

Hillsboro School District 1J
Continuous Improvement Plan (CIP)

2019-2022

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Why a CIP?

Through the Continuous Improvement Plan (CIP) process, our district sets Specific, Measurable, Achievable, Responsive, and Time-Bound goals, known as SMART Goals. Stakeholder engagement, needs assessment, and research fuel our planning process as well as our action plans, implementation process, and monitoring routines. We hold ourselves accountable to monitoring progress toward our goals quarterly, adjusting our strategies and actions based on data. We renew our CIP in a 4-year cycle.

In the Hillsboro School District (HSD), our CIP serves to unify our program- and school-specific goals. From pre-K to career, our priorities are overlapping and mutually reinforcing. We align our School Improvement Plans with our CIP and Strategic Plan.

From our participation in the Washington County Early Learning Hub to our implementation of Every Student Succeeds Act (ESSA) Title I-A grants that support students experiencing poverty, Title III and I-C grants that support students who are emerging bilinguals and members of migrant families, and Individuals with Disabilities in Education Act (IDEA), and including our work to support middle and high school students through Oregon's High School Success Act (aka Measure 98), our CIP contains goals and high-leverage strategies that promise to unlock the potential of each student while eliminating institutional barriers.

Our CIP also informs our budget process and reinforces our equity-based investments on behalf of the students we serve.

What are the Components of a CIP?

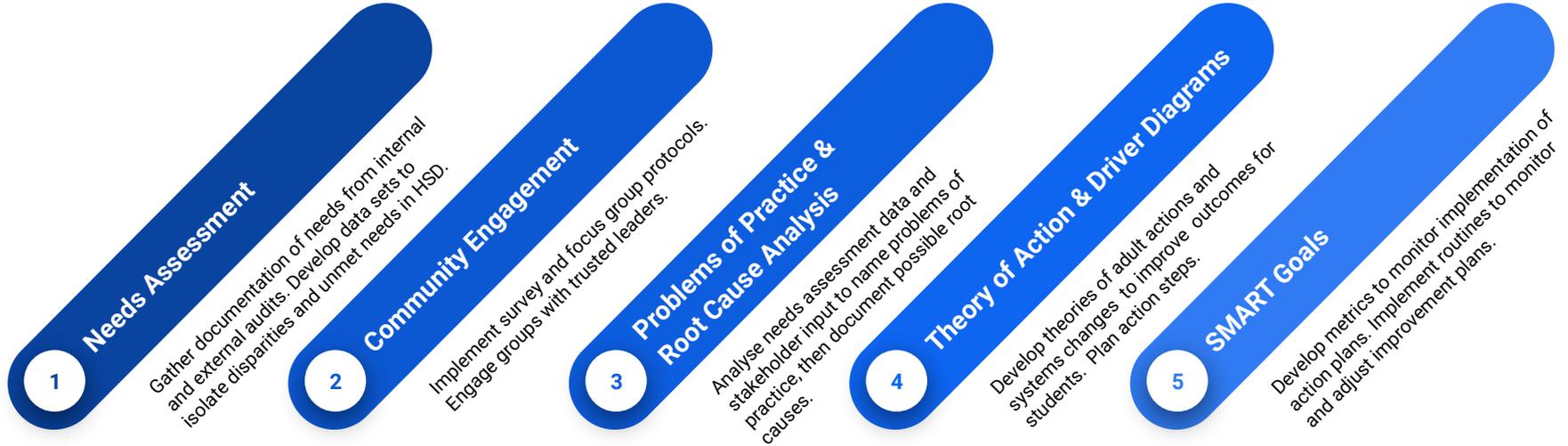
“The Big 5”

1. Mission
2. Vision
3. Goal/Strategies
4. Action Steps
5. Routines to Monitor/Adjust

“The Supplemental 10 Questions”: Questions that describe how the district will address State and Federal requirements

Federal Programs Grant Narratives: Proposals submitted under each ESSA Federal Programs grant category

Process for CIP Development



Executive Summary of CIP SMART Goals

Equity Stance: For all HSD goals, students who identify as Native American, Latinx, Black/African American, Multiracial, Emerging Bilinguals, students who are identified as talented and gifted, and students who experience disabilities, foster care, poverty, and/or homelessness will get the support they need, ensuring that the rate of improvement (as measured by our SMART goals) for our traditionally underserved students allows them to achieve at the same levels as students who have traditionally benefited from our school system.

