



Beaverton
SCHOOL DISTRICT

creating pathways to the future for all students

Diversity

VISION

staff

caring

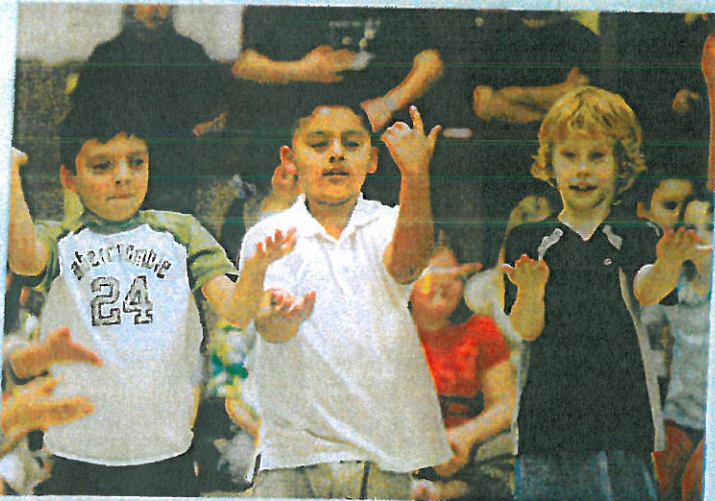


Thrive, Contribute, Exceed, Excel ...

scholar

**Beaverton School District
Strategic Plan 2010-2015**

growth



families

sustainability

excellence

Goal

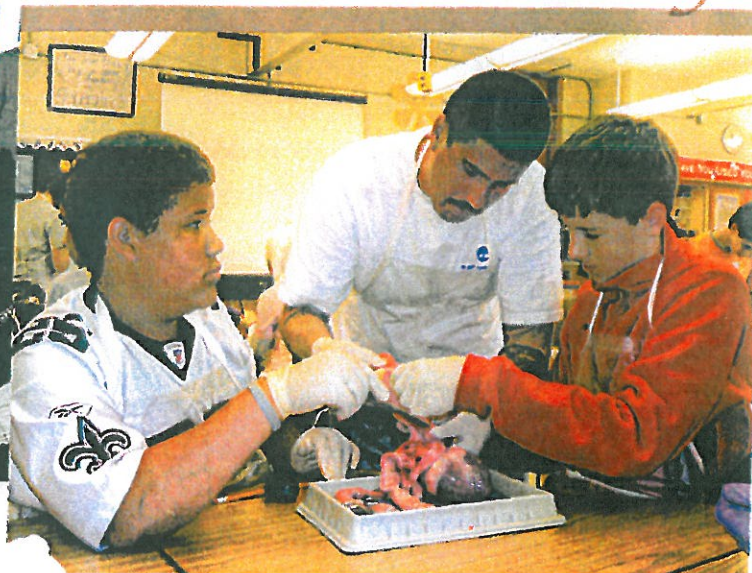
Our VISION

Students are at the center of our vision. Their individual achievement is our collective responsibility.

- | We fundamentally believe that every single child has unique gifts and talents, and we are committed to help discover and develop them.
- | Success belongs to each student and will not be predicted by race, ethnicity, family economics, mobility, gender, disability, or initial proficiencies.
- | All children will have choices for their future success and will carry with them a life-long love of learning that enhances their lives and supports generations that follow.
- | High standards and high expectations drive our students, our staff, and our community.
- | Every staff member commits to professional growth, excellence, and success.
- | We are strongly connected to our families and the local and global communities.



Community

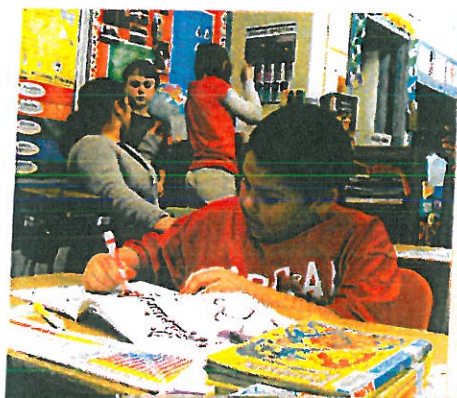


Our Mission

Engage our students in rigorous and joyful learning experiences that meet their individual needs so they may thrive, contribute, compete, and excel.

