St. Helens School District

Blueprint for Student Success 2025-2027

Goals	June 2025	January 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.	The SEAC met on SPED Redesign (2/11 & 5/13).
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.	The High School Principal meets regularly with the PAC.
c.) (Superintendent) Continue Quarterly Community Listening Sessions in April, and early	I would reconsider this goal. Between the superintendent advisory committee and the	September 10, 2025 - Topic Governor Kotex Cell Phone Ban. January 14, 2026 - Topic - SHSD	Community Listening and Learning sessions 4/8, 5/13, and 6/10.

June 2025 and beyond, with sign-in records and meeting notes.	principals action committee including the superintendent, determine if community listening sessions are a good idea.	Budget Roadshow.	
d.) (Superintendent) Provide ongoing CAP progress updates to the community at Board meetings in June 2025 and beyond.	June 11, 2025, we are reporting on the items of the CAP. This practice should continue in January 2026 and June 2027.	At 1/28/26 Board Meeting, Superintendent & Assistant Superintendent provided updates on the Blueprint for Student Success.	At 6/24/26 Board Meeting, Superintendent & Assistant Superintendent provided updates on the Blueprint for Student Success.
A. Law Enforcement			
a.) (Superintendent) Re-establish the School Resource Officer (SRO) program for implementation in Fall 2025. (*Pending Funding)	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.	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 meetings and sporting events. Superintendent met with Chief of Police on 8/6/25 to discuss SRO possibilities; emailed on	Pending funding

		10/6/25 to set up monthly meetings and Chief of Police was working on delegating it to another police officer; 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.	
b.) (Superintendent) Hold monthly meetings with the St. Helens Police Chief (initiated February 2025).	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.	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; 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.	Chief of Police was unable to meet with Superintendent regularly. The Superintendent will work with the Chief of Police for a quarterly meeting with his delegate next year.
c.) (Communications) Continue quarterly First Responders meetings, with the next session scheduled for March and then in June and on-going.	We continue to host county-wide first responder meetings in collaboration with local school districts and emergency response agencies. This year, our guest	Our First Responders meeting on January 20, 2026, had officers from the Portland Police Bureau as guest speakers. This presentation was on using data	On May 19, 2026, we brought in guest speakers from the Washington County Sheriff's Office Crisis Negotiation Unit.

	speakers included experts on human trafficking and drug abuse, with a focus on fentanyl. These gatherings 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. 3.18.2025 Portland Police - Human Trafficking 5.20.2025 Columbia Health Services - Fentanyl Will resume in November 2025 with 4 meetings in the 2025/2026 school year.	to improve practices and achieve better outcomes.	The team's approach emphasizes calm communication, relationship-building, and thoughtful decision-making under pressure, all with the shared goal of supporting safe and effective outcomes in the communities they serve. This was a powerful presentation with many takeaways.
B. Policy, Procedure, and Reporting			
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.	GCAA - Standards for Competent and Ethical Performance of Oregon Educators - Updated 3/12/25 GBNAA/JHFF & AR - Suspected Sexual Conduct with Students Reporting Requirements Updated 3/12/25	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.	During the winter reminder with staff, boundary issues with examples were shared with staff in live sessions. District policies were linked into the presentations and reviewed with staff during the presentations.

b.) Conduct a district-wide policy and procedure assessment with OSBA, reviewing policies from 2019 to the present. The Board decides by May 2025.	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 Superintendent and the Board updated most of 2024. The cost is nominal-$3800.	Board approved a policy review committee at 8.27.25 Board Meeting. Policy Review Committee met on 10.22.26. Policy 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.	Board approved a Superintendent Policy Review Committee 5.27.26 Committee met on 5.20.26 and 5.27.26 to review OSBA policy updates
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.	Annual training for all employees on *What Every Employee Needs to Know*, 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.	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.	All students trained in Erin's Law. All staff completed mandatory training.

