

District Goal

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.

WE want every student to graduate with many options and be prepared to:

THINK



Creatively & Critically

KNOW



Master Content

ACT



Self Direct & Collaborate

GO



Navigate Locally & Globally

Our Pillars of Learning

WE

EXPECT EXCELLENCE



- The road to higher education begins in kindergarten.
- We have the best teachers. They are supported and accountable.
- Individual student growth is monitored and communicated.

WE

INNOVATE



- Adults adjust and adapt to the learning needs of students and the evolving economy.
- Technology and the arts are fundamental and integrated.

WE

EMBRACE EQUITY



- Student success will not be predicted based on race, ethnicity, family, economics, mobility, gender, disability or initial proficiencies.
- Diversity and multi-lingualism are honored as assets.

WE

COLLABORATE



- No one teaches or learns in isolation.
- Relationship and engagement with parents and community is inclusive, direct and honest.

WE believe that as we provide education based on these pillars, students will achieve the District Goal.

Our Measures of SUCCESS

The Beaverton School Board and district leaders have defined what success looks like in the Beaverton School District. With these clear and focused measurements, we have defined the outcomes we strive for in the Beaverton School District and will align our efforts and resources accordingly. As a team of students, staff, parents, and community members, we are dedicated to all students' success.

▶ **To assess college-readiness:**

- Students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Students earning nine or more college-level credits

▶ **To identify career-readiness:**

- Students completing four or more credits with a C or better in the six learning areas of the Oregon Skills Sets
- Students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school

▶ **To monitor continual personal learning:**

- Students recording learning goals; students reporting on track to achieve those goals

▶ **To evaluate collaboration between students, teachers, and parents:**

- Families reporting that they feel informed and valued as active partners in their child's education