



St. Helens School District Blueprint for Student Success 2025-2027

Goals	June 2025	Jan. 2026	June 2026
1. <u>Corrective Action Plan</u>			
1. Community Engagement			
a.) (Superintendent) Establish a Superintendent's Citizens Advisory Council, meeting monthly with documented attendance and meeting notes to start April 2025.	The Superintendent's Advisory committee met once in April and once in May with a final meeting June 18 with the new supt. We shared "Roses and Thorns" good and not so good things about our district.	The Superintendent combined the Advisory Committee and the Equity Committee. It is now the Superintendent Equity Advisory Committee (SEAC). Meetings - 9/15; 10/8; 11/19.	
b.) (Superintendent) Create a Secondary School Student Advisory Council, meeting monthly with attendance tracking and meeting notes. Starts April 2025. Meets at SHHS.	Supt met with the Principals' Action Committee (PAC) every week at least one time per week to review actions the students were involved in for lifting student morale and building community. Relationships were built.	The Principal meets monthly with PAC. The superintendent holds L&L sessions with a variety of students. Superintendent joins PAC on 1/28 for budget priorities.	
c.) (Superintendent) Continue Quarterly Community	I would reconsider this goal. Between the superintendent	September 10, 2025 - Topic Governor Kotex Cell Phone	April 8, 2026 - Topic:

<p>Listening Sessions in April, and early June 2025 and beyond, with sign-in records and meeting notes.</p> <p>d.) (Superintendent) Provide ongoing CAP progress updates to the community at Board meetings in June 2025 and beyond.</p>	<p>advisory committee and the principals action committee including the superintendent, determine if community listening sessions are a good idea.</p> <p>June 11, 2025, we are reporting on the items of the CAP. This practice should continue in January 2026 and June 2027.</p>	<p>Ban.</p> <p>January 14, 2026 - Topic - SHSD Budget Roadshow.</p> <p>At 1/28 Board Meeting, Superintendent & Assistant Superintendent provide updates on the Blueprint for Student Success.</p>	
<p>A. Law Enforcement</p>			
<p>a.) (Superintendent) Re-establish the School Resource Officer (SRO) program for implementation in Fall 2025. (*Pending Funding)</p>	<p>As of June 11, 2025, the IGA between SHSD and SHPD is stuck with the county's attorney. It has been with them for 3 months. This position was NEVER budgeted anywhere in the 2024-25 budget and is not budgeted in the 2025-26 budget.</p>	<p>The Chief of Police is working to reclassify one of the Officers as a Community Service Officer. They are incorporating some needs that the school district may have into this new job description. For example, the Officer could provide CPR/Narcan training annually to staff, district-approved classes for students on the dangers of opioids, Crisis Intervention/suicide prevention training, and assist with Threat Assessments. The Officer would attend school board</p>	

<p>b.) (Superintendent) Hold monthly meetings with the St. Helens Police Chief (initiated February 2025).</p>	<p>Supt met with the Chief of Police 4 times from Feb to May. A very good relationship is being built. He is now retired. New Chief, keep meetings monthly.</p>	<p>meetings and sporting events.</p> <p>Superintendent met with Chief of Police on 8/6/25 to discuss SRO possibilities; emailed on 10/6/25 to set up monthly meetings and Chief of Police was working on delegating it to another police officer;</p> <p>Superintendent met with Chief of Police on 11/24/26 regarding Safety; On 1/6/26 the Chief of Police and Superintendent began discussing a Community Resource Officer; Chief of Police attended Community Listening Session on 1/14/26.</p>	
<p>C.) (Communications) Continue quarterly First Responder meetings, with the next session scheduled for March and then in June and on-going.</p>	<p>We continue to host county-wide first responder meetings in collaboration with local school districts and emergency response agencies. This year, our guest speakers included experts on human trafficking and drug abuse, with a focus on fentanyl. These gatherings</p>	<p>Our First Responders meeting on January 20, 2026, will have officers from the Portland Police Bureau as guest speakers. This presentation was on using data to improve practices and achieve better outcomes.</p>	

