



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
McKinney ES	Tristin Burnett

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
Heather McCullum	Instructional Coach	
Tina Feldhaus	Student Success Coach	
Sabrina Waining	Special Education Case Manager	
Ana Marquez, Sarah Balian, Jessie Martin	EL Specialists	
Lauren Ohtani	Wellness & Climate/Culture	
Annette Morrissey	Family Outreach Liaison , PAC representative	
Elizabeth Nahl, Stephanie Gerig	Counselor (Nahl also HEA rep)	
PTO & PAC	Board Members	

2. Strategic Plan Alignment: Goals & Metrics

HSD Strategic Plan Goals & Metrics 2023-2027

GOAL #1

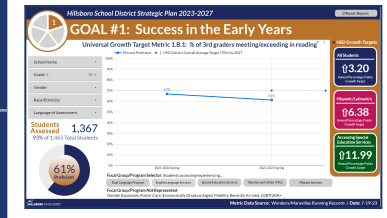


Success in the Early Years

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



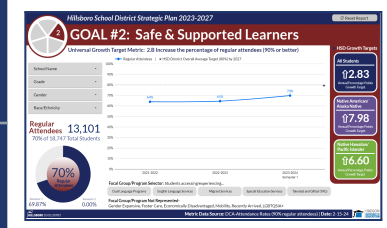
GOAL #2



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)



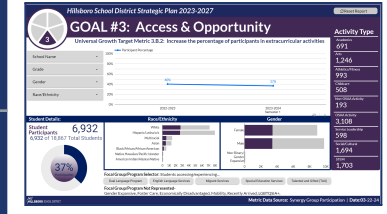
GOAL #3



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



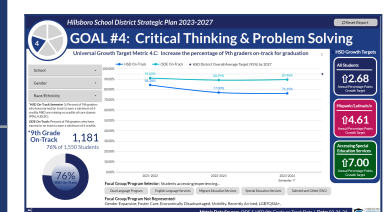
GOAL #4



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.



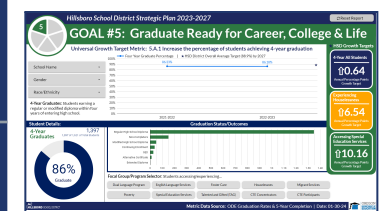
GOAL #5



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
1. Academic- Math & Reading	GOAL 1: Success ... ▾	All Students ▾	All Students ▾	All Students ▾
2. CCV- Quality of Teaching & Learning	GOAL 2: Safe & S... ▾	All Students ▾	All Students ▾	All Students ▾
3. Language Development Through Writing	GOAL 3: Access ... ▾	All Students ▾	All Students ▾	All Students ▾
4. Family Engagement & After school Clubs-	★ School Specific ▾	All Students ▾	All Students ▾	All Students ▾

List Data Source(s):

3rd Grade Spring Math Data @ STAR 2024-25

32/46 (70%) of test takers met or exceeded on STAR, per the PLC Data Sheet

3rd Grade Spring Reading Data @ RRW/RRM 2024-25

37/48 (77%) of test takers met or exceeded on the RR, per the PLC Data Sheet

2024-25 ELPA Data

[Grades 5th-6th](#) [Grades 3rd-4th](#)

[Performance Fact Data Spring 2025](#)

After School & Enrichment 2024-25

13 Enrichment Programs, 313 participants

Champions 2024-25 had an enrollment of 74 students.

As of 10/2024, 18 students were TAG identified, with ore identified throughout spring.

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.

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 ▾		
<u>Action Steps</u>		<u>Professional Development</u>	<u>Designated Staff</u>	<u>Timeline/Dates</u>
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 & Reading

By June 2026, 3rd graders will Meet/Exceed on **STAR Math** from 69.5% to 80%, an overall increase of 10.5% from spring 2025.

By June 2026, 3rd grade will Meet/Exceeds on the **RRW/RRM** from 77% to 80%, an overall increase of 3% from spring 2025.

HSD Strategic Plan Goal Alignment

GOAL 1: Success in the Early Years ▾

Action Steps		Professional Development	Designated Staff	Timeline/Dates
1	Backwards mapping by unit to ensure robust pacing	UFLI, Bridges Intervention Student Friendly Math Practices	Coach, Admin, math & ELA leaders	PLC's, teacher work days
2	Using the Screener for interventions. What to do next. Revisit coherence Map. Backwards planning for complex tasks. LETRS, UFLI and Heggerty implementation. HWOT BFF, ConceptQuest, Math Practices as part of WIN intervention	Bridges Data Sheets embedded into our PLC Data Sheet	All classroom teachers	By Unit, done in PLCs and Teacher-Directed AS
3	Data PLC's that utilize relevant math & reading data Dedicated Use of Bridges Assessment sheets that are conditionally formatted and standards-based to identify "holes". OSAS Data broken down Bridges Data- End of Unit CGA Comprehension Checks STAR/iReady Data Phonics Screener	Each PLC will alternate focus between math, reading, and writing data. Principal-Directed AS will stay tight to these data areas.	Grade level bands.	Bi-weekly PLC's
4	Make learning relevant and understood:	The Writing Revolution Language objectives alongside content	Instruction Coach & EL Specialist	Q 2, Q3, Q4 AS