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.	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. 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.	Building admin will do a refresher for all staff during a February staff meeting and incorporate the PACE PSA about grooming behaviors. Departments & Leadership will complete training in Jan/Feb. Electronic binder in process.	All staff were presented with the PACE PSA in a staff meeting. The video was shown as the end of the refresher mandatory reporting training provided by supervisors at all job sites. This task was completed in Jan/Feb. Electronic binder will be complete and accessible by June 30, 2026.
C. Culture, Climate and Belonging			
a.) 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.	Principals will review the Healthy Teen Survey Data in August. Students with special needs participated in a brief Google survey on inclusion and belonging in Fall & Spring. The data was used to inform Sped Redesign and planning for the 26-27SY.

b.) 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.	6th, 8th, and 11th grade students took the student health survey. 143 districts across the state gave the survey. Overall trends in data showed the data was very similar to the last 2 years taking the survey in both the state and the district. There were no free options available to surveying parents. It would be recommended to try and find a survey for parents.
D. Family Advocacy and Support			
a.) Hire a School-Community Liaison as part of the Family Resource Center (FRC) model, with goals and measures established by Fall 2025.	✅ Hired May 2025	This role was shifted to the Director of Communications & Community Engagement. This role will also support McKinney-Vento and Foster students.	The Director of Communications & Community Engagement continues supporting students and families as the McKinney-Vento and Foster Care Liaison.
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.	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	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	The Office of Student Services connects with community partners about mental health resources and staff. Note: CCMH was unable to secure a mental health provider for the MS/PHS this school year due to staffing shortages.

	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 scheduled meetings during the 2025-26 School Year to further develop relationships to support our students in need.	with Columbia County for the School-Based Health Center. Columbia Mental Health Service presented to school principals on 1/8/25. The Office of Student Services connects with both Columbia Health Services and Columbia Community Mental Health. Note: CCMH has recently hired a 'new' Mental Health Provider, who will be shared between MS.PHS. Other services continue.	
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).	✅ Hired: May 2025 Focus Areas: ● Comprehensive Literacy State Development Grant (pending approval) ● Translation Services ● Family Engagement Activities and Resources (with a focus on bi-literacy development) Strategic Priorities: ● Increase and support family engagement ● Expand parent education opportunities ● Strengthen connections	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	Spanish-Language Services - Translations - and Family Engagement continues through internal Title III supports, Bilingual Staff, and external translations & interpretation services through IRCO.

	between families and their neighborhood schools	food and gifts to students and families.	
d.) (Teaching & Learning) Develop a Comprehensive K-12 Counseling Plan using the ASCA model, with a first draft completed by January 2026.	• 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.	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.	Counselors used the ASCA model consistently throughout the year to support students and the community. Counselors use PLT time to plan how to best use the ASCA model to support schools.
E. Administrative Services and Accountability			
a.) Hire an Assistant Superintendent of Teaching and Learning, utilizing funding from two retiring Teaching and Learning administrators (By May 2025).	✅Hired May 2025		Position reduced due to budget shortfall. Administrative positions consolidated.

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.	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.	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.	Superintendent/HR worked with principals and supervisors to address employee conduct issues in a timely manner. Progressive discipline used in all cases. Issues were aligned with CBA documents and applicable employment laws. Legal counsel was consulted as needed to assure compliance and written documents were accurate. DHS and local law enforcement were notified as cases required.
c.) (HR Director) Conduct random background checks for current employees, utilizing existing ESD funding (CRIS).	**This is to begin by Winter of 2025-26. More to come on this goal. Report to the Board Jan 2026. HR sets a schedule to conduct background checks on current employees. CRIS used as the source.	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.	HR began re-checking background checks for current employees in January of 2026. As of June 2026, 200 background checks were completed.
d.) 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.	Done. Ongoing. The New Supt needs to take this back up sometime next Fall. Report to Board.	Blueprint for Student Success Topics discussed at Superintendent Listening & Learning with Elementary & Secondary Staff Superintendent & Assistant Superintendent reviewed Blueprint for Student Success at Leadership Meetings (8/4; 10/2; 11/6; 12/11). To strengthen accountability mechanisms, this	The Blueprint for Student Success topics are reviewed regularly within leadership meetings and professional learning with staff.

		was delegated to building principals to go over Blueprint Topics with their staff in Fall and Winter.	
2. Strategic Plan			
A. Student Success			
a.) Indicator 1A: Identify and evaluate the tools and practices currently supporting the district's multi-tiered system of support programs	Focus on Tier 1 Alignment and Instruction (Math & ELA)	• Provide Professional Development for best practices in Tier 1 instruction	Ongoing Professional Development on Wednesday early release time to support teachers in Tier 1 and 2 instruction.
i. Identify and evaluate tools and practices currently supporting MTSS.	TOOLS IN EACH BUILDING • Columbia City • Lewis and Clark • McBride • SHMS • SHHS • Plymouth	• Ongoing plan to evaluate and assess effectiveness of MTSS Plans at each school to ensure students receive what they need, when they need it	Administration received ongoing training on MTSS Plans to support students in both academics and behavior.

