



Strategic Plan

2023 - 2027

OUR PROMISE

Know, Value,
and Empower
Every Student
to Achieve
Their Dreams



Hillsboro, Oregon

JULY 2023

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In the Spring of 2022, the Hillsboro School District set out to engage in an equity-centered, community-wide strategic planning process that was grounded in students’ voice, informed by data from multiple sources, and engaged the diverse perspectives of the HSD community. The District committed to developing a Strategic Plan for the District in a way that:

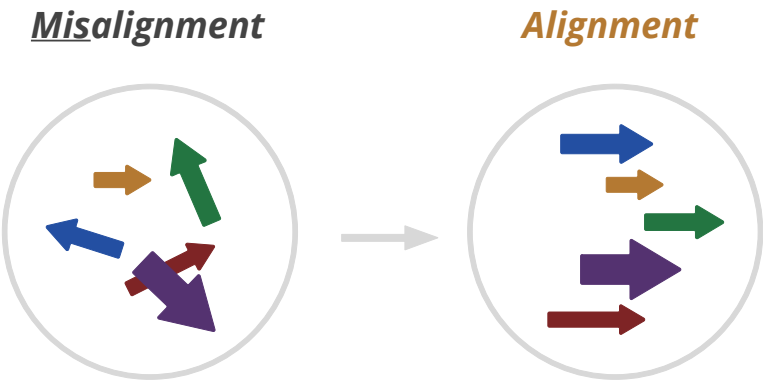
- » Clarified the goals and measures for student learning, growth and achievement;
- » Outlined a roadmap for accomplishing those goals;
- » Embraced the diverse voices of all stakeholders; and,
- » Mobilized leadership for courageous action.

The strategic planning process took place between April 2022 - March 2023. Performance Fact Inc. designed and facilitated HSD’s strategic planning process.



Why Plan?

A primary purpose of planning is to create alignment.



Alignment is the process of reaching shared understanding about common purpose. With mutual understanding, the work of the District has meaning to all stakeholders, enabling the achievement of its vision for all students: – to prepare each student for career, college and life.

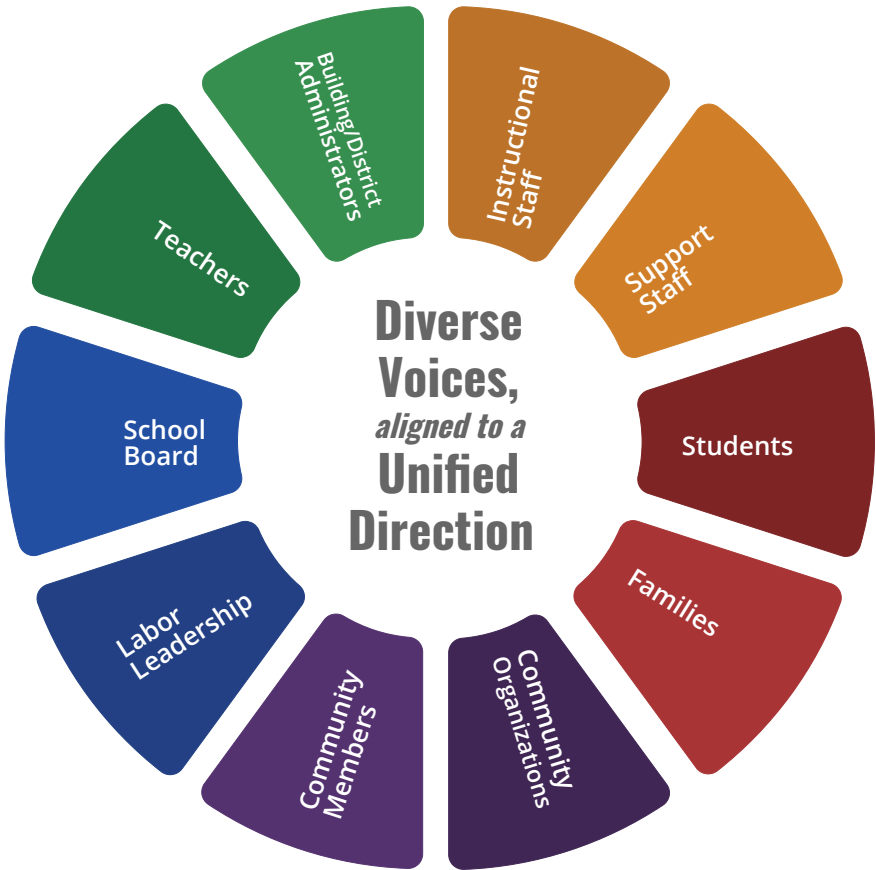
Embracing Diverse Voices and Perspectives

To be effective, the planning process must proactively seek out and embrace the diverse voices and perspectives across the District.

The District’s planning process included gathering input on students’ experiences, parents’ perspectives, and the quality of the instructional program.

This input, along with a complete analysis of student outcome and access data served as the foundation for the plan.

A series of teams representative of the diverse stakeholders in the community developed the plan over the course of many months.



