

Sta	THRIVES Initiative	Description
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Technology *(Steve Langford, lead)*

T1 - TeacherSource Website	<p>A sophisticated web portal provides ready access to instructional resources and supports teacher collaboration and networking through the development and sharing of instructional resources. TeacherSource supports the Time Study finding that teachers need time to collaborate and share practice. TeacherSource development consists of three phases:</p> <p>Phase 1 – Lesson and resource repository created allowing teachers to access a variety of teaching and assessment resources tied to District learning targets. Teachers able to create and upload resources for sharing amongst peers. Prompt creation and assessment builder tools created for upload/download and discussion board created.</p> <p>Phase 2 – Electronic “Dashboard” available to all teachers. Links to lesson and assessment repository, access to learning targets, and basic personalization at the user level. A video repository to allow teachers to view lesson presentation and professional development.</p> <p>Phase 3 – Advanced dashboard available to all teachers. The advanced dashboard offers increased personalization at the user level, integration of calendaring functionality, and offers teachers the ability to engage in collective planning and collaboration.</p>
T2 - Standards-based Reporting Tools	<p>The expectation is that all teachers teach to District learning targets, accurately and consistently assess student learning relative to those learning targets across the District, and report student learning accordingly. Vital to the success of this work is effective communication with students and parents regarding academic achievement. Policies and practices in grading and reporting must be aligned to each other and to the strategic plan to effectively meet the communication needs of students and parents.</p> <p>The District is moving from a curriculum based on adopted materials to a curriculum based on Learning Targets. This shift from “inputs” to “outputs” is significant and causes a reconsideration of many other practices including grading and reporting. Board Policies IK (Academic Achievement), IKA (Grading System), and IKAB (Student Progress Reports) directly address these issues.</p> <p>The Standards-based Reporting Tools project will focus on review and potential modification of the reporting practices and tools used by the District to communicate student progress and learning to students and parents.</p>
T3 - 2011-2014 Technology Plan	<p>The Technology Planning Project Team will develop recommendations for the implementation of 21st century technologies (including online learning options for students) supported by a three year roll-out plan that will serve to inform a Local Option Levy.</p>

High Quality Empowered Teaching Staff *(Sue Robertson, lead)*

H1 - Teach for Beaverton	<p>In partnership with university and other organizations, Teacher for Beaverton provides new models for teacher residency and mentor programs that develop and retain culturally competent teachers through high-quality professional learning teams engaged in standards-based learning.</p>
H2 - Growing Diversity from Within	<p>Growing Diversity from Within, developed by the District’s Diversity Committee, will increase diversity of our teaching force by identifying culturally competent and promising classified staff with a Bachelors degree who desire to become teachers. It provides individualized support through scholarship and mentoring.</p>
H3 - Aspiring Administrators	<p>The Aspiring Administrators program identifies promising diverse teacher leaders for entry level administrative positions and provides them with individualized support, small group support and support from a culturally competent supervisor and organization.</p>

Respect for Human and Environmental Rights *(Ron Porterfield, lead)*

R1 - Equity Plan	<p>The District Equity Plan has four components: 1) Beaverton Minority Educator Committee (BMEC), 2) Diversity Committee, 3) Courageous Conversations About Race Book Groups, and 4) Equity Leadership Teams (ELT). Implementation of these components will increase the cultural competency (awareness, knowledge, and skills) of BSD staff. Increasing cultural competence is necessary to produce student achievement outcomes in the District where “race, ethnicity, family economics, mobility, gender, disability, and initial proficiency” no longer predict student success as well as ensure that all students and staff learn and work in a safe, inclusive, and respectful environment.</p>
R2 - Learning Options Plan	<p>The Learning Options Strategic Planning Advisory Team (LOSPAT) convened in the fall of 2007 was charged with the development of a strategic plan for learning options. Nine recommendations for development and implementation during 2009-2014 were identified. An implementation team monitors implementation progress.</p>
R3 - Sustainability Plan	<p>The District Sustainability Plan consists of develop and implement sustainability practices that address six key work streams:</p> <p>1) responsible procurement, use, and disposal of materials; 2) efficient energy & water use; 3) safe & healthy learning environments; 4) healthy food consumption; 5) reduced environmental impact of transportation; and 6) inspire and educate through sustainability education.</p>
R4 - Long Range Facilities Plan	<p>The Long Range Facilities Plan (LRFP) complies with ORS and provides the basis for the next construction bond. Through the LRFP the District develops and adopts standards for school facilities that support instructional needs, develops a construction bond measure with project scopes and cost estimates, secures public support for the bond, and designs and constructs facilities.</p>

