

# 2019-20 Work Plan and SMART Goal Updates

SMART Goal	Research	Input	Data	Actions Taken	Results	Status
<i>Strategic, measurable, attainable, realistic, and time-bound goal</i>	<i>What academic literature informs this goal?  How do evidence-based practices inform this goal?</i>	<i>How do our stakeholders support us in developing and achieving this goal?</i>	<i>What primary metrics do we hold ourselves accountable for?  What key indicators do we monitor?</i>	<i>What key actions did we take to achieve our goal?</i>	<i>What were the results of our actions?</i>	<i>What is the implementation status of our SMART goal? Was the goal met? What are the next steps?</i>
1. Train 200 licensed staff to use our student information system and data warehouse to identify which students are known by name, strength, and need; and use the information to create connections and provide academic, social, and personal support for students in 2019-20.	<p><a href="#">Early Warning Systems Project</a>, NWREL</p> <p>AdvancED Standards for Quality Schools, <a href="#">Indicator 3.9</a></p> <p>Bicultural Parent Engagement: Advocacy and Empowerment, Edward M. Olivos, et. al.</p>	<p>Needs Assessment</p> <p>AdvancED Accreditation</p> <p>Student Narratives</p> <p>Parent Advisory Committee (PAC)</p>	<p>9th grade self-reported data 2017-18</p> <p>GPA, attendance of students connected to an adult advocate</p> <p>Special education/SST data</p>	<p>Q1. Training for 18 members of HS leadership admin teams on tracking student data through DCA reports.</p> <p>All 25 elementary administrators trained on tool and new dashboards for discipline</p> <p>Attendance K-12 leads trained on new components.</p> <p>Climate and Culture teams: 40 elementary and 16 secondary count trained</p> <p>Trained 80 licensed/classified staff members (counselors, teachers and graduation coaches) on how to use DCA/Synergy to gather reports on attendance, grades, and historical trends in student behavior</p> <p>TAG TOSA: Trained 20 TAG Coordinators on Synergy SIS to have access to all TAG students in a school - now they can easily communicate with families and learn more about their students.</p> <p>Q2. OSP team worked with Synergy support to create a</p>	<p>Q1. Expanded understanding, support and networking on use of our data systems, tools and best practices.</p> <p>Q2. Our goals are to support equity among those who are receiving the character awards and to get a better picture of the students experience in prior school years.</p> <p>Writing Perkins V plan we will look at underserved student population data and feedback from meeting on increasing access and supports for CTE programming</p> <p>Q3. Continuation of training building staff on data systems and reports</p> <p>Q4. Weekly support via Google Meet to help HSD staff with questions and PD online</p>	<p>11/13/19 status: on track and ongoing</p> <p>3/17/20 status: met. 250 staff members have been trained, we will continue to work on training staff throughout the school year.</p> <p>4/30/20 status: Met</p> <p>6/12/20 status: Met</p>

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				<p>“character award” group in Synergy that all pk-12+ sites can use to identify who has received this award. We then trained 35 Climate and Culture leads how to find and use that information.</p> <p>2 hour PD with 16 CCP Executive team members used CTE specific reports looking at number of specialized student populations in each HSD CTE program</p> <p>OSP Data Tech trained staff members on how to get real time gradebook data reports via Synergy. Then to analyze the gradebook data by grade distribution per race/ethnicity. This helps identify areas for students who have been historically marginalized/underserved receive the academic support needed.</p> <p>Q3. Secondary AVID Coordinators trained during collaboration day to pull grades and other data to monitor AVID student progress and recruit for next year's AVID classes.</p> <p>Reviewed Synergy Training and accessing SIS</p> <p>Biweekly check-ins with Hilhi students to look at grades in studentvue, set/review/adjust academic and personal goals, confer about obstacles to improve and establish steps into improvement of</p>	
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				<p>grades, emotions, and relationships with teachers/counselors and student-parent communication. Literacy, language and communication sessions for parents in Elementary Schools.</p> <p>Q4. OSP Data Tech held weekly office hours to support licensed staff at the high school level on how to extract data for students that were needing a pass plan. In addition to providing support on how to locate student information in regard to outreach if the student was not engaged in distance learning.</p>		
