

Strategic Plan Initiative Update

THRIVES Initiative	Accomplishments to Date	Anticipated 2010-11 Outcomes	Anticipated 2011-12 Outcomes
Technology (Steve Langford, lead)			
T1 - TeacherSource Website	Phases 1-2 completed and Phase 3 development nearing completion. Teacher usage has slowly grown based on readiness. Assets (lessons, prompts, assessments, videos) have increased to almost 2,100. Approx 100 teachers actively contributing to TeacherSource.	Phase 3 implementation (Unit bundling, Differentiation elements, Open-Ended Problem Solving and User-based Metrics/Quality Assurance) to be completed and deployed. Professional Development (Phase 4) online course creation module will be well into development.	Phases 1-4 implemented, and future Dashboard applets and other refinements (over 60 refinement items on "Parking Lot") under consideration.
T2 - Standards-based Reporting Tools	Phase 1 of the Grading & Reporting Project Team work has concluded. T&L will convene work groups to detail reporting changes for Phase 3. Acquisition of student information system vendor will limit ability to affect some changes with regard to teacher reporting tool. Some changes in the reports to parents might still be able to be realized for September 2011.	Grading and Reporting Project Team recommendations prioritized. Cost/Benefit analysis conducted. The final build of eSIS Teacher Assistant will be deployed to teachers. Decision regarding move or Request For Proposal (RFP) for student information system will be finalized.	Report card and Progress Reporting needs are fully defined. The replacement student information system will provide solution for reporting needs.
T3 - 2011-2014 Technology Plan	2011-14 Technology Plan developed and presented to the School Board.	Funding decisions finalized on Technology Plan elements. Decision on Local Option Levy.	Initiatives funded will be in production. Student email and collaboration application migration complete. Enterprise wireless at the secondary level complete.
High Quality Empowered Teaching Staff (Sue Robertson, lead)			
H1 - Teach for Beaverton	Reviewing OSU applicants for identification of possible Teach for Beaverton candidates.	Identification of fall Teach for Beaverton candidates. Decision on Budget Committee scholarship allocation for 2011-12. Plan will need to be modified or reconsidered if funding is not received.	Completion of the first co-teaching cohort (contingent on OSU and BSD funding).
H2 - Growing Diversity from Within	Submitted RFI to local universities interested in partnering with BSD. Interviews completed and partnering university has been selected. Committee is developing application and selection criteria.	Decision on Budget Committee scholarship allocation for 2011-12. Plan will need to be modified or reconsidered if funding is not received.	Implementation of first classified employee cohort (contingent on funding).
H3 - Aspiring Administrators	Two Aspiring Administrators have been selected, notified, and are transitioning to their new roles at their current schools.	Aspiring Administrators will be in place to begin the 2011-12 school year at sites TBD.	Aspiring Administrators complete a year-long internship program with a focus on social justice, equity and cultural competence.
Respect for Human and Environmental Rights (Ron Porterfield, lead)			
R1 - Equity Plan	Courageous Conversations - 26 site based PLCs meeting. ELTs - 73 members in 6 cohorts. "Beyond Diversity" training for 60 staff in February and April. Updated Board Policies, focused on nondiscrimination, were approved by the Board in January. Ongoing partnership meetings with Basic Rights Oregon. Monthly staff development for district leaders underway.	Plan for system-wide training on non-discrimination. Update guidance documents.	Equity Leadership Team Cohort #7 is formed. Site-based Courageous Conversations PLCs continue with new PLCs formed. System-wide nondiscrimination training for staff is implemented.
R2 - Learning Options Plan	3 of the recommendations from the Learning Options Strategic Plan Report have been implemented, 5 are in progress and 1 is not yet started.	By July 2011, develop policy and ARs on creation, evaluation, and termination of a learning option.	Middle school intervention programs that include coordinated screening and progress monitoring focused on an individual growth model and Response to Intervention for students struggling in reading are implemented.
R3 - Sustainability Plan	BSD leads state with a total of 21 Energy Star Schools. BSD recipient of two national energy awards. Oregon Green School Certification has increased to 32 sites.	Ongoing efforts to increase Energy Star facilities.	Achieve 25 Energy Star Schools
R4 - Long Range Facilities Plan	Monthly reports to School Board on status of implementation.	Development of technical input for next construction bond.	Phase I of school site assessments completed.