The Goal of our work

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.



joyful



inspire

individual needs



SUCCESS

safe

inspire

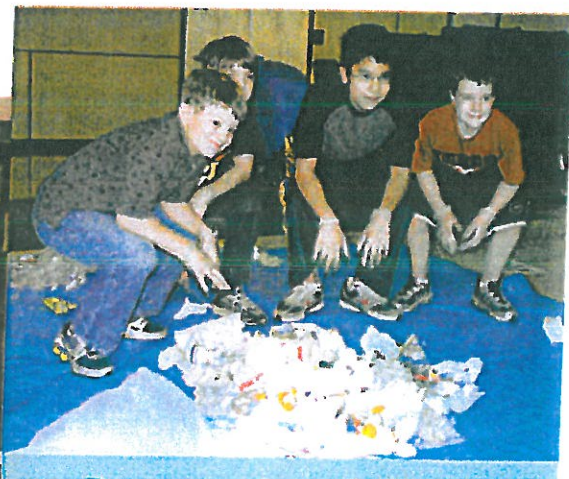
each student

Personal Growth

Our core strategies

- Develop a customized learning plan for every student that is relevant, current, and challenging.
- Hire, develop, and retain qualified, committed, and diverse staff throughout the District.
- Strengthen student learning experiences through teacher collaboration, student proficiency, differentiation, and common assessment.
- Employ technology to support innovation and excellence.
- Directly connect parents and the community to student learning and students to community life.
- Ensure a safe and caring learning environment for students and staff.
- Regularly review and improve the strategic plan and the implementation details that support it.

each student



Sustainability

The Values we embrace

The following values are an integral part of everything we do at the District and are woven into every element of our strategic plan.

- **Rigor.** We set high standards and high expectations and relentlessly pursue success.
- **Curiosity.** A desire to understand, to know more, and to explore is the foundation of engaged learning.
- **Diversity.** Diversity is an essential asset of our community and a source of learning and opportunity in our schools.
- **Equity.** Student achievement belongs to each student and will not be predicted by race, ethnicity, family economics, mobility, gender, disability, or initial proficiencies.
- **Balance.** We nurture the whole child and promote joy and well-being among students and our staff.
- **A great place to work.** We create an environment that nurtures passion for great work, collaboration, and leadership.
- **Accountability.** We manage resources wisely and create results that surpass the expectations of the community.
- **Communication.** Our communication is honest, clear, and transparent.
- **Sustainability.** We embrace our stewardship responsibility for our environment and our community, and manage our activities with future generations in mind.
- **Scholarship.** We are committed to learning that is life-long, self-directed, and community-supported.

Equity

Diversity

VISION

staff

aring

core strategies



communication

Rigor

innovation choices



families

sustainability

Scholarship

goal



Board of Education

Karen Cunningham

Jeff Hicks

LeeAnn Larsen

Tom Quillin

Lisa Shultz

Sarah A. Smith

Mary VanderWeele

District Administration

Jerome Colonna - *Superintendent of Schools*

Sarah Boly - *Deputy Superintendent
Teaching & Learning*

Bud Moore - *Deputy Superintendent
Operations & Support Services*



Beaverton School District

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For more information, please visit the District website at: www.beaverton.k12.or.us



Board Strategic Outcomes Options for the Board's Priority Strategies

DRAFT Version 4 - 5.7.10

1. Individual Student Achievement

- a. Students meet personal learning goals developed collaboratively with parents and educators.**
 - Plans are revised at least annually
 - Plans are revised more often for students falling short or exceeding goals within their plan
- b. Students participate in athletics, clubs, service learning, arts, leadership, or other extracurricular activities.**
- c. Students demonstrate learning readiness, individual growth, and success.**
 - Enroll in kindergarten ready to learn
 - Realize at least one year of academic growth within one academic year in all of their content areas
 - Meet benchmarks to be career and college ready on or before graduation based on ACT/OAKS testing at four key grades
 - Report academic challenge
 - Take advanced courses
 - Graduate or pass GED
 - Feel confident about their ability to succeed in college and careers of choice
 - Enroll in two or four year colleges the second fall after graduation
- d. Students are engaged and demonstrating positive behaviors.**
 - Avoid suspension and removal from school
 - Do not drop out