<p>2. Increase awareness of Career and College Pathways among all staff, students, and families, by reaching 400 teachers and classified staff, as well as 400 students and family members, particularly at the middle school level, by spring 2020.</p>	<p>Oregon Department of Education CTE data</p> <p>Hillsboro School District CTE data</p> <p>Collective Impact Model, <a href="http://www.fsg.org">www.fsg.org</a></p> <p>The Career Pathways Effect, CORD and NASDCTEc</p>	<p>Hillsboro Chamber of Commerce</p> <p>City of Hillsboro, Cornelius, North Plains</p> <p>Career &amp; College Pathways Steering Committee</p> <p>Higher Education Partners</p> <p>High School Site Councils</p>	<p>Number of students in internships</p> <p>Number of dual credits earned</p> <p>Number of community partnerships</p> <p>Graduation rates for CTE participants vs. all Post-secondary enrollment and perseverance</p>	<p>Q1. October trained all administrators in our K-12 meeting. (53)</p> <p>Powerpoint and video created for admin to train staff and family/students. To date total: Families 150 Staff 87</p> <p>Present at International Fair to 30+ families about CCP tools and resources held at Hilhi.</p> <p>Started LYP at all four high schools (1:1 and group). Coordinated and implemented Program Kick-Off Event, first guest speaker attend all four groups to discuss</p>	<p>Q1. Expanded understanding, support and networking for our CCPs</p> <p>Q2. Expanded understanding, support and networking for our CCPs with focus on marketing and communication bilingual resources</p> <p>Q3. Continue exposure for students, parents and staff in person pre-pandemic and virtually after school closure.</p> <p>Q4. Staff focus on support and resources related to CCP.</p>	<p>11/13/19 status: on track</p> <p>3/17/20 status: on track. To date, 210 families and 219 staff members have seen the CCP presentation</p> <p>4/30 status. Not Met due to COVID-19</p> <p>6/12/20 status. Not Met due to COVID-19</p>

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				<p>engineering career</p> <p>Featured segment on Univision and KATU</p> <p>New marketing materials for every HSD career pathway (one pagers and bookmarks)</p> <p>Planning CCP TAG parent nights for Spring</p> <p>Q2. Each LYP group has received 3-4 CCP activities (guest speaker presentation on career and place of work). For example, students attended a field trip to the Zoo where they also participated in a presentation session of the summer youth internship program through the zoo.</p> <p>Using CCP staff/family presentation this quarter: 60 Family Members Trained 132 Staff Members Trained High School sites have large posters of each CCP hanging bilingually in common spaces for parents and students to see</p> <p>Preparing to hang MS feeder posters in Q3. District Librarian and CCP Coordinator creating a plan for secondary libraries to display HSD CCP branding and resources for CCR. At ES/MS levels put together a plan for pushing out CCR activities to our elementary Library Media Assistants.</p> <p>A group of LYP students</p>	
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				<p>attended a field trip to Metro Transfer Station and Hazard Waste Facility (2/28 for CHS and HHS, and 3/20 scheduled for LHS and GHS). Students from all major high schools are scheduled to attend the MENTE summit at Linfield College on 03/06. Hosted CCP parent event on 2/12 at CHS.</p> <p>Q3. A group of LYP students attended a field trip to Metro Transfer Station and Hazard Waste Facility (2/28 for CHS and HHS, and 3/20 scheduled for LHS and GHS). Students from all major high schools are scheduled to attend the MENTE summit at Linfield College on 03/06. Hosted CCP parent event on 2/12 at CHS.</p> <p>Planned Parent Night with a panel of CCP, Dual Credit, Advanced Options people to talk with TAG parents. (This was canceled due to COVID)</p> <p>Q4. Shared 6 CLAs and CCP pathways "one pagers" with K-12 AVID Coordinators.</p> <p>Invited CCP Coordinator to a Google Meet with HS TAG students to talk about all things Career and College Pathways and Readiness. Students were able to ask questions, get resources, and hear options. Recorded google meet was then shared on TAG Google</p>		
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				<p>Classrooms for students to access any time.</p> <p>Planning for college and career readiness activities for elementary specials for next school year.</p> <p>Supported dual credit teachers in their messaging to families with the transition of college credit in distance learning.</p> <p>Held 4 CCP Spring Steering Committee sessions to inform stakeholders on updates.</p>		
<p>3. Every school will meet their climate and culture goal aligned to more culturally-relevant and trauma-responsive practices by the end of 2019-20.</p>	<p><a href="#">CDC-Kaiser Permanente ACES Study</a></p> <p>Lost at School: Why our kids with behavior challenges are falling through the cracks and how we can help them, Ross Greene</p> <p>National Survey of Children's Health</p> <p>Fostering Resilient Learners, Kristin Souers and Pete Hall</p> <p>Strong Start - Grades K-2: A social and emotional learning curriculum, Merrell, et. al.</p>	<p>Student interviews</p> <p>Parent committee feedback</p> <p>Feedback from counselors, Care Coordinators, family liaisons, and school staff</p>	<p>Facilities and staffing for wellness centers</p> <p>Attendance of staff and students</p> <p>Referrals decreased</p> <p>Health room visits decreased</p> <p>Requests for suicide screens and one-on-one assistants decreased</p> <p>Training records</p>	<p>Q1. Provided framework, resources, and vocabulary to 56 staff during the district CC meeting. Embedding OR Equity Lens. 21 schools examined building and classroom celebration practices for inclusiveness after reading the article Avoiding Racial Equity Detours.