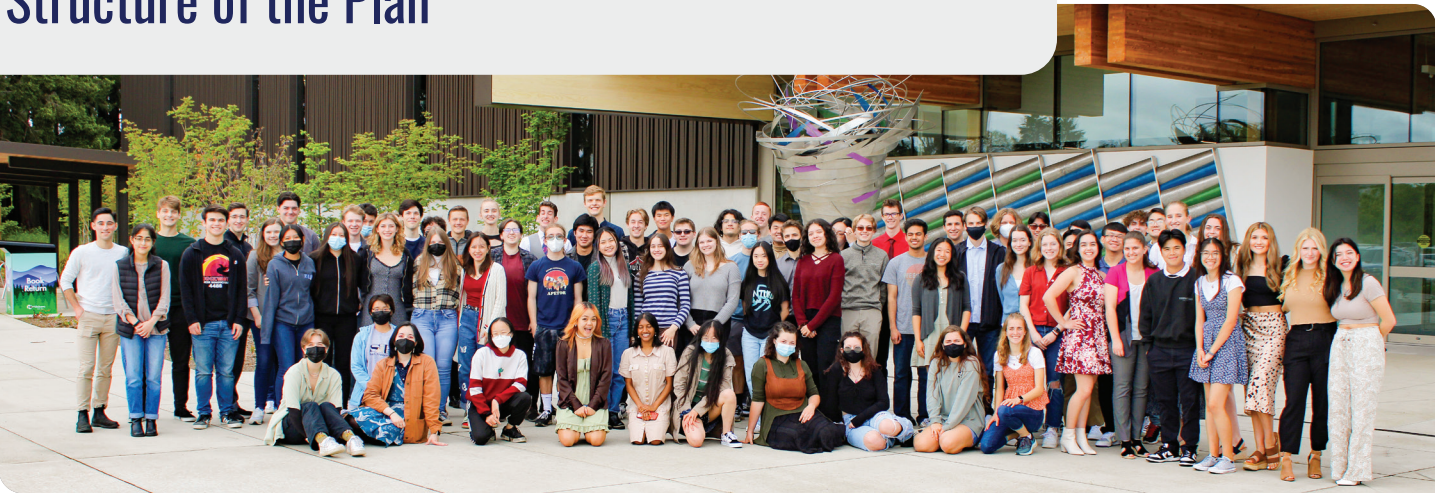
Strategic Planning Teams and Contributors

Each planning team was composed of a representative cross-section of community members:

- » 20 students in grades 6-12 served on the Student Voice Team;
- » About 175 students in grades 3-12 participated in student focus groups;
- » Over 7,000 students in grades 3-12 completed a student survey
- » Approximately 40 people, representing different HSD constituencies, participated on the Core Planning Team;

- » About 30 instructional staff served on the Instructional Focus Team;
- » About 20 civic and community partners participated on the Alignment Team;
- » Approximately 350 families and community members engaged through the Community Forums and surveys.

Additionally, the draft strategic plan was shared with the Board, school-level staff, and district-level personnel at various points in the planning process.



The ultimate goal of our school system remains unchanged: learning, growth, and success for every student, without exception. Those are the “ends” we seek.

The means to the ends are organized around two

ideas: effective instructional practices and an empowering infrastructure.

Keeping “ends” and “means” in proper sequence is essential for a student-centered, results-focused strategic plan.



1. Student Learning

- Our Promise
- Portrait of a Hillsboro Graduate
- Goals for Student Success
- Measure of Student Progress
- Performance Targets

2. Instructional Effectiveness

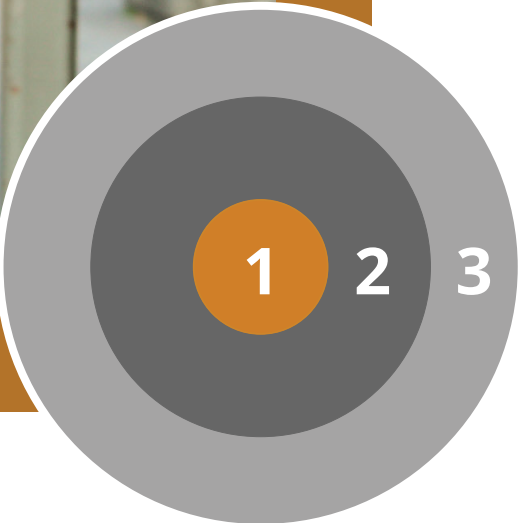
- “Four Pillars” (Framework for Coherent Action)
- Professional Practices for Effective Instruction

3. Empowering Infrastructure

- Strategy Map
- Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation

Student Learning

- Portrait of A Hillsboro School District Graduate
- Goals for Student Success
- Measures of Student Progress
- Performance Targets



Know, Value, and Empower Every Student to Achieve Their Dreams



The Hillsboro School District Portrait of a Graduate embodies our commitment to ensure all students have the depth and breadth of experiences and supports necessary to prepare them for their next steps after high school.

PORTRAIT OF A HILLSBORO SCHOOL DISTRICT GRADUATE Prepared for Career, College & Life



- Recognize and understand their emotions, thoughts, and values
- Reflect on their strengths, assets, and areas for growth
- Develop their physical, mental, emotional, and social health and well-being



- Possess a strong command of academic skills
- Explore, identify, organize and synthesize ideas and information to assess experiences and innovate solutions.
- Embrace curiosity, flexibility and creativity in learning

Empowered Learners

Inquisitive Scholars

Collaborative Communicators

Community Contributors



- Listen to understand diverse perspectives
- Use strategies and techniques to communicate effectively
- Build relationships and collaborate with people whose culture, background, ability, or other attributes differ from their own



- Take responsibility for actions and impact within a diverse community
- Identify and cultivate resources to support their future success
- Develop understanding of the larger world and find commonality across differences
- Act on issues that are important to them and give back to the community

Our Strategic Plan centers on Five Goals for Student Success, from preschool through high school. These goals will guide the work of the District for the coming years.