ii. Complete Essential Standards for PK-12 ELA and Math by June 2025 and for all other subjects by June 2026.	• Essential Standards
	  ○ ELA
	  ○ MATH
	• Pacing Guides
	• Proficiency Scales Folder
	  ○ ELA
	  ○ MATH (6-12)
		• District has identified essential academic standards in ELA and Math that drive pacing guides to ensure consistency across schools	Teachers in both secondary and elementary grades have completed their work to identify essential standards in both Math and ELA. Social Studies Teachers were provided PD and time to support their work with identifying essential standards.

iii. Develop Proficiency Scales and Common Formative Assessments (CFA) for each	Common Formative Assessments - Project Year 2 (2025.26)	• Provided professional development to staff on creating common assessments	PLT Teams continued to analyze common assessment data to make instructional decisions for students.

ELA and Math unit by May 2026.	Dedicated intervention time is embedded in the daily schedules at every school site.	• Use of PLT Time to build CFA • Quarterly time for schools across the district to work together to analyze common assessments	
iv. Design Master Schedules to include Tier 1 and Tier 2 intervention blocks by August 2025.	Plan for 2025–26: This topic will be addressed through the *Learning Target Progression*.	• Master Schedule with dedicated uninterrupted core instruction times • TIme built into the master schedule for intervention and extension	• End of year reflection to analyze the master schedule to determine what was successful and what needs to be adjusted for next year. • School Administration will work together over the summer to finalize an updated master schedule for next year.
v. Identify prerequisite skills for ELA and Math Essential Standards by June 2026.	An initial introduction has been provided to Guiding Coalition Leaders and K–3 ELA teams. ELA	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	ELA and Math have identified priority standards K-12.
b.) (Superintendent & Assistant Superintendent) Indicator 1B: Create cohesive and consistent structures for our district's multi-tiered system of support programs	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	• All students receive core instruction in academics and behavior • Tiered model for MTSS with Tier 1, 2, and 3 supports communicated to building Principals	Ongoing use of both academic and behavior data to determine intervention groups for students.

	model and theory of action.		
i. Implement dedicated intervention/enrichment blocks (60 min/week) at all schools by September 2025.	Set now. 7-period schedule at SHMS and SHHS. Dedicated intervention time is embedded in the daily schedules at every school site. Not done until Jan 2026.	Dedicated time in master schedules to ensure all students have access to additional time and support in their area of need.	100% of schools will dedicated MTSS time in the master schedule to ensure students receive additional time and support in Math, ELA, and Behavior (Additional content at the secondary level)
ii. Establish fully functioning Professional Learning Teams (PLTs) with clear protocols and norms by January 2026.	Trained and implemented in grades K–5; introduced in grades 6–8.	● 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	● Administration will reflect and audit the use of PLT time for the 2025-26 school year. ● Administration will use that data to set goals for PLT work for the 2026-27 school year.
c.) Indicator 1C: Identify Resources that support Essential Standards and Skills.	Teachers received ongoing professional development that support instruction in essential standards in ELA and Math.	Teachers received ongoing professional development that support instruction in essential standards in ELA and Math.	Teaching and Learning provided multiple opportunities for all K-5 staff to receive support in instructional strategies that align to our essential standards. This was done on Wednesday early release days. Teachers asked for more time to learn and collaborate with teachers at other schools in the district.
i. Develop and implement a Common Data Tracking Tool for student progress by June 2026.	Team Analysis of a Common Assessment (TACA): Introduced to the Guiding Coalition as a tool to support	● Professional Development on TACA Process ● PLT Teams are beginning	Continued Professional Development on the data analysis protocol to use assessment data to make instructional decisions