	<p>provide valuable opportunities for connection and learning. While we were only able to meet in March and June this year, we typically hold these meetings quarterly.</p> <p>3.18.2025 Portland Police - Human Trafficking</p> <p>5.20.2025 Columbia Health Services - Fentanyl</p> <p>Will resume in November 2025 with 4 meetings in the 2025/2026 school year.</p>		
<p>B. Policy, Procedure, and Reporting</p>			
<p>a.) (HR Director) Develop and implement annual training on Maintaining Professional Staff/Student Boundaries Policy and Administrative Regulations, with the policy finalized by May 2025 and training beginning in late May and Fall.</p> <p>b.) (Superintendent & Board) Conduct a district-wide policy and procedure assessment with OSBA, reviewing policies from 2019</p>	<p>GCAA - Standards for Competent and Ethical Performance of Oregon Educators - Updated 3/12/25</p> <p>GBNAA/JHFF & AR - Suspected Sexual Conduct with Students Reporting Requirements Updated 3/12/25</p> <p>Monday, June 9, 2025, the Executive Assistant will call OSBA to contract with them to assess and update all SHSD policies from 2019-2024. The</p>	<p>All building sites presented the staff boundaries presentation in the fall of 2025. These occurred during pre-service week. Staff who do not work in buildings received the training from their direct supervisors.</p> <p>Board approved a policy review committee at 8.27.25 Board Meeting. Policy Review Committee met on 10.22.26. Policy</p>	

<p>to the present. The board decides by May 2025.</p> <p>c.) (Teaching & Learning) Continue annual training for all employees on "What Every Employee Needs to Know," Erin's Law, and Mandatory Reporting, ensuring documentation of preK-12 staff completion by June 2025 and ongoing annually.</p> <p>d.) (HR Director) Fully enforce Mandatory Reporting Requirements, with annual staff training and accountability measures in place. To be checked twice a year Fall and Spring.</p>	<p>Superintendent and the Board updated most of 2024. The cost is nominal-\$3800.</p> <p>Annual training for all employees on <i>What Every Employee Needs to Know</i>, Erin's Law, and Mandatory Reporting has been maintained across the district, with staff completion documented. This year marked the first time that required Erin's Law lessons were implemented at the secondary level. A district-level document outlines the instructional plan for each grade span and the specific lessons being taught to ensure compliance and consistency.</p> <p>HR creates a training for principals to conduct during preservice about mandatory reporting and staff obligations, and procedure. Training will be delivered in August and January.</p>	<p>Review Committee will meet on schedule with the OSBA policy updates. On 9.10.25, Superintendent held community listening session on cell phone policy prior to Board work session on cell phone policy.</p> <p>Superintendent & Assistant Superintendent reviewed Erin's Law Schedule and requirements with Principals during August Leadership. Principals reviewed Erin's Law schedule & requirements with staff during August, building PD. Erin's Law Lessons are underway K-12. They are working as there are slight increases in disclosures and mandatory reporting after lessons are taught. Erin's Law is cited in mandatory reporting.</p> <p>Building admin will do a refresher for all staff during a January staff meeting and incorporate the PACE PSA about grooming behaviors.</p>	

	HR creates an electronic binder for all staff to reference with applicable policies pertaining to child abuse reporting and alleged sexual conduct reporting with applicable AR's linked. Track attendance, 100% required of all staff.	Electronic binder in process. Will be complete by Jan. 28	
C. Culture, Climate and Belonging			
a.) (Assistant Superintendent) Administer an annual Culture, Climate, and Belonging Survey for parents/guardians and students (grades 6-12), with results reported in January and June.	In the Fall of 2025, the Assistant Supt will design and implement a Culture, Climate, and Belonging Survey for all students grades 6-12 in the SHSD.	Students participated in the Healthy Teens Survey. Still waiting for results. Students with special needs participated in a brief Google survey on inclusion and belonging in December 2025 (baseline for superintendent's goals). Due to a budget shortfall, the district did not purchase a perception survey.	
b.) (Assistant Superintendent) Utilize survey data to develop a district-wide Culture, Climate, and Belonging Improvement Plan, incorporating pre- and post-survey measures.	By January 2027, the Assistant Supt will have analyzed all Survey results and with the assistance of a district wide team, created a Culture, Climate and Belonging Improvement Plan with pre and post measures and outcomes.	The Assistant Superintendent will collaborate with NWESD to see if there are free options for surveying parents/students or best practices for developing a brief one in-house.	