GOAL #1



Success in the Early Years

Every student will acquire the social-emotional readiness and foundational academic skills for future success.

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.

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.

GOAL #4



Critical Thinking & Problem Solving

Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.

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.

GOAL #1

Success in the Early Years

METRICS

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

PERFORMANCE TARGET #1

By 2026-2027 school year, 70% of all students proficient in reading in 3rd grade.

FOCAL STUDENT GROUPS

Students identified* as Hispanic†/ Latina/o/x and students accessing special education services

GOAL #2

Safe and Supported Learners

METRICS

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)

PERFORMANCE TARGET #2

By 2026-2027 school year, 80% of students will attend more than 90% of their enrolled school days.

FOCAL STUDENT GROUPS

• Students identified* as American Indian/Alaska Native†

• Students identified* as Native Hawaiian/Pacific Islander†

GOAL #3

Access and Opportunity

METRICS

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.

PERFORMANCE TARGET #3

By 2026-2027 school year, an increased percentage of students participating in at least one school-based extracurricular activity (baseline to be established in Year 1).

FOCAL STUDENT GROUPS

• Students identified* as Hispanic†/Latina/o/x

• Students identified* as female

*As identified by family/caregiver in the student information system.
†Term established by the Oregon Department of Education (ODE) for reporting purposes.

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GOAL #4



Critical Thinking and Problem Solving

METRICS

- 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.

PERFORMANCE TARGET #4

By 2026-2027 95% of students will be on-track to graduate by the end of their 9th grade year.

FOCAL STUDENT GROUPS

- Students identified* as Hispanic†/Latina/o/x
- Students accessing special education services

GOAL #5



Graduate Ready for Career, College and Life

METRICS

- A. % of students achieving 4-year graduation & 5-year completion.
- B. % of students 9-12 enrolled in a career pathway, CTE, AP/IB, and Dual Credit courses, and 12th grade students successfully completing a career pathway.
- C. % of students accessing career-related learning experiences and supports (Experiential Learning Opportunities, Internships, and Apprenticeships).

PERFORMANCE TARGET #5

- By 2026-2027 school year, 88.8% of students will earn a regular or modified diploma within four years of entering high school.
- By 2026-2027, 93% of students will earn a regular, modified, extended, or adult high school diploma, or a GED, within five years of entering high school.

FOCAL STUDENT GROUPS

- **4-Year:** Students experiencing homelessness†, students experiencing foster care†
- **5-Year:** Students identified* as Hispanic†/Latina/o/x



*As identified by family/caregiver in the student information system.
†Term established by the Oregon Department of Education (ODE) for reporting purposes.

Circle 2

Instructional Effectiveness

- “Four Pillars”
- Professional Practices



Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision making, and provide a durable frame for organizing and focusing our work.



PILLAR A:

Teaching & Learning

Culturally-Responsive Teaching & Learning

We connect learning to students’ community and everyday lives, we intentionally build inclusive classroom cultures, and we sustain a high-rigor environment in which differentiated supports are provided.



PILLAR B:

Schools Can’t Do It Alone

Strong & Safe, Family & Community Relationships

We strive to develop trusting partnerships between home, school, and the community through proactive, responsive communication; meaningful and authentic collaboration; and shared responsibility for the emotional and physical safety and success of all students.



PILLAR C:

Investing in People

Exceptional Staff

We foster a culture of collaboration, accountability, and shared responsibility through the investment in and advancement of staff, and systematic development of the capacity for all members of the school community to serve every student.



PILLAR D:

Bringing It All Together

Culture of Continuous Improvement

We systematically gather data and use frequent and timely formative assessments to monitor and adjust teaching, leadership, and organizational practices to meet the specific needs of students and schools, and to ensure our actions are aligned with our belief in the abilities of all students.

Instructional Effectiveness is the strongest predictor of student learning and instruction is most effective when it is supported by responsive leadership and effective organizational practices.