	collaborative data analysis and instructional decision-making. ● Teacher ● Administration	to pilot this process ● Professional Development on analyzing qualitative and quantitative data	for students in both a quantitative and qualitative way.
ii. Create Unit Plans for ELA and Math by June 2026.	Introduced districtwide, K–12	● PLT Teams have pacing guides ● Ongoing work	PLT Teams will continue the work to building unit plans/pacing guides to ensure all essential standards are taught and assessed in the school year.
B. Inclusive Learning			
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.)	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.	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.	The SEAC met on Sped Redesign (2/11 & 5/13). At the 6/24/26 Board Meeting, the Superintendent presented on Sped Redesign and SEAC.
i. Form the DEC with staff, student, and community representation per SB 732 by June 2025.	Done. Must be approved by board vote at the August 2025 meeting. Need Board members to serve on the DEC.	SEAC dates established	

ii. Seek Board approval for the DEC in August 2025, with meetings starting by September 15, 2025.	See above.		
iii. Publish DEC meeting dates on the district calendar by September 15, 2025.	TBD–Executive Assistant can do this once the board has voted. TBD by DEC and Admin L Team. Also, connect to CAP about.	Ongoing	No longer required to be posted as public meeting.
b.) Indicator 2B: Identify systems and programs that will support students and staff in an inclusive school culture.	Culture, Climate, and Belonging Survey work.	See above- ongoing	
i. Train the DEC in equity assessment tools by October 2025.	Assistant Supt will be in charge to lead this DEC work with implementation of Equity Assessment. Partners: REAP and NWRESD.	Dates are established in the district PD/Meeting Calendar	SEAC utilizes the Oregon Equity Lens to guide the decision-making process.
ii. Conduct equity assessments at all schools by December 2025.	Conduct Equity Assessment by 12/15/25	Starting with special education redesign.	Designed an action plan for 26-27 SY to continue equity assessment
iii. Develop three district-wide equity goals based on assessment data by January 2026.	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.	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	Superintendent presented on SPED Redesign and Goals at the June 24, 2026, Board Meeting.
c.) Indicator 2C: Identify and evaluate all school and district	Long-term work by the DEC and the Board of Education plus the	See above.	Leadership Team reviewed the student and family handbook and

student and family handbooks using an equity lens to support proactive and culturally responsive district practices that benefit all students.	Superintendent and Asst Supt. Supt Advisory Council is good for this work too.		discipline matrix using the Oregon Equity Lens. Principals met on June 16th & 17th for a two-day work session on MTSS for Behavior. They worked on K-12 systematic alignment with the district student and family handbook. This work will continue on August 6th & 7th.
I. Develop an equity lens and rubric for evaluating policies and handbooks by May 2026.	Long-term work by the DEC and the Board of Education plus the Supt and Asst Supt. Year long goal. Done 6/15/26.	See above.	SEAC and Leadership utilize the Oregon Equity Lens.
ii. Use the DEC's equity lens to create an action plan for the three priority goals by June 2026.		Work has started to ensure that an equity lens was addressed by using language and addressing legal provisions in all schools handbooks See Supt/Leadership Goals above.	SEAC and Leadership use the Oregon Equity Lens.
C. High-Quality Instruction			
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.	The Common Walkthrough tool is used to align instructional practices with AVID foundational strategies and the 5D+ instructional framework.	Supt, Asst. Supt, and Principals conduct instructional rounds relating to CEL 5D.	School and district administration will analyze CEL 5D data with state/benchmark assessment data to check alignment.

i. Develop a common walkthrough tool to collect instructional data and provide feedback by June 2025.	Create a CEL self-reflection tool for teachers to use at the start of this year- wrap this into goal setting for all teachers.	• Developed an instructional tool aligned with 5Ds, AVID Strategies , Equity, and Inclusion. • Started Piloting in Jan, 2026	Ongoing commitment to instructional rounds for the 2026-27 school year.
b.) HR Indicator 3B: Establish a Professional Development structure and focus that drives student-centered best practices.	Common Walkthrough Tool: • Utilized TACA protocol for analysis • Developed an initial Proficiency Scale • Feedback collected; Teaching & Learning will revise accordingly	District staff set goals that align to CEL 5D and District Strategic Plan	Continued Professional Development for staff in both high impact instructional strategies for both academics and behavior.
i. Establish a district-wide professional development plan informed by walkthrough data by August 2025.	ASCD Project with Solution Tree: • Year 1 completed • Year 2 will focus on assessment (2025–26) • Led by the Teaching & Learning Team	• Professional Development on high impact instructional strategies • Focus on instructional rigor and student engagement to increase student learning	PD included continued support to increase student engagement
ii. Train 100% of licensed staff on the 5D+ Framework (CEL) by June 2026.	The development of this plan will be a collaborative effort between new district leadership and the Teaching & Learning team.	Ongoing professional development on determining balanced common assessments that align to essential standards and state assessments.	All licensed staff evaluated using CEL 5D.
c.) (HR) Indicator 3C: Reinforce the implementation of student-centered best	Principals will lead staff training through an intentional, site-based professional development plan.	Professional Development and ongoing support for Principals to lead PD for licensed staff	Provide professional development for the 26-27 school year.