SMART Goal <i>*Longitudinal Performance Growth Targets for Student Investment Account (SIA)</i> <i>^HSD ESSA Plan Goal</i> <i>^HSD High School Success Plan Goal</i>	Why this goal? <ul style="list-style-type: none"> ● Needs Assessment ● Community Engagement Input ● Quality Education Model (QEM) ● HSD Strategic Plan Match ● Student Success Act (SSA) 	Theory of Action (If ____, then ____, and ____)	Action Plans Include (Examples)
1. Increase the number of students served in HSD-aligned preschools by 25% by 2022.	Kinder Readiness Assessment PAC input Academic-ROI calculation Student Success Act	If leaders increase the number and quality of preschools in HSD, then more students will have access to preschool social and academic support, and more students will be ready to succeed in K-3 classrooms.	Enrollment/waitlist data tracking Partnership development Literacy Plan Alignment PK-12
2. Increase by 10% the number of teachers and counselors of color by 2022.	Needs Assessment Data ORIS Leadership Opportunity Parent Input Student Input QEM	If we create systems to recruit, hire, and retain staff of color, then students will have affinity for--and see role models in-- the adults they interact with daily, and student engagement and academic achievement will be improved.	Strengthen and expand pathways Recruitment and retention plan Professional supports
3. Increase 3rd grade reading and math proficiency rates by 10% by 2022.*	Reading scores Math scores PAC input Teacher input Parent input QEM	If we train teachers and equip them with assessment tools and curriculum, then we will create an aligned and responsive early literacy experience for all students, and all readers will read at a higher level by 3rd grade.	Data systems Professional development Curriculum Assessments & Intervention tools Embedded teacher collaboration Extended day programs Summer programs
4. Increase by 50% the number of mental health and behavioral support direct-service supports to students by 2022.	Care Coordinator referral data Behavior referral data Oregon Healthy Teen Survey Teacher input Counselor input PAC input	If we increase internal (HSD) and external (community practitioners) mental health professionals, then we will increase the number of students receiving therapy, and those students will attend school more and do better emotionally and academically in school.	Develop baseline data Develop shared vocabulary and expectations Coordinate and monitor referrals and services
5. Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from "progressing" to "proficient" by 2022.*	ELPA 21 Scores Reading Scores for LTELs PAC Input Student Input ESSA Federal Programs Grant	If leaders train teachers in English Language Development and bilingual education, then teachers will support language acquisition across content areas, and students will acquire the academic language they need to meet standards in math, language arts, and graduation requirements.	Professional development K-12 for English Language Development (ELD) AVID Excel training Student-led language goals Data tracking

6. Ensure access to, and integration of, digital learning and 24/7 connectedness for 100% of students, 6th-12th grade by 2022.	Academic Achievement Scores Teacher Input Student Input PAC input	If we prioritize access to the Internet as a fundamental element of 21st century learning, and if we will invest in 1 to 1 technology and wifi for students, then teachers and students will engage in creative, collaborative learning, and students will be increasingly on track to graduate (and graduate) through extended learning time, academic support, and personalized learning.	Communication plan Teacher resource repository Teacher training 1 to 1 technology grades 6-12
7. Increase by 10% the number of traditionally underrepresented students completing college-level coursework by 2022.	AP/IB/CTE data Student Input Parent input High School Success Act	If data systems drive recruitment and academic supports for advanced learning, then adults will expand relevant, college-level opportunities, and students who are demographically representative of HSD will participate in and complete college-level coursework.	Data tracking for Dual Credit Communication plan Recruitment and support plan AVID training
8. Increase by 10% the number of traditionally underrepresented students participating in well-rounded learning opportunities, e.g. art, music, technology, CTE.^	Student input Parent input QEM Student Success Act	If data systems and student input drive recruitment and supports for student success, then adults will create relevant, culturally responsive learning opportunities, and students who are demographically representative of HSD will participate in well-rounded learning opportunities.	Analyse high-wage, high-demand career opportunities Survey student interest Communication and recruitment planning
9. Decrease chronic absenteeism by rates by 2% by 2022.*	Needs Assessment Data Students Success Act High School Success Act	If we inform parents and students regarding the impact of attendance, and if adults across employee groups support student attendance, then students will have basic needs met in order to attend school, and they will attend regularly.	Communication Plan Parent/Student Re-engagement Process Focus Group for Parents Bus Driver Professional Development
10. Decrease disparities in Special Education identification by race by 3% by 2022.	Individuals with Disabilities in Education Improvement Act (IDEIA) Needs Assessment Data	If systems are in place to assess student academic achievement and intervene to support accelerated learning, and if culturally/linguistically appropriate and universally-designed interventions are available to teachers and students, then teachers will decrease the number of referrals of students of color for special education services, and more students of color will have access to core curriculum and appropriate academic supports.	Culturally and linguistically responsive assessment practices and interventions Student Support Protocol professional learning Culturally and linguistically sustaining core curriculum
11. Increase 9th grade on-track rates to 95% by 2022.*^	9th Grade On-Track Pilot Project Student Input High School Success Act	If adults collaborate to support students based on on-track indicator data, then students will receive needs-based support for behavior, attendance, and academics, and students will achieve at least 6 core credits in 9th grade.	Grad Coaches Professional development Structured collaboration
12. Increase on-time graduation rates to 88% and five-year completion rates to 92% by 2022.*+^	High School Success Act Student Success Act Parent Input Student Input	If adults use data to drive standards-based instruction K-12, and if schools offer well-rounded, culturally sustaining, and rigorous courses K-12, and if schools support the social-emotional and mental health needs of our students, and if we create a variety of pathways to success through high school, then students will be academically on-track, engaged, healthy, and students will graduate career- and college-ready.	Academic interventions and supports CTE and college-level courses Grad Coaches Structured collaboration Alternative pathways and advising Mental health supports Drug and alcohol supports