	PILLAR A Culturally-Responsive Teaching and Learning	PILLAR B Strong & Safe Family & Community Relationships	PILLAR C Exceptional Staff	PILLAR D Culture of Continuous Improvement
TEACHING PRACTICES	<p>T1. Educators elevate student voice and choice through reciprocal feedback and collaboration to build student self-efficacy.</p> <p>T2. Educators facilitate critical thinking through rigorous instruction that respects and integrates the ancestral knowledge of families to help students gain the necessary skills to actively navigate in their community.</p>	<p>T3. Educators create clear systems of strong and consistent two-way communication with families that focus on the well-being and academic success of each student.</p> <p>T4. Educators respect and integrate the ancestral knowledge & cultural practices of families into the classroom and school spaces in order to build a safe, welcoming environment where families and students can engage in the learning.</p>	<p>T5. Educators collaborate in setting shared goals for student learning and professional practices and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student learning.</p> <p>T6. Educators develop personalized professional growth plans based on reflection and analysis of student work and data connected to school improvement plans.</p>	<p>T7. Educators guide students in setting and monitoring their own progress toward meeting academic and behavior goals.</p> <p>T8. Educators use classroom formative assessment techniques to track learning by ALL students, diagnose success and the need for improvement, and adjust instruction to meet student needs.</p>
LEADERSHIP PRACTICES	<p>L1. School leaders facilitate and model reciprocal feedback leading to collective staff efficacy.</p> <p>L2. School leaders facilitate critical thinking and innovation through rigorous, differentiated professional development for staff.</p>	<p>L3. School leaders intentionally and systematically seek out diverse perspectives that represent the school community in order to better serve the needs of the community.</p> <p>L4. School leaders create differentiated, responsive, and inclusive systems that enable families to participate in and contribute meaningfully to decision making regarding their students and their schools.</p>	<p>L5. School leaders ensure that time and resources are allocated for students, staff & administrators to collaboratively create shared goals, co-create actionable steps, evaluate progress, and provide reciprocal feedback as part of the school improvement plan.</p> <p>L6. School leaders articulate and align focus areas to empower staff through differentiated professional development aligned to the school or department improvement plan (ex. coaching, modeling, etc.).</p>	<p>L7. School leaders and leadership teams facilitate the goal setting practices for staff to foster continuous improvement.</p> <p>L8. School leaders, teachers, and staff regularly engage in data-based conversations regarding instruction, interventions, professional practices and student learning outcomes in alignment with their school improvement plans.</p>
ORGANIZATIONAL PRACTICES	<p>O1. District-wide systems support and model reciprocal feedback leading to collective leadership efficacy.</p> <p>O2. The District creates systems and models that facilitate innovative opportunities for all staff and students to build critical thinking skills.</p>	<p>O3. District and school leadership assure systems of support to connect every student to a caring adult(s) within the school and/or community.</p> <p>O4. District and community members collaboratively gather to analyze data regarding the efficacy of systems of support and to further partner with community resources to create safe, caring schools.</p>	<p>O5. The District provides and systematically supports the adequate use of time, structures, and professional learning to support all staff’s growth and development.</p> <p>O6. The District utilizes research based adult learning processes and responsive data systems to ensure every educator is given the opportunity to learn and practice high leverage instructional practices at the classroom and building level.</p>	<p>O7. The District provides support, resources, and professional development for staff to build capacity in the use and implementation of student-led assessments (e.g. development of portfolios, etc.).</p> <p>O8. District and school staff regularly review quantitative and qualitative data (including summative and formative assessment results, attendance records, and other data including student and family voice) to identify needs and supports.</p>

Empowering Infrastructure

- A Strategy Map and Strategic Priorities
- System-wide and Equity-specific Key Actions
- Roadmap for Disciplined Implementation



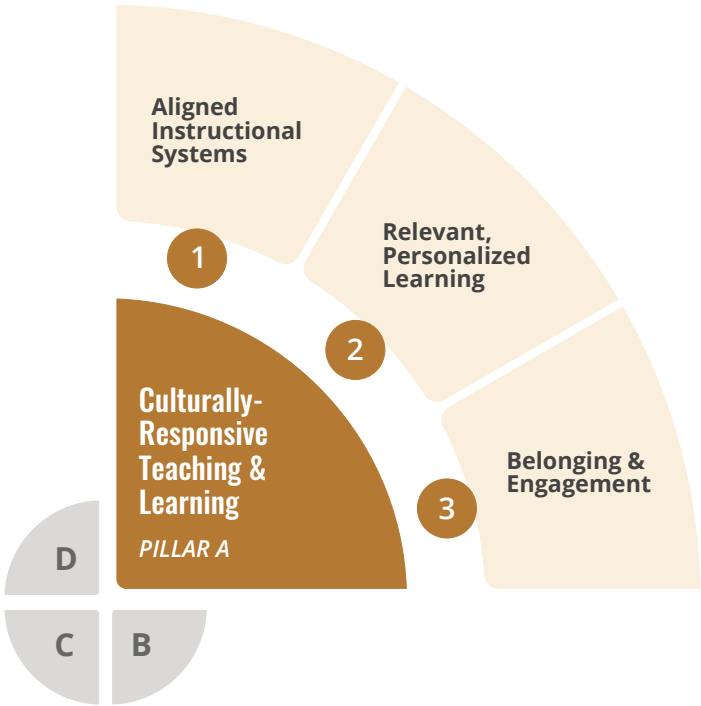
Strategy Map

The Strategic Priorities, and the Key Actions associated with them, are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the goals for student success. Together, they constitute the Strategy Map – the blueprint for an empowering infrastructure, aligned to the Four Pillars.