practices as detailed by the University of Washington's Center for Educational Leadership Instructional Framework and AVID.			
i. Define non-negotiable walkthrough expectations by June 2026.	Staff will receive ongoing feedback from building administrators through the use of the walkthrough tool.	Professional Development in AVID Strategies such as 10-2-2 to increase student engagement and provide instructional relevance to students	Provide feedback to teachers on AVID strategies.
ii. Implement a 5D+ Self-Assessment and Reflection Tool for teachers by August 2025.	Collected data will inform professional development priorities. 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.	• Ongoing PD to give teachers tools to increase instructional rigor throughout the year • Instructional rounds and daily walk throughs	Review teacher/student goal setting.
iii. Continue commitment and training for AVID instructional practices.	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). The Teaching & Learning team will provide training and support for	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

	principals to implement this practice within their buildings.		
3. Attendance			
A. (Teaching & Learning) INCREASE STUDENTS' REGULAR ATTENDANCE (90% ATTENDANCE 90% OF THE TIME)			Data from the state is not released yet on attendance rate.
a.) (Teaching & Learning) Increase student regular attendance PK-12 from 61% to 70% by January 2026.	January 2026 - increase to 64% regular attendance	Positive communication with families to increase attendance	MTSS goals at school level to increase attendance.
b.) Increase student regular attendance PK-12 from 70% to 75% by June 2026.	June 2025 - 61% regular attendance	Positive incentives to attend school	Ongoing student incentives for attendance
c.) Ensure admin/staff participation in Tier 1 Attendance Professional Development through NWRESD BASES training.	Training through NWRESD to begin Sept and go to Dec and March 2026. All in Hillsboro. TIER 1 training and data collection for Attendance-Attendance Matters.	District staff attend annual training on attendance through NWRESD	School Staff completed BASES Training on Attendance.
d.) 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.	Use BASES Training to develop district attendance plan	Attendance teams meet regularly in schools.
4. Student Behavior Support			
A. Decrease student referrals and exclusions at the 3-12 grade	This work has yet to begin. Asst Supt needs to gather a K-12	● Provide PD to Principals to train staff on effective	● Ongoing training on effective Schoolwide

levels for suspensions and expulsions.	Behavior Team and begin conversation about SHSD K-12 Behavior Tier 1 definition and support. NEED Baseline Data.	Tier 1 behavior practices ● Train staff for restorative practices to replace suspensions and expulsions	Behavioral Supports. ● Continued training on responding to challenging behaviors, Trauma-informed practices and UDL
a.) Ensure Principals collect and analyze disciplinary data through the Synergy Student Information System.	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.	Discipline data entered to track behaviors based on location, offense, time, and other factors	Principals monitored discipline data in Synergy at leadership meetings.
b.) (Assistant Superintendent) Establish a K-12 Behavior Support Team by June 2025, meeting monthly to evaluate district-wide behavior support programs.	TBD	District Leadership Meeting that has time built in relating to student behavior	● K-12 Behavior Support Team is the district leadership team to include school principals. ● Superintendent met with SPED Redesign team quarterly to review plans and discuss MTSS process for behavior.
c.) (Assistant Superintendent) Develop an integrated behavior improvement plan for district-wide implementation by January 2026.	TBD	Ongoing	The focus for the 2026-27 SY is student and staff safety and the alignment of Systematic K-12 MTSS for behavior with accountability mechanisms.
5. <u>Board Strategic Goals</u>			

To be determined at the Board's August 2025 retreat in collaboration with the new Superintendent.	Board/Supt goals must be visioned, measured and specific to support student educational achievement and academic progress in SHSD.	Board did not develop goals yet. Agreed to use the Blueprint for Student Success to monitor progress.	• The Board made progress on Strategic Goals within the Blueprint for Student Success. • The Board will develop goals for 26-27 SY in August, 2026.