

Student Performance Indicator	2019-2020		Pre	Post	Pre	Post	Pre/Post	Pre/Post
The number of proficient students in reading/language arts will increase by 10% twice per course on district assessments.	District assessments CFA's	HHS						
		HMS						
		HECC						
		HPS						
		HIS						
The achievement gap between proficient scores of students in subgroups, specifically economically disadvantaged and students with disabilities, and the general population of students will decrease by 25% of previous EOY gap (based on district assessments) for that cohort.	District assessments CFA's	HHS						
		HMS						
		HECC						
		HPS						
		HIS						

GOAL 1: Student Performance Content Area: READING **2019-2020**

IMPLEMENTATION DETAILS								
ACTION STEPS	Monitoring		Person	Implementation Timeline				Resources
	Evidence Source		Responsible	Jun-Aug	Sep- Nov	Dec-Feb	Mar-May	Needed
1.1.A.1 TBT's will utilize district assessment data (e.g., standards-based CFA's/SRI/DRA) to monitor student progress and program effectiveness.	Examples of CFA, i.e. item analysis from PerformancePLUS by subgroups	HHS	BLT member to DLC	BLT/100%	Staff 100%			Performance Plus, Training SRI
		HMS		BLT/100%	Staff 100%			
		HECC		BLT/100%	Staff 100%			
		HPS		BLT/100%	Staff 100%			
		HIS		BLT/100%	Staff 100%			
1.1.A.2 Implement curriculum with Ohio's Learning Standards within and across grade levels.	k-12 OLS lesson plans, posted learning targets, walk throughs	HHS	ADM. And Coaches					Coaches, Time
		HMS						
		HECC						
		HPS						
		HIS						
1.1.A3 Differentiate instructional strategies tracked through TBT minutes, (intensive, targeted, benchmark, enrich and Marzano strategies).	TBT minutes (Chart C and Marzano strategies) and coaches observations/walk-throughs	HHS	BLT members and Admin/ Coaches					Training, Coaches, Instructional Strategies Website/ Binder
		HMS						
		HECC						
		HPS						
		HIS						

GOAL 2: Student Performance Content Area: MATH

2019-2020

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence Source	Bld	Person Responsible	Implementation Timeline				Resources Needed
				Jun-Aug	Sep- Nov	Dec-Feb	Mar-May	
1.1.A.1 TBT's will utilize district assessment data (e.g., standards-based CFA's/SMI/DMA) to monitor student progress and program effectiveness.	Examples of CFA i.e. item analysis from Performance Plus by subgroups	HHS	BLT member to DLC	BLT/100%	Staff 100%			Performance Plus, Training, SMI
		HMS		BLT/100%	Staff 100%			
		HIS		BLT/100%	Staff 100%			
		HPS		BLT/100%	Staff 100%			
		HECC		BLT/100%	Staff 100%			
1.1.A.2 Implement curriculum with Ohio's New Learning standards within and across grade levels.	K-12 OLS lesson plans, posted learning targets, walk-throughs	HHS	ADM. And coaches					Coaches/ Time
		HMS						
		HIS						
		HPS						
		HECC						
1.1.A3 Differentiate instructional strategies tracked through TBT minutes, (intensive, targeted, benchmark, enrich and Marzano strategies)	TBT minutes (Chart C and Marzano strategies) and coaches observations/ walk-throughs	HHS	BLT members and Admin/ Coaches					Training, Coaches, Instructional Strategies Website/ Binder
		HMS						
		HIS						
		HPS						
		HECC						

Student Performance Indicator	2019-2020		pre	Post	Pre	Post	Pre/post	Pre/post
The number of proficient students in math will increase by 10% twice per course on district assessments.	District assessments CFA's	HHS						
		HMS						
		HECC						
		HPS						
		HIS						
The achievement gap between proficient scores of students in subgroups, specifically economically disadvantaged and students with disabilities, and the general population of students will decrease by 25% of previous EOY gap (based on district assessments) for that cohort.	District assessments CFA's	HHS						
		HMS						
		HECC						
		HPS						
		HIS						

Hillsboro City Schools
 District Improvement Plan: CLIMATE
 2019-2020
 SMART GOALS

GOAL 3: Student Performance Content Area: CLIMATE

BY THE END OF 2019-2020 SCHOOL YEAR, THERE WILL BE A DECREASE IN STUDENT LOSS OF INSTRUCTIONAL TIME BY 10%

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1A: The district will provide a supportive environment with high expectations for all. 2019-2020

	Who Provides the Data	Bld	Progress Measure		Progress Measure		Progress Measure	
			October Meeting	January Meeting	January	May	May Meeting	
Adult Implementation Indicator			Principal	Coaches	Principal	Coaches	Principal	Coaches
100% of buildings will develop, communicate, and implement the Positive Behavior Interventions and Supports program (PBIS).	All buildings develop a plan and train staff in the PBIS program.	HHS						
		HMS						
		HIS						
		HPS						
		HECC						
Student Performance Indicator	2019-2020		Pre	Post	Pre	Post	Pre	Post
Student loss of instructional time (out-of-school suspensions and BIP) will decrease by 10% by the end of the 2019-2020 school year.	Suspension and BIP data. Reports found through DASL attendance data.	HHS						
		HMS						
		HIS						
		HPS						
		HECC						

GOAL 3: Student Performance Content Area: CLIMATE

2019-2020

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence Source	Person Responsible	Implementation Timeline				Resources Needed
			Jun-Aug	Sep- Nov	Dec-Feb	Mar-May	
3.1.A.1 Develop and implement building intervention (RTI) plans to ensure growth of all students socially and behaviorally.	Building Plans, intervention plan	HHS	BLT member to the DLC				time, examples of plans
		HMS					
		HIS					
		HPS					
		HECC					
3.1.A.2 Develop and implement PBIS consistently across the district.	PBIS Plan	HHS	PBIS Committee/ focus groups/ State Support member				Time, training, Examples of plans, money, monitoring tool
		HMS					
		HIS					
		HPS					
		HIS					
3.1.A.3 Promote community engagement to increase college and career readiness as established in each building plan.	Building plans	HHS	BLT member to the DLC				time, community volunteers
		HMS					
		HPS					
		HIS					
		HECC					