<p>D. Family Advocacy and Support</p>			
<p>a.) Hire a School-Community Liaison as part of the Family Resource Center (FRC) model, with goals and measures established by Fall 2025.</p>	<p>✔ Hired May 2025</p>	<p>This role was shifted to the Director of Communications & Community Engagement. This role will also support McKinney-Vento and Foster students.</p>	
<p>b.) (Student Services) Expand partnerships with Columbia County Mental Health and Columbia Health Services to increase school-based mental health support. Next meeting May 2025.</p>	<p>Our valued community partners and the services they provide to our district and students: Columbia Health Services (CHS) Total: 4.7 FTE Mental Health support distributed throughout our district In addition, they support: Flight Team responses, Behavior/Safety Threat Consults, recommendations or immediate response for students when need arises, and mental health workers have supported the Sources of Strength group at HS Columbia Community Mental Health (CCMH) Total: 1.0 FTE allocated to SHSD (in process of hiring an employee) The Director of Student Services will meet with points of contact at each agency in regularly</p>	<p>Superintendent met with Director of Public Health on 8/15/25 to discuss school services and with Director of Columbia County Mental Health on 8/27/25 to discuss School-Based Health Center. On 8/27/25, the School Board approved the lease agreement with Columbia County for the School-Based Health Center. Columbia Mental Health Service presented to school principals on 1/8/25.</p> <p>The Office of Student Services connects with both Columbia Health Services and Columbia Community</p>	

<p>c.) Provide Spanish-language resources and support through the FRC School-Community Liaison, with progress reports to the board twice a year (January and June).</p>	<p>scheduled meetings during the 2025-26 School Year to further develop relationships to support our students in need.</p> <p>✓ Hired: May 2025</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Comprehensive Literacy State Development Grant (pending approval) • Translation Services • Family Engagement Activities and Resources (with a focus on bi-literacy development) <p>Strategic Priorities:</p> <ul style="list-style-type: none"> • Increase and support family engagement • Expand parent education opportunities • Strengthen connections between families and their neighborhood schools 	<p>Mental Health.</p> <p>Note: CCMH has recently hired a 'new' Mental Health Provider, who will be shared between MS.PHS. Other services continue.</p> <p>Due to budget shortfall, the FRC School-Community Liaison position was reconfigured under the Communications & Community Engagement Department. Spanish-Language Services - Translations - and Family Engagement continues through internal Title III supports, Bilingual Staff, and external translations & interpretation services through IRCO. The Director of Communications & Community Engagement collaborated with local agencies to provide holiday food and gifts to students and families.</p>	

<p>d.) (Teaching & Learning) Develop a Comprehensive K-12 Counseling Plan using the ASCA model, with a first draft completed by January 2026.</p>	<ul style="list-style-type: none"> • Contacted the American School Counselors Association (ASCA) for training this summer for all school district counselors. • Gear-Up grant will be used to pay for the training. • Have requested the module: “Get Started with the ASCA National Model.” • An Elementary Principal will help lead this effort 2025-26. 	<p>On 8/18/25, ASCA provided professional learning on the National Model for School Counseling to counselors, Instructional coaches, principals, and district leadership. The Assistant Superintendent and instructional coaches collaborate with counselors on utilizing the ASCA standards to revise the K-12 Comprehensive Counseling Plan. Still in progress.</p>	
<p>E. Administrative Services and Accountability</p>			
<p>a.) Hire an Assistant Superintendent of Teaching and Learning, utilizing funding from two retiring Teaching and Learning administrators (By May 2025).</p>	<p>✓ Hired May 2025</p>		