Culturally-Responsive Teaching & Learning



SYSTEM-WIDE KEY ACTIONS

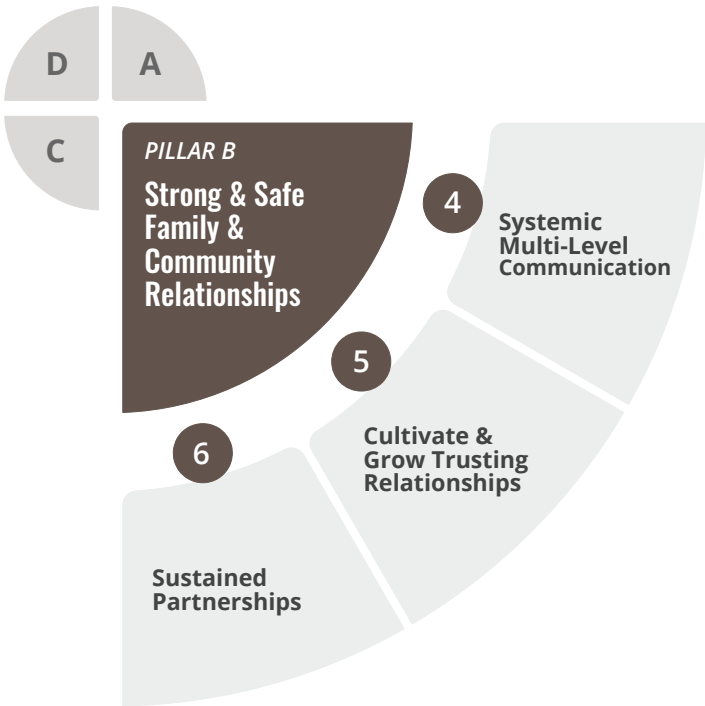
- A1. Utilize an inclusive process to engage educators, students, and other community partners in the review and adoption of culturally responsive curriculum materials by content area while adhering to the Oregon Department of Education Instructional Materials Timeline.
- A2. Provide ongoing professional development and support in order to guarantee high-quality implementation of curricula and assessments of student learning across the district.
- A3. Implement personalized learning for each student, that proactively utilizes differentiation, scaffolds, interventions, and enrichment that meets student academic and social emotional needs based on frequent data and student feedback.
- A4. Create systems (e.g. transportation, schedules, supervision) to ensure every student has access to affinity groups, community-building activities, and events (such as unstructured play, clubs, etc.) both within and outside of the school day.

EQUITY-SPECIFIC KEY ACTIONS

- A5. Effectively use asset-based intervention and enrichment services and instructional practices (e.g. the use of visuals and realia) that capitalize on student strengths and funds of knowledge and accelerate learning and growth of underserved students based on district data.
- A6. Provide differentiated instruction to students who demonstrate advanced proficiency of standards based on assessment data and grade level using learning opportunities that are “in lieu of” rather than “in addition to” other coursework.
- A7. Provide relevant instruction and an affirming environment of representation, inclusion, and belonging of/for LGBTQ+ and gender diverse students.



Strong & Safe Family & Community Relationships



SYSTEM-WIDE KEY ACTIONS

- B1. Develop and implement inclusive, differentiated school level communication plans that are informed by school staff, parents and partners offering accessible opportunities for family participation in school community listening sessions.
- B2. Prioritize and support staff and students’ development and use of communication strategies that promote trusting, positive, social emotional strategies and healthy relationships between staff and students.
- B3. Develop and expand upon existing systems to connect students with mentors, internships and community resources integrated within the school day and school program.
- B4. Build partnerships with local businesses and community organizations to broaden the reach and impact of college and career pathways programs within the Hillsboro community.

EQUITY-SPECIFIC KEY ACTIONS

- B5. Build cross-cultural relationships and create a system for ongoing two-way communication among students, families and site level staff focused on elevating the voices of families of color and families who speak a language other than English.
- B6. Seek out partnerships and mentors that represent our diverse student populations, so students and families have access and opportunities.
- B7. Expand affinity based family-engagement groups and affinity based student groups at the district and school level.



Exceptional Staff



SYSTEM-WIDE KEY ACTIONS

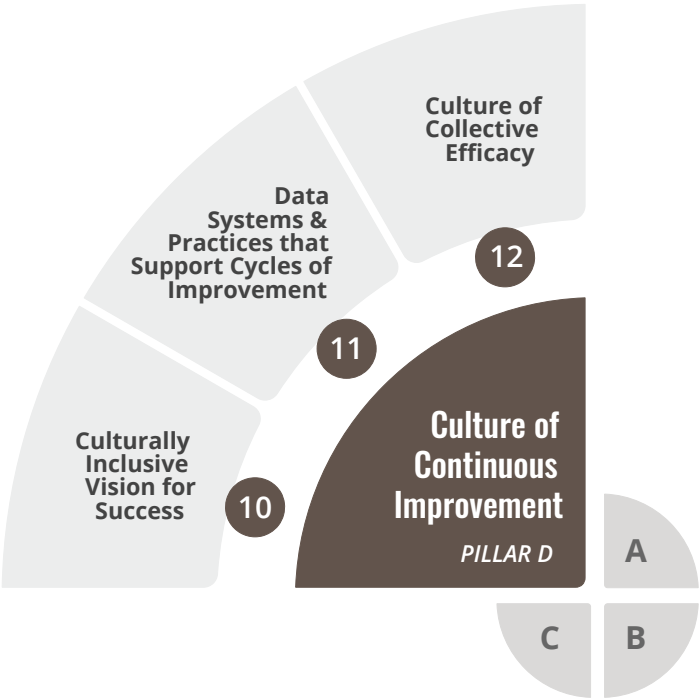
- C1.** Employ strategic efforts to recruit, hire and retain staff that reflects our diverse community.
- C2.** Provide comprehensive training and support for all staff through mentoring, coaching, and learning opportunities in the domains of equity, access, and inclusion; instructional practices and priorities; and job-specific training and skills.
- C3.** Develop timely and reciprocal feedback loops (which includes all members within/between classrooms, buildings, departments, and school district) to support staff engagement, leadership and commitment. Feedback may include stay surveys, interviews, or listening sessions.