2. High Quality Empowered Teaching Staff

- a. Teachers can support at least one year of academic growth for their students.**
- b. Teachers have demonstrated content knowledge for the courses they teach.**
- c. Teachers provide high-quality feedback to students on their learning progress.**
 - Use common assessments (TBD in every content areas and for all grades)
 - Engage in moderation of assessments/collections of evidence with colleagues
- d. The District retains highly effective teachers.**
 - Highly effective teachers remain employed for more than three years.
- e. Teachers have adequate resources and support to be successful.**
 - Receive timely and constructive feedback from stakeholders
 - Feel satisfied with evaluation and professional development processes
 - Possess tools and resources to assess students, differentiate needs, and meet them
 - Feel voice is heard in school-wide decision-making
 - Feel professional judgment is respected in student-related decision-making
 - Teacher have the time to collaborate with colleagues



Board Strategic Outcomes Options for the Board's Priority Strategies

DRAFT Version 4 - 5.7.10

3. Environment Where Students Thrive

a. Students and parents have positive school experiences.

- Report positive feedback for administrators and staff
- Parents feel confident and supported as they navigate the school system and participate as active partners in their child's education
- Feel safe in school
- Feel at least one adult in school really cares about them
- Report that students treat each other well
- Feel welcome and accepted at their school
- Report being bullied either at school or on way to school
- Believe their school has an inclusive and respectful climate*

b. Students live healthy lifestyles.

- Score X or higher on the Beaverton Student Health Survey Prevention Index
- Meet minimum nutritional intake standards
- Participate in active lifestyles and exercise at least three times per week
- Meet standardized wellness indicators

4. Community Engagement

a. Students are actively engaged in community-centered activities.

- Number of apprenticeships, internships, service learning opportunities, and community field trips

b. Community partnerships demonstrate commitment to school-centered activities.

- Sponsors to school programs and events
- Presentations and collaborative teaching activities
- Coalitions with universities/colleges and early childhood providers
- Contributions to fundraising and other resource development goals

c. District volunteers have positive volunteer experiences

- Feel invited by District staff and/or students to engage
- Feel they have made a positive difference as a volunteer

5. Equity

a. Every child in the District has a rigorous and joyful learning experience.

- Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)
- Challenging goals embedded in the Plan and Profiles of all students
- Comparable attendance rates for all students

b. Personnel within the District embody the diverse population of our communities.

- Hiring pools include a greater percentage of under-represented racial and ethnic groups in candidate pools than are currently employed by the District
- Staff diversity closely mirrors District diversity
- Teachers who reflect under-represented communities feel they work in a respectful and inclusive school culture and environment
- District leadership and orientation trainings include cultural competency training

Strategic Plan Balanced Scorecard

DRAFT
Version 4 - 5.7.10

1. Individual Student Achievement

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target	Status
1a. Students meet personal learning goals developed collaboratively with parents and educators.								
1a. 1 The percentage of Student Education Plans revised at least annually	NA						100%	
1a. 2 The percentage of Student Education Plans revised more than once a year for students falling short or exceeding goals within their plan	NA						100%	
1b. Students participate in athletics, clubs, service learning, arts, leadership, or other extracurricular activities.								
1b. 1 The percentage of students in grades 9-12 participating in extracurricular activities and/or athletics								
1c. Students demonstrate learning readiness, individual growth, and success.								
1c. 1 Full Option Graduate Step 6								
1c. 2 Full Option Graduate Step 5								
1c. 3 Full Option Graduate Step 4								
1c. 4 Full Option Graduate Step 3								
1c. 5 Full Option Graduate Step 2								
1c. 6 Full Option Graduate Step 1								
1c. 7 The percentage of students taking advanced courses								
1c. 8 The percentage of students who graduate with a regular diploma in 4 years or less.								
1c. 9 The percentage of students enrolled in a two or four year college the second fall after graduation.								
1c. 10 The percentage of students (in grades 6-12) planning to continue their education the first year after high school.								
1c. 11 The percentage of students in grades 6 - 12 reporting coursework is challenging								
1c. 12 Percentage of students in grades 4 - 8 realizing at least one year of academic growth on OAKS Reading	NA							
1c. 13 Percentage of students in grades 4 - 8 realizing at least one year of academic growth on OAKS Math	NA							
1c. 14 Percentage of students in grades 10-11 realizing at least one year of academic growth in Reading as measured by ACT, PLAN, and EXPLORE								
1c. 15 Percentage of students in grades 10-11 realizing at least one year of academic growth in Math as measured by ACT, PLAN, and EXPLORE								
1c. 16 Percentage of students in grades 10-11 realizing at least one year of academic growth in English as measured by ACT, PLAN, and EXPLORE								
1c. 17 Percentage of students in grades 10-11 realizing at least one year of academic growth in Science as measured by ACT, PLAN, and EXPLORE								
1d. Students are engaged and demonstrate positive behaviors.								
1d. 1 The number of students who receive out of school suspensions and/or expulsions.								
1d.2 High school dropout rate.								