<p>b.) (Superintendent/HR) Strengthen documentation and accountability practices, including the use of progressive discipline when appropriate, with reports shared with the board in January and June.</p> <p>c.) (HR Director) Conduct random background checks for current employees, utilizing existing ESD funding (CRIS).</p> <p>d.) (Superintendent) The Superintendent will meet annually with each school's staff to review the CAP, beginning in April 2025 and done by May 1, 2025, and continuing each fall and spring. Document.</p>	<p>HR and Supt have worked together with both Associations on Discipline and professional development of staff including admins. Along with our attorneys, we have been very mindful of Discipline that is logical and progressive—documented and added two Plans of Assistance as well.</p> <p>**This is to begin by Winter of 2025-26. More to come on this goal. Report to the Board Jan 2026.</p> <p>HR sets a schedule to conduct background checks on current employees. CRIS used as the source.</p> <p>Done. Ongoing. The New Supt needs to take this back up sometime next Fall. Report to Board.</p>	<p>HR continues to work with supervisors and both associations on employee-related performance and conduct-related issues. These issues are addressed quickly, and with legal guidance as needed. Documentation in a central location (Google Drive), Part of Report to Board in January.</p> <p>The HR Assistant has set a schedule for conducting random background checks. HR has secured a budget code to track the costs and the district has allotted fund from the HR budget to cover the additional costs.</p> <p>Blueprint for Student Success Topics discussed at Superintendent Listening & Learning with Elementary & Secondary Staff Superintendent & Assistant Superintendent reviewed Blueprint for Student</p>	

		Success at Leadership Meetings (8/4; 10/2; 11/6; 12/11). To strengthen accountability mechanisms, this was delegated to building principals to go over Blueprint Topics with their staff in Fall and Winter.	
2. Strategic Plan			
A. Student Success			
<p>a.) Indicator 1A: Identify and evaluate the tools and practices currently supporting the district's multi-tiered system of support programs</p> <p>i. Identify and evaluate tools and practices currently supporting MTSS.</p> <p>ii. Complete Essential Standards for PK-12 ELA and Math by June 2025 and for all other subjects by June 2026.</p>	<p>Focus on Tier 1 Alignment and Instruction (Math & ELA)</p> <p>TOOLS IN EACH BUILDING</p> <ul style="list-style-type: none"> ● Columbia City ● Lewis and Clark ● McBride ● SHMS ● SHHS ● Plymouth <ul style="list-style-type: none"> ● Essential Standards <ul style="list-style-type: none"> ○ ELA ○ MATH ● Pacing Guides <ul style="list-style-type: none"> ● Proficiency Scales Folder 	<ul style="list-style-type: none"> ● Provide Professional Development for best practices in Tier 1 instruction ● Ongoing plan to evaluate and assess effectiveness of MTSS Plans at each school to ensure students receive what they need, when they need it ● District has identified essential academic standards in ELA and Math that drive pacing guides to ensure consistency across schools 	

<p>iii. Develop Proficiency Scales and Common Formative Assessments (CFA) for each ELA and Math unit by May 2026.</p> <p>iv. Design Master Schedules to include Tier 1 and Tier 2 intervention blocks by August 2025.</p> <p>v. Identify prerequisite skills for ELA and Math Essential Standards by June 2026.</p> <p>b.) (Superintendent & Assistant Superintendent) Indicator 1B: Create cohesive and consistent structures for our district's multi-tiered system of support programs</p>	<ul style="list-style-type: none"> ○ ELA ○ MATH (6-12) <p>Common Formative Assessments - Project Year 2 (2025.26)</p> <p>Dedicated intervention time is embedded in the daily schedules at every school site.</p> <p>Plan for 2025–26: This topic will be addressed through the <i>Learning Target Progression</i>.</p> <p>An initial introduction has been provided to Guiding Coalition Leaders and K–3 ELA teams. ELA</p> <p>This is a huge and continuous piece of work: creating a K-12 MTSS. We MUST begin with our Tier One Instruction, Attendance, and Behavior. Assistant Supt will create a SHSD Graphic representation of our new MTSS</p>	<ul style="list-style-type: none"> ● Provided professional development to staff on creating common assessments ● Use of PLT Time to build CFA ● Quarterly time for schools across the district to work together to analyze common assessments ● Master Schedule with dedicated uninterrupted core instruction times ● Time built into the master schedule for intervention and extension ● Teacher teams when determining essential standards and analyzing common assessments are able to identify prerequisite skills and then teachers can plan interventions in those areas ● All students receive 	