EQUITY-SPECIFIC KEY ACTIONS

- C4.** Provide professional development and resources to ensure that educators are positioned to support affirming learning alliances and flexibility for students to work independently and/or at varied paces (including Culturally Responsive Practices, the use of Universal Design for Learning, and embedded accommodations as best practices).
- C5.** Remove barriers for growth and revisit pathways practices to ensure growth opportunities for all employees.



Culture of Continuous Improvement



SYSTEM-WIDE KEY ACTIONS

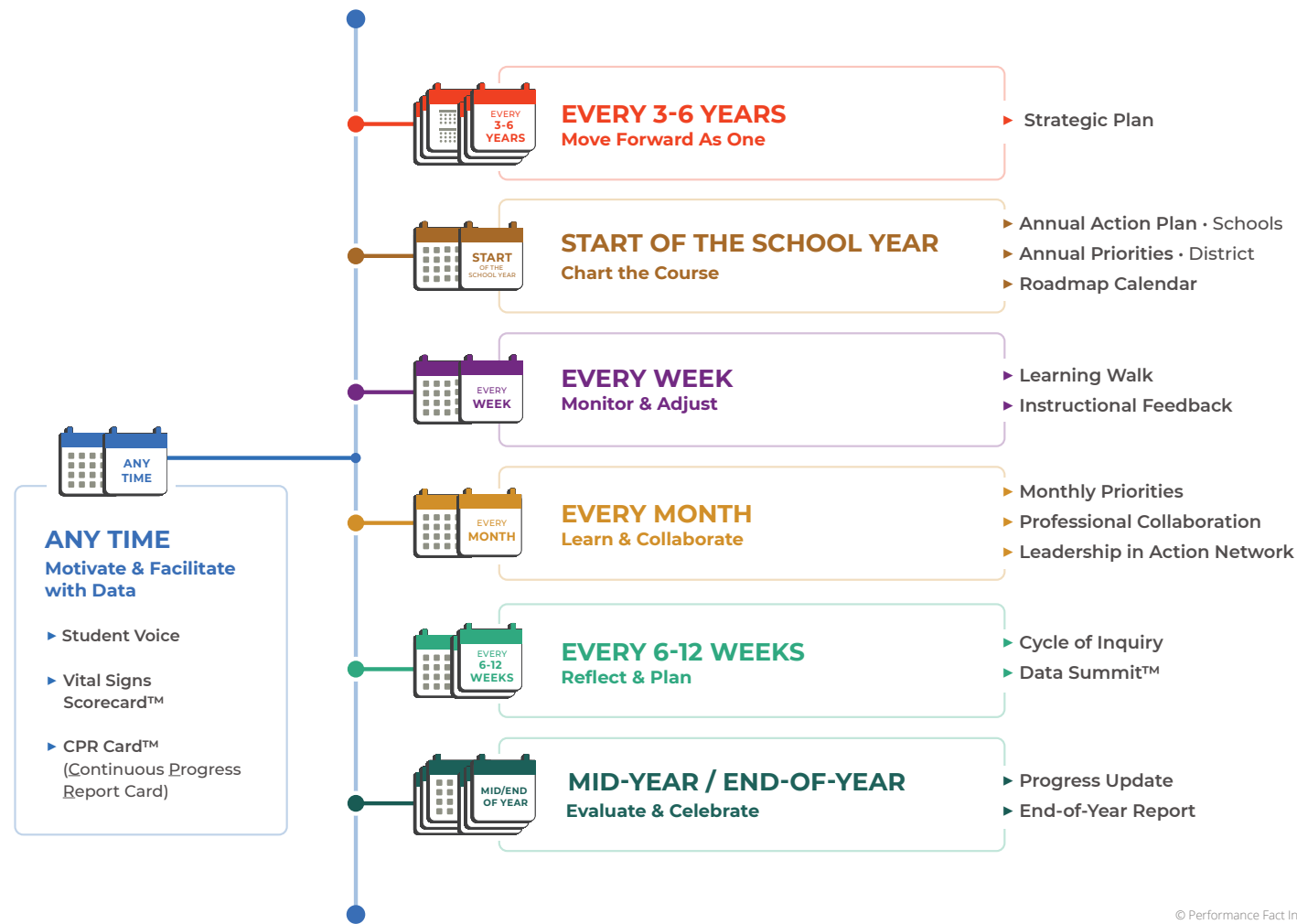
- D1.** Develop a shared, culturally-inclusive definition of success in HSD. Nurture a culture of support and celebration where every student is known by name, strength, and need. Create intentional and inclusive processes for involving student and family voice and feedback.
- D2.** Implement equitable grading and assessment systems that generate useful data, and analyze the data to inform instruction. Prioritize highest-leverage data for improving instruction; utilize assessment tools and data visualizations to drive instruction; and share accountability among responsible stakeholders for improving student academic outcomes.
- D3.** Promote high-functioning professional learning communities that persist against challenges and share celebrations of success by providing protected time for collaboration and ensuring there is training, support, and accountability at all levels.