KEY

On track to current outcome and end of year outcome.
On track to end of year outcome, but interim outcomes require adjustment.
Not on track to end of year outcome, attention required.

Midyear Update: 2/22/11

Strategic Plan Initiative Status

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I Individual Student Achievement (Carl Mead, lead)				
	I1 - Standards-based Learning System	Math-HS and MS math teachers have completed learning targets for Algebra I, Geometry, Algebra 2 and Probability/Statistics. HS math teachers and administrators have started working on advanced math targets and sequencing. Language Arts-HS and MS language arts teachers are drafting learning targets aligned to College & Career Readiness. Science-Teaching & Learning is working with STEM TOSAs on science course sequencing aligned to College & Career Readiness. HS and MS teachers will begin learning target and alignment work in March.	Learning targets and course sequencing completed in HS core math and language arts courses. Beginning work completed in core science course sequencing.	Learning targets and course sequencing for high school and middle school aligned to college and career readiness. Key cognitive strategies, key content, academic behaviors, and contextual skills defined K-12 by content area.
	I2 - Professional learning Communities	Reviewing current school models to effectively implement PLCs in schedules throughout the district. Elementary teachers focused on RTI implementation and data team work in PLCs. MS and HS teachers focused on formative assessment in PLCs.	95% of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practices and higher student achievement.	95% of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practices and higher student achievement.
V Volunteerism, Service, Engagement (Maureen Wheeler, lead)				
	V1 - Volunteerism & Engagement Plan	Board approved the charge to the Volunteerism and Engagement Task Force on 9/27. Recruitment in Oct./Nov. Task Force membership affirmed by School Board Dec. 13. January: Task Force work on vision, values & beliefs. February: identification of best practices and strategy development.	In April, recommendation for LSC Redesign. In May 2011, Volunteerism & Engagement recommendations adopted by the School Board.	Volunteerism & Engagement plan developed by fall 2011.
	V2 - Service Learning Plan	Board approved the charge to the Volunteerism and Engagement Task Force on 9/27/10. ON HOLD until fall 2011	Board appoints the Service Learning Task Force in fall 2011.	In April 2012, Service Learning Action Plan adopted by the School Board.
E Equity of Access to a High Quality Education (Claire Hertz, lead)				
	E1 - K-12 Student Education Plan and Profile (StEPP)	In January 2011, 79% of students in grades K-10 have developed or added to their education plan and profile. Administrators from each level are meeting weekly with software consultants to identify and prioritize features needed for the StEPP at elementary, middle and high. The StEPP Steering Committee is exploring what the StEPP will look like through different personas: a student, a parent, a teacher, a counselor. The high school StEPP Facilitators are working to develop consistent, district-wide expectations for implementing and documenting Extended Applications.	In June 2011, 90% of students in grades K-10 have a plan and profile that is updated at least annually.	In June 2012, 90% of students in grades K-11 have an electronic plan and profile that is updated at least annually.
	E2 - INSPIRE	Reconnect specialist hired. As of February 2011, • 21 students reconnected to appropriate educational settings, 19 of which are currently enrolled • 20 students are in the process of reconnecting	By June 2011, 25 students are re-enrolled in educational settings that meet the needs of the student.	By June 2012, 50 students are re-enrolled during the year in educational settings that meet the needs of the student.
S System-Wide Accountability (Jerry Colonna, lead)				
	S1 - Strategic Plan Monitoring & Reporting	Data for 10 of 17 balanced scorecard indicators is reported to the Board and data sources are identified for the remaining indicators. Individual Growth Model and baseline data developed shared at January Board Worksession. In January 2011, 28% of schools posted school improvement plans with goals to increase student college and career readiness. An additional 34% of schools have SIPs with academic goals.	Baseline data is recomputed for student achievement indicators based on changes by the State to reading achievement standards. Technology scorecard metrics identified. Specification for DataWarehouse reports are completed and programming begins.	In October 2011, each scorecard indicator has at least one year of results with student achievement indicators reported through the DataWarehouse. In December 2012 all schools improvement plans have goals for increasing college and career readiness and/or the percentage of students meeting growth targets.

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