<p>i. Implement dedicated intervention/enrichment blocks (60 min/week) at all schools by September 2025.</p> <p>ii. Establish fully functioning Professional Learning Teams (PLTs) with clear protocols and norms by January 2026.</p> <p>c.) Indicator 1C: Identify Resources that support Essential Standards and Skills.</p> <p>i. Develop and implement a Common Data Tracking Tool for student progress by June 2026.</p>	<p>model and theory of action.</p> <p>Set now. 7-period schedule at SHMS and SHHS. Dedicated intervention time is embedded in the daily schedules at every school site.</p> <p>Not done until Jan 2026.</p> <p>Trained and implemented in grades K–5; introduced in grades 6–8.</p> <p>Team Analysis of a Common Assessment (TACA): Introduced to the Guiding Coalition as a tool to support collaborative data analysis and instructional decision-making.</p> <ul style="list-style-type: none"> ● Teacher ● Administration <p>Introduced districtwide, K–12</p>	<p>core instruction in academics and behavior</p> <ul style="list-style-type: none"> ● Tiered model for MTSS with Tier 1, 2, and 3 supports communicated to building Principals ● Dedicated time in master schedules to ensure all students have access to additional time and support in their area of need. ● All staff have a PLT that meet with on Wednesdays ● Professional Development provided on setting norms, roles, and protocols so teams have clear meeting processes ● Professional Development on TACA Process ● PLT Teams are beginning to pilot this process ● Professional 	

<p>ii. Create Unit Plans for ELA and Math by June 2026.</p>		<p>Development on analyzing qualitative and quantitative data</p> <ul style="list-style-type: none"> ● PLT Teams have pacing guides ● Ongoing work 	
<p>B. Inclusive Learning</p>			
<p>a.) (Superintendent) Indicator 2A: Establish and support a District Equity Committee (DEC) with staff member representation from each school, students, and community members. (Also satisfies SB 732 requirements.)</p> <p>i. Form the DEC with staff, student, and community representation per SB 732 by June 2025.</p> <p>ii. Seek Board approval for the DEC in August 2025, with meetings starting by September 15, 2025.</p> <p>iii. Publish DEC meeting dates on the district calendar by September 15, 2025.</p>	<p>We have now gathered two groups: 1) District Equity Oversight Group and met once in June and 2) District Equity Committee meeting June 10. This group must be approved by the Board at its Aug meeting 2025. It must meet by Sept 15, 2025 by law.</p> <p>Done. Must be approved by board vote at the August 2025 meeting. Need Board members to serve on the DEC.</p> <p>See above.</p> <p>TBD—Executive Assistant can do this once the board has voted.</p> <p>TBD by DEC and Admin L Team. Also, connect to CAP about</p>	<p>District Equity Team and Supt Advisory Committee were combined to support ongoing inclusive practices as outlined in the plan. It is now the Superintendent Equity Advisory Committee. The District Equity Team - SEAC is no longer required by law to be a board committee. It is a superintendent committee that does not need to be approved by the board or follow public meeting laws.</p> <p>SEAC dates established</p> <p>Ongoing</p>	