</p> <p>Working with Reedville and Poynter preschool teachers on universal supports. Attended professional development "Building Self-Regulation through Dramatic Play" with Reedville teacher.</p> <p>Collaborated with Sarah and Morgan in providing PD for all media assistants in the area of universal supports. Media assistants created a slideshow to share with their schools that teaches library behavior expectations.</p> <p>Q2. Provided discipline audit framework using data from DCA reports/dashboards to</p>	<p>Q1. Goal is focused on addressing discrepant discipline specific to their individual schools.</p> <p>Q2. With a clear focus on this goal we do see an overall decrease in discrepant discipline</p> <p>Q3. Staff support on reviewing data to meet school goals and identifying systemic barriers.</p> <p>Q4. Virtual check in and PD to support goals.</p>	<p>11/13/19 status: 3/4 MS down from last year 2/4 HS down from last year; increases in skipping due to new safety and camera surveillance and locked doors 17/25 ES down from last year as of quarter 1.</p> <p>3/17/20 status: ongoing. 26 of 35 schools are down from last year as of quarter 2.</p> <p>4/30/20 status: ongoing</p> <p>6/12/20 status: 3 of the 4 Middle Schools reduced overall referrals more than 10% based on the proportion of our data during in-school time.</p> <p>2 of the 4 Middle Schools reduced discrepant data to less than 1% in the referrals for Latinx students.</p>



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				<p>30 climate and culture leads in order to analyze and ensure discipline practices are equitable and responsive to student need. Alignment of data and behavior responses in order to strengthen feeder continuity. 27 schools examined what makes and does not make a trauma informed school using the article "What is trauma informed education"</p> <p>The District Librarian worked with the Library Media Assistant at SMMS on norms and expectations for the library that are culturally responsive and trauma informed. Currently working with a team of Language Arts teachers at Brown for re-invisioning the library space and adding culturally responsive books. Continuing to weed outdated and non-culturally unaware library books from libraries across the district. Continuing to provide 1-on-1 support with our Library Media Assitants on trauma-responsive classroom management. Makeover at Rosedale library---featured Spanish collection, and new calm corner. Debuted the Sora app and curated a collection of mental health and self-help books for high school students to access privately.</p> <p>Q3. Voltron Equity sessions: shared school climate and</p>		<p>6 of the 11 Elementary Schools were on track to reduce their referral data by at least 10% overall. The other 5 schools may have met that goal but it is difficult to determine given the circumstances of COVID-19 and not being in school and comparing the data proportionally to the last year.</p>
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				<p>culture goals; progress monitoring.</p> <p>Climate and Culture meeting teams were supported to: Identify system barriers that impact discrepancies in discipline data and consider actions steps that can remove them</p> <p>Created TAG Google Classrooms by grade band for all students identified as TAG throughout the district. Created activities to engage and support learners during distance learning as well as serve as a community of learners kids could interact with other like-minded students. Enrolments for TAG Google Classrooms - Students are engaging - communities are being built!</p> <p>Q4. Offered CC check-ins to support each buildings CC work while socially distancing during COVID closures; created resources to support equity goals and CRT virtually</p> <p>Held Google Meets for TAG Google Classrooms - between 5 and 20 students tuned in to chat, discuss activities in the classroom, share experiences and learnings, and play games. Students really engaged with "Which would you rather.." questions - submitting oaver 150 of their own prompts to be shared out.</p> <p>Racial Equity Training for Classified Staff offered</p>	
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				<p>during Distance Learning. 116 participants in a six week cohort. Collaboration with teachers to plan distance learning activities.</p>		
