - 2 syllable	58.3% (7)	33.3% (4)	8.3% (1)	12	70.6% (12)	11.8% (2)	17.6% (3)	17	57.1% (8)	42.9% (6)	0	14
9b. Multisyllable - 3 syllable	0	41.7% (5)	58.3% (7)	12	35.7% (5)	28.6% (4)	35.7% (5)	14	30.8% (4)	7.7% (1)	61.5% (8)	13
9c. Multisyllable - 4 syllable	0	0	100.0% (11)	11	0	42.9% (6)	57.1% (8)	14	30.8% (4)	0	69.2% (9)	13
10. Prefixes and Suffixes	27.3% (3)	18.2% (2)	54.5% (6)	11	50.0% (5)	30.0% (3)	20.0% (2)	10	45.5% (5)	9.1% (1)	45.5% (5)	11

SBAC - ELA

District

Meets - 4	426	9.43%
Meets - 3	666	14.74%
Does Not Meet - 2	863	19.11%
Does Not Meet - 1	2562	56.72%

High Score:	2762
Average Score:	2398
Low Score:	1921

District Results by Grade

Current Grade	Test Grade	Test Level	Total Students	Meets - 4		Meets - 3		Does Not Meet - 2		Does Not Meet - 1	
03	03	03	417	43	10.31%	53	12.71%	87	20.86%	234	56.12%
04	03	03	451	41	9.09%	53	11.75%	90	19.96%	267	59.20%
	04	04	476	51	10.71%	46	9.66%	86	18.07%	293	61.55%
05	03	03	424	39	9.18%	62	14.59%	91	21.41%	233	54.82%
	04	04	462	51	11.02%	58	12.53%	76	16.41%	278	60.04%
06	05	05	506	38	7.51%	101	19.96%	89	17.59%	278	54.94%
	03	03	395	35	8.86%	42	10.63%	78	19.75%	240	60.76%
	04	04	425	44	10.35%	54	12.71%	76	17.88%	251	59.06%
	05	05	460	50	10.87%	88	19.13%	70	15.22%	252	54.78%
	06	06	499	34	6.81%	109	21.84%	120	24.05%	236	47.29%

Witch Hazel Elementary School

Meets - 4	52	8.74%
Meets - 3	100	16.81%
Does Not Meet - 2	114	19.16%
Does Not Meet - 1	329	55.29%

High Score:	2762
Average Score:	2401
Low Score:	2105

SBAC - Mathematics

District

Meets - 4	283	6.19%
Meets - 3	594	13.00%
Does Not Meet - 2	1070	23.42%
Does Not Meet - 1	2622	57.39%

High Score:	3146
Average Score:	2400
Low Score:	2014

District Results by Grade

Current Grade	Test Grade	Test Level	Total Students	Meets - 4		Meets - 3		Does Not Meet - 2		Does Not Meet - 1	
03	03	03	422	33	7.82%	67	15.88%	82	19.43%	240	56.87%
04	03	03	457	36	7.88%	77	16.85%	91	19.91%	253	55.36%
	04	04	490	24	4.90%	66	13.47%	134	27.35%	266	54.29%
05	03	03	428	30	6.99%	74	17.25%	113	26.34%	212	49.42%
	04	04	471	31	6.57%	64	13.56%	140	29.66%	237	50.21%
	05	05	509	23	4.52%	43	8.45%	96	18.86%	347	68.17%
06	03	03	393	26	6.62%	56	14.25%	81	20.61%	230	58.52%
	04	04	427	27	6.32%	59	13.82%	118	27.63%	223	52.22%
	05	05	465	26	5.59%	45	9.68%	95	20.43%	299	64.30%
	06	06	505	27	5.35%	43	8.51%	120	23.76%	315	62.38%

Witch Hazel Elementary School

Meets - 4	28	4.64%
Meets - 3	61	10.12%
Does Not Meet - 2	141	23.38%
Does Not Meet - 1	373	61.86%

High Score:	2699
Average Score:	2391
Low Score:	2014

ELPA 21 In Spring of 2025 of those students who took the ELPA 21:

6th gr=16% tested proficient

5th gr = 7% tested proficient

4th gr =6% tested proficient

3rd gr = 3% tested proficient

2nd gr = 24% tested proficient

1st gr = 0% tested proficient

Kinder = 0% tested proficient

Attendance Percent Summary: School Year 2024-2025
for Students in Witch Hazel Elementary School, All Grades