<p>b.) Indicator 2B: Identify systems and programs that will support students and staff in an inclusive school culture.</p> <p>i. Train the DEC in equity assessment tools by October 2025.</p> <p>ii. Conduct equity assessments at all schools by December 2025.</p> <p>iii. Develop three district-wide equity goals based on assessment data by January 2026.</p> <p>c.) Indicator 2C: Identify and evaluate all school and district student and family handbooks using an equity lens to support proactive and culturally responsive district practices that benefit all students.</p> <p>i. Develop an equity lens and rubric for evaluating policies</p>	<p>Culture, Climate, and Belonging Survey work.</p> <p>Assistant Supt will be in charge to lead this DEC work with implementation of Equity Assessment. Partners: REAP and NWRESD. Conduct Equity Assessment by 12/15/25</p> <p>TBD in Jan 2026. Report to board Jan 2026. This work to begin January 2026 post Equity Assessment analysis and post Culture, Climate and Belonging Survey results 6-12.</p> <p>Long-term work by the DEC and the Board of Education plus the Superintendent and Asst Supt. Supt Advisory Council is good for this work too.</p> <p>Long-term work by the DEC and the Board of Education plus the Supt and Asst Supt. Year long goal. Done 6/15/26.</p>	<p>See above- ongoing</p> <p>Dates are established in the district PD/Meeting Calendar</p> <p>Supt and Leadership Professional Goals are aligned with equity and inclusive practices. This includes creating a student survey centered on belonging and inclusion and measuring student outcomes with IEP goals/objectives</p> <p>See above</p> <p>See above.</p> <p>Work has started to ensure that an equity lens was addressed by using</p>	

<p>and handbooks by May 2026.</p> <p>ii. Use the DEC's equity lens to create an action plan for the three priority goals by June 2026.</p>		<p>language and addressing legal provisions in all schools handbooks</p> <p>See Supt/Leadership Goals above.</p>	
C. High-Quality Instruction			
<p>a.) (HR) Indicator 3A: Identify high-quality high-impact instructional practices within the University of Washington's Center for Educational Leadership (CEL) Instructional Framework to strengthen Tier 1 core instruction.</p> <p>i. Develop a common walkthrough tool to collect instructional data and provide feedback by June 2025.</p> <p>b.) HR Indicator 3B: Establish a Professional Development</p>	<p>The Common Walkthrough tool is used to align instructional practices with AVID foundational strategies and the 5D+ instructional framework.</p> <p>Create a CEL self-reflection tool for teachers to use at the start of this year- wrap this into goal setting for all teachers.</p> <p>Common Walkthrough Tool:</p> <ul style="list-style-type: none"> Utilized TACA protocol for 	<ul style="list-style-type: none"> Supt, Asst. Supt, and Principals conduct instructional rounds relating to CEL 5D Developed an instructional tool aligned with 5Ds, AVID Strategies , Equity, and Inclusion. Started Piloting in Jan, 2026 District staff set goals 	

<p>structure and focus that drives student-centered best practices.</p> <p>i. Establish a district-wide professional development plan informed by walkthrough data by August 2025.</p> <p>ii. Train 100% of licensed staff on the 5D+ Framework (CEL) by June 2026.</p> <p>c.) (HR) Indicator 3C: Reinforce the implementation of student-centered best practices as detailed by the University of Washington’s Center for Educational Leadership Instructional Framework and AVID.</p>	<p>analysis</p> <ul style="list-style-type: none"> • Developed an initial Proficiency Scale • Feedback collected; Teaching & Learning will revise accordingly <p>ASCD Project with Solution Tree:</p> <ul style="list-style-type: none"> • Year 1 completed • Year 2 will focus on assessment (2025–26) • Led by the Teaching & Learning Team <p>The development of this plan will be a collaborative effort between new district leadership and the Teaching & Learning team.</p> <p>Principals will lead staff training through an intentional, site-based professional development plan.</p> <p>Staff will receive ongoing feedback from building administrators through the use of</p>	<p>that align to CEL 5D and District Strategic Plan</p> <ul style="list-style-type: none"> • Professional Development on high impact instructional strategies • Focus on instructional rigor and student engagement to increase student learning • Ongoing professional development on determining balanced common assessments that align to essential standards and state assessments. • Professional Development and ongoing support for Principals to lead PD for licensed staff • Professional Development in AVID 	