EQUITY-SPECIFIC KEY ACTIONS

- D4.** Disaggregate data at the district, school, and classroom level by race, gender, underserved groups in our PLCs.
- D5.** Create/Ensure/Develop systems for need base allocation of resources for schools and students to ensure students have tool and time necessary to be successful.
- D6.** Ensure PLCs are actively working toward developing cultural proficiency. Identify successful PLCs as exemplars, share strategies with others. Overcome personal bias in data analysis.

A results-focused plan is the first step toward accomplishing the goals outlined in the Strategic Plan. However, without disciplined implementation, the plan may not live up to its promise. After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community.



The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

1	Board	April 12 Sep 13 Oct 11 Dec 6 Jan 24 Feb 28 Mar 14
2	Student Voice Team	May 24, 25, 26 Oct 11 Nov 1
3	Core Planning Team	Aug 16 Aug 17 Sep 14 Oct 12 Nov 2 Dec 1
4	Instructional Focus Team	Aug 18 Sep 21 Oct 12 Nov 9 Dec 8
5	Alignment Team	Sep 15 Oct 6 Nov 3
6	Senior Leadership Team	Sep 12 Oct 3 Nov 7 Jan 9 Feb 27 Mar 6
7	Community Forums/Survey	Oct 12 Oct 27 Feb Survey



Core Planning Team

Allison Combs	Principal, Orenco Elementary School
Aron Carleson	Executive Director, Hillsboro Schools Foundation
Audrea Neville	Assistant Superintendent, Hillsboro School District
Becky Kingsmith	Director of Secondary Teaching & Learning, Hillsboro School District
Beth Graser	Communications Officer, Hillsboro School District
Bianka Loredo	Graduation Coach, Hilhi
Brooke Nova	Director of Student Support Networks and Career and College Pathways, Hillsboro School District
Casey Waletich	Operations Officer, Hillsboro School District
Cherylen Marshall	Assistant Principal, R.A. Brown Middle School
Christopher Keller	Teacher, Liberty High School
Elaine Fox	Executive Director of Student Services, Hillsboro School District
Erika Lopez	School Board Member, Hillsboro School District
Francesca Sinapi	Equity, Access, and Engagement Officer, Hillsboro School District
Greg Timmons	Principal, Liberty High School
Guadalupe Pedraza	Graduation Coach, South Meadows Middle School
Jahmai Cherry	Multimedia Specialist, Hillsboro School District
Jayna Blanchard	Special Education Teacher, Butternut Creek Elementary School
Jordan Beveridge	Information & Technology Officer, Hillsboro School District
Karen Murphy	Principal, Free Orchards Elementary School

Karla Brokaw	Educational Assistant, Century High School
Kona Lew-Williams	Human Resources Officer, Hillsboro School District
Kori Sakamoto	Health Science Teacher, Hilhi
Marleen Zytrowski	Communications Special Projects, Hillsboro School District
Martha Rodriguez	Principal, Minter Bridge Elementary School
Mary Kay Babcock	President, Hillsboro Education Association
Megan Nace	Manager, Technology Services
Melody Hansen	President, Hillsboro Classified United
Michelle Morrison	Financial Officer, Hillsboro School District
Mike Scott	Superintendent, Hillsboro School District
Nancy Thomas	School Board Member, Hillsboro School District
Nate Roedel	Executive Director of Nutrition Services, Hillsboro School District
Olga Acuña	Executive Director of Federal Programs and Family Engagement, Hillsboro School District
Rachel Phanichayakarn	Special Education Teacher, Liberty High School
Rebecca Nelson	Parent, Glencoe Feeder
Selene Zacarias	Administrative Support, Glencoe High School
Shelly Mitchell	Student Services Teacher on Special Assignment, Hillsboro School District
Tom Luba	Director of Student Information and Evaluation, Hillsboro School District
Travis Reiman	Assistant Superintendent, Hillsboro School District

Student Voice Team

Ainsley Rios	Century High School, Senior
Anna Jackson	Glencoe High School, Sophomore
Cameron Kaster	Glencoe High School, Freshman
Daisy Ixcolin	Liberty High School, Junior
Eli Sayre	Liberty High School, Junior
Gwen Kondor	Century High School, Freshman
Hrishikesh Anand	Hilhi, Junior
Ivette Alonso Garcia	Liberty High School, Junior
Jacey Carmean	Century High School, Senior
Jason Lloyd	Glencoe High School, Junior
Jenna Walkenhorst	Century High School, Senior
Jessy Alonso Garcia	Liberty High School, Freshman
Kami Carmean	Century High School, Sophomore
Kayla Tellez	Liberty High School, Junior
Luke Teague	Hilhi, Sophomore
Oliver Rhodes	Glencoe High School, Senior
Payton Kasper	Century High School, Sophomore
Riley Gregory	Century High School, Sophomore
Sebastian Rodriguez	Liberty High School, Freshman
Vianney Romero Lopez	Hilhi, Junior