As of: 6/23/2025 4:12:52 PM

School	Grade	All Students	Excellent > 95%				92% > Satisfactory <= 95%				90% > Strategic <= 92%				Chronic <= 90%			
			# Students	% of Total Attend	Avg Days Att	Avg Att %	# Students	% of Total Attend	Avg Days Att	Avg Att %	# Students	% of Total Attend	Avg Days Att	Avg Att %	# Students	% of Total Attend	Avg Days Att	Avg Att %
Witch Hazel Elementary School	KG	49	15	30.61	169.00	97.42	15	30.61	159.47	93.71	5	10.20	164.80	91.09	14	28.57	164.50	86.81
	01	59	17	28.81	161.47	97.20	14	23.73	169.29	93.32	6	10.17	168.33	91.28	22	37.29	169.95	84.82
	02	64	29	45.31	168.45	97.46	13	20.31	168.92	93.88	3	4.69	170.00	90.69	19	29.69	164.53	83.39
	03	57	23	40.35	163.13	97.12	11	19.30	161.36	93.54	4	7.02	170.00	91.03	19	33.33	166.74	84.56
	04	63	27	42.86	168.85	97.62	14	22.22	170.00	93.59	6	9.52	168.33	91.38	16	25.40	160.94	83.10
	05	73	32	43.84	166.59	97.68	11	15.07	165.00	93.93	4	5.48	166.75	91.09	26	35.62	163.81	83.77
	06	69	35	50.72	169.46	97.37	16	23.19	169.88	93.62	6	8.70	169.67	91.06	12	17.39	170.00	84.29
Total	All	434	178	41.01	167.07	97.43	94	21.66	166.45	93.65	34	7.83	168.21	91.13	128	29.49	165.70	84.31

All Active Students, Enrolled at Witch Hazel Elementary School

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

Academic: Math through a Writing Focus (AVID Goal-WICOR)

By June 2026 we will increase our Math scores by 20% from the fall baseline scores as measured by STAR Assessment.

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	Implementation of problem solving strategies such as 3-reads			
2	Posting and referral of math practices by all teachers Model thinking by drawing and labeling pictures			
3	Building Fact Fluency and Number Corner to focus on patterns, number sense and operation sense.			
4	Use of graphic organizers for problem solving- write to explain thinking (i.e. I know this because____."			
5	All students will use Interactive Notebooks (INBs) in core subjects to demonstrate AVID writing strategies for INBs, focused notes and 2-3 column notes. Students will use a digital self-assessment to collect data on writing growth, along with teacher assessment of INB implementation. Grades 3-6 will reflect in INBs in a summary of the learning section of notes, similar to Cornell note format.			
6	Math Talks to explain thinking and explore different ways of solving- write about it			



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: #2

Language Acquisition: ELPA
By June 2026, we will increase our ELPA exit rate from 8% to 12%, an overall 4% increase.

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	Schoolwide Focused language block in addition to Integrated ELD with language objectives, scaffolds and differentiation	Data share and vision in August in-service and /September focused PD	EL Specialists	September- May
2	Increased practice and constant use of student talk routines connected to writing		EL Specialists	Sept
3	One focus area per month with whole staff practice			
4	Bridging- Asi se Dice,			
5	Explicit backwards planning for all lessons to include language objective and routines			



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

Belonging: tSEL-CASEL/CCV Behavior & Attendance

By June 2026 we will decrease the number of behavior referrals for the school year from 117 to 100 or less and increase the number of regular attenders from 73.8% to 80%.

HSD Strategic Plan Goal Alignment

GOAL 2: Safe & Supported Learners ▾

<u>Action Steps</u>		Professional Development	Designated Staff	Timeline/Dates
1	Focus on tSEL standards- integrated tSEL throughout the day and across contexts			
2	Counseling lessons aligned with tSEL lessons- during morning meeting			
3	Proactive anti-bias lessons (#Not At My School)- increased representation of student cultures visible and experienced around the school			
4	Affinity groups- student and family			
5	Regular attendance support plans for those with chronic absence challenges			



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: #4

Family Engagement: Increase Family Voice and Connections

By June 2026 we will increase the number of facilitated connection opportunities for our parents and guardians both during and outside of school hours from 15 to 20 throughout the school year.



HSD Strategic Plan Goal Alignment

GOAL 3: Access & Opportunity ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Book group for parents	NA		
2	Monthly themed coffee chats aligned with parent interests: Dual Language, bullying, mental health, behavior support, cell and device use, etc- partner with SMMS/Feeder schools		Brianna, Debbie, Yesenia	Sept, Oct, Nov, Jan, Feb, March
3	Scheduled library support tasks, tasks to support classrooms during the school day			
4	Establish a Volunteer Coordinator- to partner with parent group, communication			
5	Continued partnership with Wolf Family Group to co-plan events between parent group and school 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?

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