<p>4. Increase SBAC math scores by 3% overall and 5% for key groups in grades 5 and 8 in 2019-20 vs. 2018-19.</p>	<p>Mathematical Mindset, Jo Boaler</p> <p>Portland State University College of Education, e.g. DMI</p> <p>National Academies of Science, Engineering, and Medicine report: <a href="#">Science Teachers' Learning</a></p> <p>NCTM Principles to Actions</p> <p>5 Practices for Orchestrating Productive Mathematics Conversations, Smith &amp; Stein</p> <p>The Art of Coaching, Elena Aguilar</p>	<p>Math Leadership Team feedback</p> <p>Principal feedback</p> <p>Focus groups of students and parents</p>	<p>Smarter Balanced Assessment (SBAC)</p> <p>K-12 Math Leader Team teacher data</p> <p>K-6 Interim Assessment data</p> <p>D/F/I quarterly data</p>	<p>Q1. Math Leaders developed a list of key standards for each grade level k-6 to prioritize in the area of Numbers and Base 10.</p> <p>Key standards shared at Elementary Leadership Collaboration to all elementary schools.</p> <p>Initial diagnostic completed for grades 1st - 6th in iReady or Star to guide instructional groupings</p> <p>Planning PD to support grades 3 and 5 around data analysis.</p> <p>Planning PD to support grades 7 and 8 with key standard work along with assessment work to monitor those key standards.</p> <p>Q2. Mandy: Provided 1.2 day PLC math for 3rd and 5th grade teachers in order to support the SIP and Math WIN times. Connected with K-6 Elementary Math Leaders two times to support with leading WIN time in their building.</p> <p>Middle School math teachers to determine grade level benchmark skills that they will monitor and assess.</p>	<p>Q1. Work is underway.</p> <p>Q2. Provided Elementary Math leaders with tools to support math WIN time in their buildings. 5th grade teachers received PLC support to analyze data for interventions and support.</p> <p>Middle school math teachers identified essential benchmark skills.</p> <p>Q3. Math TOSA met with Elementary Math Leaders to collaborate and support distance learning math instruction.</p> <p>Q4: Math TOSA met with Elementary &amp; Middle School Math Leaders to collaborate and support distance learning math instruction.</p>	<p>11/13/19 status: on track</p> <p>3/17/20 status: Middle School teachers agree on benchmark skills, now identifying assessment tools into Q3.</p> <p>High schools working on scope and sequence articulation and common grading conversations have started. Each semester and quarter grades are assessed and teachers and support staff work to intervene. Preparing 11th graders for SBA testing protocols.</p> <p>4/30/20 status:</p> <p>6/12/20 status: K-6 Math Essential benchmarks have been identified and resources from the math learning center have been identified to support the re-entry of students this fall.</p> <p>7-8 Math Essential benchmarks have been identified and resources from CPM are being identified for re-entry of students this fall. Additionally, we are researching the possibility of an assessment tool (MAP Assessment) to support teaching and interventions</p>

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						based on the essential benchmarks
<p>5. Increase by 5% the number of language scaffolds connected to academic tasks utilized in the classroom as measured by fall 2019 to spring 2020 walkthrough data.</p>	<p><a href="#">9 Essential Instructional Strategies</a>, Robert Marzano</p> <p>Visible Learning, John Hattie</p> <p><a href="#">"Teaching English Learners: What the research does - and does not - say."</a> Claude Goldenberg</p> <p><a href="#">Collier &amp; Thomas research</a></p> <p>Academic Conversations, Jeff Zwiers</p> <p>Literacy with an Attitude, Patrick Finn</p> <p>Depth of Knowledge work of Karen Hess and Norman Webb</p> <p>AVID research</p>	<p>Teacher professional development feedback</p>	<p>HSD Walkthrough Tool pre- and post-assessment</p> <p>AVID walkthrough data</p> <p>SLC Module implementation data</p>	<p>Q1. Baseline data was collected in October and will be crunched.</p> <p>Training for the Administrators in August and leadership teams k-12 focused on language scaffolds.</p> <p>K-12 walkthrough training and rounds with administrators focus on language and rigor.</p> <p>Q2. Developed "Speak Like a Scholar" campaign for secondary classrooms for science, math, social studies, and language arts with tier 2 &amp; 3 vocabulary with sentence frames.</p> <p>Identified three scaffolds to focus on for the second semester. Created resources on the Language Central website for teachers and admins</p> <p>Level alike classroom observations and walkthroughs focused on supporting the use of language scaffolds</p> <p>Q3 &amp; Q4: Once we entered into distance learning, we provided weekly grade level, subject area, and specialist PLCs/Office Hours in order for teacher to receive targeted supports, specifically about supporting</p>	<p>Q1. Focus on language is very clear to all. Continue to build skills and alignment.</p> <p>Q2. Narrowed the focus and articulated what the three scaffolds look like.</p> <p>Teachers and admins have resources on hand for scaffold needs.</p> <p>Q3. K-12 ongoing collaboration for EL specialists to support the implementation of ELD in distance learning and the language scaffolds and sociocultural competency needed for classroom teacher instruction.</p> <p>AVID Excel teachers identified the key areas to focus on for distance learning.</p> <p>Q3 &amp; Q4. Teachers and specialist were able to access tools and supports across our system during distance learning</p>	<p>11/13/19 status: on track</p> <p>3/17/20 status: soft roll out of Speak Like a Scholar tools in high school classrooms. Principals implementing scaffold walkthrough data collection tools in order to provide feedback to teachers and consistently share common high expectations of scaffolds.</p> <p>Level supervisors working with administrators to ensure quality feedback and honest, targeted conversations regarding language in the classroom.</p> <p>4/30/20 status: Gave EL specialists and classroom teachers tools for sociocultural competence and scaffolds for distance learning.</p> <p>6/12/20 status: The walkthrough data was not able to be collected due to distance learning for all. Although 20% of ELs couldn't take the ELPA21 assessment, our LTELs who scored proficient went up 7% this year.</p>