Strategic Plan Balanced Scorecard

DRAFT
Version 4 - 5.7.10

2. High Quality Empowered Teaching Staff

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target	Status
2a. Teachers can support at least one year of academic growth for their students.								
2b. Teachers have demonstrated content knowledge for the courses they teach								
2b. 1 The percentage of classes in core content areas taught by highly qualified teachers								
2c. Teachers provide high-quality feedback to students on their learning progress.								
2d. The District retains highly effective teachers.								
2d.1 The percentage of highly effective teachers remaining employed for more than three years.								
2e. Teachers have adequate resources and support to be successful.								
2e. 1 The percentage of teachers expressing satisfaction with professional development	NA							
2e. 2 The percentage of teachers expressing satisfaction with evaluation process	NA							
2e. 3 The percentage of teachers reporting their voice is heard in school-wide decision-making	NA							
2e. 4 The percentage of teachers reporting professional judgment is respected in student-related decision-making	NA							
2e. 5 The percentage of teachers reporting possessing tools and resources to assess students	NA							
2e. 6 The percentage of teachers reporting possessing tools and resources to differentiate instruction for individual students based on their specific needs.	NA							
2e. 7 The percentage of teachers reporting opportunities for meaningful collaboration with colleagues?	NA							

Strategic Plan Balanced Scorecard

DRAFT
Version 4 - 5.7.10

3. Environment Where Students Thrive

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target	Status
3a. Students and parents have positive school experiences.								
3a. 1 The percentage of parents reporting they feel confident and supported as they navigate the school system and participate as active partners in their child's education	NA							
3a. 2 The percentage of parents expressing _____ the principal of their child's school.	NA							
3a. 3 The percentage of parents expressing _____ their child's teachers.	NA							
3a. 4 The percentage of students expressing _____ their principal.	NA							
3a. 5 The percentage of students expressing _____ their teacher(s).	NA							
3a. 7 The percentage of students reporting at least one adult in school really cares about them								
3a. 8 The percentage of students reporting that students treat each other well								
3a. 9 The percentage of students reporting feeling welcome and accepted at their school								
3a. 10 The percentage of students reporting being bullied either at school or on way to/from school								
3a. 11 The percentage of students agreeing their school has an inclusive and respectful climate	NA							
3b. Students live healthy lifestyles.								
3b.1 Score X or higher on the Beaverton Student Health Survey Prevention Index	NA							
3b. 2 Meet minimum nutritional intake standards	NA							
3b. 3 Participate in active lifestyles and exercise at least three times per week	NA							
3b. 4 Meet standardized wellness indicators	NA							

Strategic Plan Balanced Scorecard

DRAFT
Version 4 - 5.7.10

4. Community Engagement

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target	Status
4a. Students are actively engaged in community-centered activities.								
4a. 1 Number of apprenticeships, internships, service learning opportunities, and community field trips	NA							
4b. Community partnerships demonstrate commitment to school-centered activities.								
4b. 1 Number of sponsors of school programs and events	NA							
4b. 2 Number of presentations and collaborative teaching activities	NA							
4b. 3 The number of coalitions with universities/colleges and early childhood providers	NA							
4b. 4 The amount of contributions to fundraising and other resource development goals.	NA							
4c. District volunteers have positive volunteer experiences.								
4c. 1 The percentage of volunteers reporting they were invited by District staff and/or students to engage	NA							
4c. 2 The percentage of volunteers reporting they have made a positive difference through their efforts	NA							

5. Equity

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target	Status
5a. Every child in the District has rigorous and joyful learning experiences.								
5a.1 Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)								
5a. 2 Comparable goals embedded in the Plan and Profiles of all students	NA							
5a. 3 Attendance cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)								
5b. Personnel within the District reflect the diverse population of our community.								
5b. 1 Hiring pools include a greater percentage of under-represented racial and ethnic groups in candidate pools than are currently employed by the District	NA							
5b. 2 Staff diversity closely mirrors District diversity								
5b. 3 Teachers who reflect under-represented communities feel they work in a respectful and inclusive school culture and environment	NA							