<p>i. Define non-negotiable walkthrough expectations by June 2026.</p> <p>ii. Implement a 5D+ Self-Assessment and Reflection Tool for teachers by August 2025.</p> <p>iii. Continue commitment and training for AVID instructional practices.</p>	<p>the walkthrough tool.</p> <p>Collected data will inform professional development priorities.</p> <p>Create a CEL self-reflection tool for teachers to use at the start of this year- wrap this into goal setting for all teachers. The focus will be determined during Pre-Service Leadership meetings.</p> <p>The Proficiency Scale will be revised and utilized as a self-assessment tool for teachers to identify focus areas. A corresponding reflection form is currently in development. Focal area identified: Student Discourse (10-2-2).</p> <p>The Teaching & Learning team will provide training and support for principals to implement this practice within their buildings.</p>	<p>Strategies such as 10-2-2 to increase student engagement and provide instructional relevance to students</p> <ul style="list-style-type: none"> ● Ongoing PD to give teachers tools to increase instructional rigor throughout the year ● Instructional rounds and daily walk throughs ● At the completion of district PD staff surveys to gather data on PD ● Ongoing PD on high impact instructional practices such as engagement, feedback, questioning, and communicating relevance to students 	
<p>3. <u>Attendance</u></p>			

A. (Teaching & Learning) INCREASE STUDENTS' REGULAR ATTENDANCE (90% ATTENDANCE 90% OF THE TIME)			
a.) (Teaching & Learning) Increase student regular attendance PK-12 from 61% to 70% by January 2026.	January 2026 - increase to 64% regular attendance	<ul style="list-style-type: none"> • Positive communication with families to increase attendance • Positive incentives to attend school 	
b.) Increase student regular attendance PK-12 from 70% to 75% by June 2026.	June 2026 - 61% regular attendance		
c.) Ensure admin/staff participation in Tier 1 Attendance Professional Development through NWRES D BASES training.	Training through NWRES D to begin Sept and go to Dec and March 2026. All in Hillsboro. TIER 1 training and data collection for Attendance-Attendance Matters.		
d.) (Superintendent) Create a K-12 Attendance Team to analyze student data and meet monthly, beginning April 2025.	The Attendance Team met and reviewed data and had Tier 1 discussions 3 times between April, May, and June 2025. Need Fall Tier 1 PD from BASES/ESD.		
4. <u>Student Behavior Support</u>			
A. (Superintendent will ask Data Tech) Decrease student referrals and	This work has yet to begin. Asst Supt needs to gather a K-12 Behavior Team and begin	<ul style="list-style-type: none"> • Provide PD to Principals to train staff on effective Tier 	

<p>exclusions at the 3-12 grade levels for suspensions and expulsions.</p>	<p>conversation about SHSD K-12 Behavior Tier 1 definition and support. NEED Baseline Data.</p>	<p>1 behavior practices</p> <ul style="list-style-type: none"> ● Train staff for restorative practices to replace suspensions and expulsions 	
<p>a.) Ensure Principals collect and analyze disciplinary data through the Synergy Student Information System.</p> <p>b.) (Assistant Superintendent) Establish a K-12 Behavior Support Team by June 2025, meeting monthly to evaluate district-wide behavior support programs.</p> <p>c.) (Assistant Superintendent) Develop an integrated behavior improvement plan for district-wide implementation by January 2026.</p>	<p>Fall 2025, Behavior Team starts this data collection and analysis. Use of the Synergy SIS and Analytics Modeling (data dashboard) is crucial to this work moving forward.</p> <p>TBD</p> <p>TBD</p>	<ul style="list-style-type: none"> ● Discipline data entered to track behaviors based on location, offense, time, and other factors ● District Leadership Meeting that has time built in relating to student behavior ● Ongoing 	
<p>5. <u>Board Strategic Goals</u></p>			
<p>To be determined at the Board's August 2025 retreat in collaboration with</p>	<p>Board/Supt goals must be visioned, measured and specific to support student educational achievement and academic</p>	<p>Board did not develop goals yet. Agreed to use the Blueprint for Student Success to monitor</p>	

the new Superintendent.	progress in SHSD.	progress.	