Alignment Team

Ally Weberg	Oregon Community Engagement Manager, Intel
Angela Adzima	Elementary Digital Curriculum Teacher on Special Assignment; Vice President, Hillsboro School District; Hillsboro Education Association
Cristian Salgado	Oregon Public Affairs , Intel
Cristina Rauschert	Oregon Community Affairs Manager, Intel
Dacia Bakkum	Management Analyst, City of Hillsboro
Deanna Palm	President, Washington County Chamber of Commerce
Hillary Ostlund	Library Director, Hillsboro Public Libraries
Jaci Spross	Executive Assistant; Past School Board Member, Synopsis; Hillsboro School District
Jeff Dalin	Mayor, City of Cornelius
Jose Esparza	Director, PCC Rock Creek
Juan Garcia	Parent, Hilhi Feeder
Karen Paez	Associate Director, PCC Rock Creek
Patrick Preston	Communications Division Manager, City of Hillsboro City Manager's Office
Rahim Harji	Assistant City Manager, City of Hillsboro
Robby Hammond	City Manager, City of Hillsboro
Sonja Likumahuwa-Ackman	Parent, Century Feeder
Steve Callaway	Mayor, City of Hillsboro
Teri Lenahan	Mayor, City of North Plains

Instructional Focus Team

Alano Ciliberto	Bond Technology Integration, Office for School Performance
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Instructional Focus Team (CONTINUED)

Amanda Bethune	Principal, Butternut Creek Elementary School
Andrew Bekken	Principal, Tobias Elementary School
Arcema Tovar	Multilingual Programs Director, Office for School Performance
Brenda Faulder	Early Learning Teacher on Special Assignment, Office for School Performance
Brooklyn Genduso	Student, Century High School
Carissa Flemming	AVID Coach, Office for School Performance
Claudia Ruf	Principal, Glencoe High School
Deb Luther	TAG Teacher on Special Assignment, Hillsboro School District
Erin Hanson	Health Teacher on Special Assignment, Hillsboro School District
Frank Caropelo, Jr.	Executive Director of High Schools, Hillsboro School District
Gabby Villamagua	Dual Language Teacher on Special Assignment, Hillsboro School District
Gina McLain	Director of Elementary Teaching and Learning, Hillsboro School District
Haley Steinbach	Dean of Students , Lincoln Street Elementary School
Heather Fix	Student Support Systems Counselor on Special Assignment, Hillsboro School District
Jamie Lentz	Principal, Patterson Elementary School
Jen McCalley	Principal, Farmington View Elementary School
Jenny Taguchi	Dean of Students , Poynter Middle School
Jon Pede	Principal, Poynter Middle School
Judy Ramer	K-12 Professional Learning Communities Consultant, Hillsboro School District

Julie Kasper	Principal, Century High School
Kasia Gutierrez	Principal, Jackson Elementary School
Kristin Blomberg	Care Coordinator/Erin's Law Teacher on Special Assignment, Hillsboro School District
Lauren McFarland	Assistant Principal/Athletic Director, Glencoe High School
Leona Guthrie	K-12 Migrant Teacher on Special Assignment, Hillsboro School District
Lindsay Garcia	Executive Director of Elementary Schools, Hillsboro School District
Mandy Wedel	K-8 Math & STEM Teacher on Special Assignment, Hillsboro School District
Mariana Garcia Avilez	Elementary Resource Specialist, Mooberry Elementary School
Maricruz Acuña	Elementary Humanities Teacher on Special Assignment, Hillsboro School District
Melissa Pendergrass	Coordinator of Career and College Pathways, Hillsboro School District
Rachel Keniston	Science Teacher, Poynter Middle School
Rachel Mejia	Early Learning Compliance Teacher on Special Assignment, Hillsboro School District
Sarah Crane	Executive Director of Elementary and Middle Schools, Hillsboro School District
Sarah Keller	Principal, Lenox Elementary School
Terri Alexander	Technology Teacher, Hilhi
Xylecia Fynn Aikins	7-12 Targeted and Focused Universal Supports Teacher on Special Assignment, Hillsboro School District
Yessica Hardin-Mercado	Equity, Access, and Engagement Teacher on Special Assignment, Hillsboro School District



About Our District

Hillsboro School District is the fourth-largest public school district in the state of Oregon with 36 schools serving approximately 19,000 students in preschool through twelfth grade. We are a global majority school district that recognizes the diversity and worth of all students, individuals, and groups. We are committed to educating and providing safe and inclusive environments for everyone, regardless of any basis upon which they identify, are perceived, or have experiences.

Preparing students to achieve is at the core of everything we do. Our goal is to ensure we have highly trained staff, robust academic offerings, and a breadth of support and extra-curricular options that engage students in their learning and motivate them to both fulfill their potential and position them for success in career, college, and civic life.

Learn more about us on our website by visiting the friendly links below.

Resources

- hsd.k12.or.us/accountability
- hsd.k12.or.us/graduationrates
- hsd.k12.or.us/demographics
- hsd.k12.or.us/strategicplan

Our Plan



The Hillsboro School District's Strategic Plan was developed during a months-long process that began in August 2022 and concluded in March 2023.

Thousands of students, staff, families, and community members contributed to the development of the plan through participation in focus groups, as members of planning teams, completion of surveys, and participation in community forums.

SUPERINTENDENT

Travis Reiman

BOARD OF DIRECTORS

Mark Watson, *Chair*

Patrick Maguire, *Member*

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See Eun Kim, *Member*

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