Strategic Plan Initiative Status

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I Individual Student Achievement *(Carl Mead, lead)*

I1 - Standards-based Learning System	A Standards-based learning system aligns curriculum and assessments K-12 with State and National standards. Such a system provides learning conditions that enable all students to develop proficiency or beyond on a trajectory of learning targets that ensure each student is on track to be college and career ready graduates. Implement alignment of Two Way Immersion, Second Language, and English as a Second Language programs.
I2 - Professional Learning Communities	Professional Learning Communities (PLCs) are a shared accountability system that involves teams of teachers collaborating with the intention of improving the individual growth of their students through a five-stage cycle of continuous improvement. This five-stage cycle, consisting of assessment, analysis, consultation, intervention, and refinement, enables teachers to 1) assess individual student's progress 2) implement differentiated instruction that results in individual student growth 3) and provide a strong instructional core on a continual basis.

V Volunteerism, Service, Engagement *(Maureen Wheeler, lead)*

V1 - Volunteerism & Engagement Plan	The development and implementation of a Volunteerism & Engagement Plan is an opportunity to enhance the culture of volunteerism and engagement in our District and the community. Volunteerism and engagement happen on many levels in education, and the community has much to offer to help us meet the individual needs of each student. A diverse and representative task force will be formed in the fall of 2010 to research best practices, conduct a policy review and make recommendations to increase volunteerism and engagement over the next several years. Additional long-term initiatives will likely be developed based on the task force recommendations. To increase building and District cultural competency, a pilot regional model Professional Learning Community (PLC) to increase Latino parent involvement will be implemented. The Latino Parents Organizing PLC will consist of parents, teachers, instructional aides, community liaisons, administrators, and student development specialists.
V2 - Service Learning Plan	Recruit a diverse and representative task force to research best practices, conduct a policy review and develop a Service Learning/Community Service Implementation Plan. The plan will include service learning/community service requirements for all students as a component of the Full Option Graduate profile.

E equity of Access to a High Quality Education *(Claire Hertz, lead)*

E1 - K-12 Student Education Plan and Profile (StEPP)	An action plan for the development and implementation of a web-based Education Plan and Profile for all students, K-12. Student education plans are developed in collaboration with a student's parents and teachers and provide the means for monitoring a student's progress toward his or her educational goals.
E2 - INSPIRE	A student retrieval system that enables the District to identify, recruit and enroll students who are eligible to receive a public education but who are not enrolled in one of our schools and/or who are eligible to receive additional support.

S System-Wide Accountability *(Jerry Colonna, lead)*

S1 - Strategic Plan Monitoring & Reporting	An accountability process with weekly and monthly monitoring and reporting of progress on desired outcomes and implementation efforts. A limited number of District Goal Quality Indicators predictive of future success for students on their path to graduating college and career readiness will be identified. School and District progress relative to these indicators will be tracked. A balanced scorecard will be developed and used to monitor and report progress on outcomes related to the seven core strategies. For each initiative to implement the seven core strategies identified by the Board, key implementation outcomes will be identified and progress toward these outcomes will be monitored. The monitoring and reporting system allows the initiative work teams, the Superintendent's Council, and the Cabinet to communicate accomplishments and nimbly make necessary adjustments to implementation efforts.
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