	Posting daily objectives, revisiting frequently Communicating unit-long term learning goals, Refer back to objectives reflect on learning progress Graphing fact fluency or RR progress in both languages ELPA reflection & Goal-setting	objectives.	Classroom Teachers	
5	Student Self-Assessment & Goal-Setting re: the Science of Reading; explicit explanations with students re: SOR and individual growth over time. Student graphing of fact fluency and RR growth	LETRS, SoR, Goal Setting and Student Self-Assessment.	Literacy TOSA? Classroom Teachers	



Equity | Access | Engagement: Focused Guiding Questions

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SMART Goal: #2

CCV- Quality of Teaching & Learning, Student Engagement

On the annual Performance Fact survey given to 5th & 6th grade students, McKinney will grow 15% on prompts 1, 3, 4, 5, 9, 28, 30.

We will grow 20% on prompts 24, 27, 28, 29, 30

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	"Help me catch up" by... "Help me learn from my mistakes by..." Provide specific and actional feedback on my work Allow opportunities to show improvement- rethink/redo Chunking Instructions and pacing Frontload, stagger and remind me of due dates	Instructional Trends Committee 2x per quarter	Classroom Teachers Small Groups	Ongoing
2	"Make my classes interesting by..." "Check to make sure I understand what we are learning by..." Posting daily objectives Communicating unit-long term learning goals, Refer back to objectives reflect on learning progress Graphing fact fluency or main standards (like DRA) ELPA reflect & Goal-setting RR progress in both languages	Instructional Trends Committee 2x per quarter	All	Daily
3	"School is a happy place, I like going to school, kids in class try their hardest when..." Adults recognize and celebrate when I work hard in class with PPV's & Cougar Cards Celebrating growth patterns in student assessments (math, writing, reading, ELPA)	CCV & E McKinney Committee	All	Daily

4	Shared agreements K-6 re: Morning Meeting, the 3 Signature Practices, as well as core Walkthrough tool targeting focused & integrated use of tSEL and Quality Teaching & Learning	CCV & E McKinney Committee	Heather & Tina	2-3x/year
5	Review Belonging Survey Data from Spring 2025 and utilize data as Equity MindMap POP's	Equity MindMaps created & revisited	All Staff	August In-Service Early January



Equity | Access | Engagement: Focused Guiding Questions

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SMART Goal: #3

Developing Language Through Writing

By June 2026, we will increase our ELPA exit rate from:

2025 4th @ 46.6% passed (7/15) → 47%

2025 5th @ 25% passed (3/12) → 30%

2025 6th @ 28.5% passed (4/14) → 33%

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	Building-Wide Systematic ELD & CM	Systematic ELD & Constructing Meaning	Classroom Teachers	Daily
2	Design a targeted writing PD series, applicable and accessible to all grades	The Writing Revolution +	Jessie Martin Heather McCullum	Fall, Winter, Early Spring
3	Vertical alignment of writing rubrics specific to building-wide goal of improved grammar/parts of speech, vocabulary, sentence formation, and expansion from simple → compound → complex sentences	Grade-level specific rubrics & scoring	Jessie Martin Heather McCullum	PLC's Ongoing
4	Structured Student Talk routines are planned and backwards mapped within lesson plans/Teacher Guides. Focus on "if speak it, can write it."	Talk Routine of the Month?	Classroom Teachers EL Specialists	Daily
5	Student-Self Assessment and Revision Opportunities of writing using targeted teacher feedback	Meaningful, specific writing feedback based on rubrics	Classroom Teachers	Daily



Equity | Access | Engagement: Focused Guiding Questions

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SMART Goal: #4

Family Engagement & After School Clubs

McKinney will increase opportunities for family engagement and multilingual communication. McKinney will continue to strengthen our enrichment programs and after-school club opportunities for students, which is robust.

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	“Bilingualize” the building to to grow community by creating common agreements for classrooms and shared spaces. Cognate Charts Bilingual Pic. Vocab Wall Bulletin boards w/ bilingual titles & standards Bilingual assemblies	Cognate Charts Bilingual Pic. Vocab Wall Bulletin boards w/ bilingual titles & standards Bilingual assemblies	All	Daily
2	Allow families to attend the Fun Run, Assemblies, Grad Walk- Invite them.		All	
3	Publish annual calendar of family events. Co-calendar with PTO.		Jessie Martin	Ongoing
4	Promotion & Addition of Enrichment/Clubs Targeted student invitations Include more opportunity for primary grade participation	Choice Funds High Dosage Tutoring	All	Prior to start date
5	Family Newsletter sent consistently, includes events and updates on attendance, instruction, CCV/tSEL	Parent Square	Tristin * Specialists added as Collaborators	Monthly



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?

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