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				<p>language in a distance learning setting</p>		
<p>6. Maintain 90%+ on track rate for all students in 10th grade in 2019-20.</p>	<p>Chicago Public Schools <a href="#">research</a></p> <p>Oregon Education Investment Board (OEIB) Achievement Compact Data</p> <p><a href="#">Teacher Expectations and Sense of Responsibility for Student Learning</a>, John Diamond</p>	<p>Parent Advisory Committee (PAC) feedback</p> <p>Student feedback</p>	<p>Data on credits earned</p> <p>Number of students connecting with case managers, grad coaches, and counselors</p> <p>Number of counselors implementing the ASCA model (task analysis data)</p>	<p>Q1. November grad coach training using Q1 student data, looking at building student needs. Resource folder of 10th grade on track resources created.</p> <p>On-track AC team Initiated the development of a 10th grade on-track system by working with graduation coaches to identify metrics for 10th grade on-track. Supported all 10th grade grad coaches to be trained on new data system (created system and provided training)</p> <p>OSP team developed a monitoring system that will auto calculate tiers based on student grades and will populate who is on or off-track. Led the implementation training for Graduation Coaches on this system. OSP data tech will also troubleshoot any problems and provide the maintenance for this system.</p> <p>Q2. 10th Grade on Track Teams came together for a 2 hour PD facilitated by OSP. During this team's analyzed trends and spoke about what else is needed from a data</p>	<p>Q1. Tracking system developed, 10th grade grad coaches trained.</p> <p>Q2. 10th grade teams formed and trained, including grad coaches, admin, counselor and teacher leaders</p> <p>Q3. Creation of 2020-21 10th grade on track plan and feedback sessions</p> <p>Q4. Staff supports and strategies for sem 2 on track during distance learning.</p>	<p>11/13/19 status: Tracking system developed, 10th grade grad coaches trained on how to use the system. With 81% of students currently on-track, grad coaches will now implement the system within their buildings.</p> <p>2/14/20 status: ongoing, TOSA team is bringing 10th grade on track building teams together to monitor data and implement system. On-track rate is currently at 88%.</p> <p>Schools continue to monitor students' academics, attendance and behavior in grade level support meetings every other week or weekly as needed.</p> <p>4/30/20 status: ongoing, due to COVID-19, and transitioning to Distance Learning, 10th grade on track plan has been designed for 2020-21.</p> <p>6/12/20 status: ongoing, supports in place to ensure students stay on track during distance learning semester 2.</p>

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				<p>perspective to help support this work.</p> <p>OSP provided training to 44 High School staff and administrators identified as buildings 10th grade on-track teams on On-track systems and On-track team and Kid-talk structures. Kori provided training to teams on current On-track data systems she has designed including how/when to use them to support students and staff</p> <p>Q3.Assisted with grad coach meetings on how to support 10th grade students not passing courses. Created an end of year report that will automatically calculate all students who were not on-track. That report was also disaggregated in categories such as race, gender, attendance, etc.</p> <p>Drafted 10GS implementation plan/rollout plan for formal 10 Grade Success team process in 2020-2021</p> <p>facilitated meetings with GC to identify 10th grade students not passing courses and ways to support. working with counselors to identify students at risk in MS and HS in the DLP Program.</p>		
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				<p>Conducting biweekly academic check-ins with 21 students in HS to make sure they are on track for graduation.</p> <p>Q4: Adjusted and updated the data trackers to read P/I to help grad coaches, admin, and counselors identify students who were in the green, yellow, and red zone in regard to grades. From that point a pass plan was created and implemented for all students who were in the yellow and red.</p> <p>During Student Support System Team meetings- provided collaborative opportunity for HS teams to identify strategies to support 10th graders that they did not earn a Pass S2 -based on ODE/COVID distance learning criteria and strategies to support 10 graders that did Pass S2 but not S1 recover that learning and credit.</p>		
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