Oregon District Continuous Improvement Plan Template

School Year(s)	2019-2022
District	Hillsboro School District 1J

District Direction Section, aka “The Big 5”

Vision	HSD students: Prepared for success in career, college, and civic life
Mission	Engage and challenge all learners to ensure academic excellence

Comprehensive Needs Assessment Summary

What data did our team examine?

Quantitative data: Student data, e.g. behavior, attendance, academics, Healthy Teens Survey, and ORIS Framework data

Qualitative Data: stakeholder interviews/focus groups, student empathy interviews, stakeholder surveys

Within the following contexts:

- AdvancED Accreditation (2016, renewed 2018)
- Student Interviews (2017, 2018)
- School Improvement Plans (2018)
- City View Charter School Annual Report and Work Plan (2018)
- ODE EL Audit (2019)
- ODE ESSA Team Focus Groups (2019)
- District Management Group (DMGroup) Review of Programs for Struggling Learners (2019)
- High School Success Team: 9th Grade On-Track Data System (2018)
- Federal Programs CIP Team - Indistar School- and District-Level (2019)
- Student Success Act Community Voice Survey (2019)
- Focus Group Community Engagement Process (2019)
- ORIS Framework Analysis (2019)

How did the team examine the different needs of all learner groups?

Disaggregated data based on race/ethnicity, gender, grade level, and program affiliation. In our data warehouse we have developed a Student Profile page which includes data on behavior, attendance, and academics, alongside student affiliation with Programs (e.g. EL, Migrant, TAG, Special Education, and Native American Education) and Groups (e.g. soccer, STEM afterschool programs, and Gay/Straight Alliance (GSA) club). The data warehouse also allows us to track which students have identified a trusted adult within our schools.

We engaged parents and students from traditionally underserved groups, e.g. Parents of Native American students, parents of students with special needs, parents of students who are members of migrant families, as well as students themselves, e.g. Latinx youth involved in our Latino Youth project.

Were inequities in student outcomes examined?

Yes. Disparities across academic achievement indicators--e.g. academic achievement scores, attendance, behavior referrals, and participation in extracurricular programming and advanced coursework--exist between "white" and/or "all" students and the following groups: Students who Identify as Latinx, students who identify as Native American, students experiencing disabilities, student who are emerging bilinguals and "ever ELs," students who identify as African American/Black, students who identify as multiracial, and male/female/non-binary students traditionally underrepresented Groups in CTE, AP, and IB, e.g. males in Early Childhood Education and females in AP Physics.

What needs did our data review elevate?

1. Need to address disparities in academic achievement (as measured by Smarter Balanced Assessment scores, GPA, credits earned, etc.) by race and gender, especially among students who are Latinx (males most of all), students with special needs, and English language learners.
2. Disparities in graduation rates among students who are accessing alternative education, including academic options programming and online learning.
3. The fundamental need to diversify teacher and counselor demographics to match student demographics, and to invest in culturally responsive and culturally sustaining curriculum and pedagogy in order to engage and challenge all learners.

How were stakeholders involved in the needs assessment process?

- School-level SIPs: All schools submitted School Improvement Plans aligned to HSD's Strategic Plan
- Stakeholder surveys
- Focus groups
- Individual student interviews, approximately 1000, conducted bilingually
- District Parent Advisory Committee (PAC), including families of migrant students and emerging bilinguals. Feedback on student needs from surveys and workshops.
- Spanish language Superintendent Coffee Chats
- Work sessions of leaders, e.g. counselor leadership team, high school administrators, EL case managers, etc.
- Cross-departmental data analysis including root-cause analysis and planning facilitated by leaders of improvement science
- ORIS framework analysis from district leadership

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

- Enhancement and expansion of preschools and early learning, including vertical alignment
- Investment in data-driven teacher collaboration and planning
- Diversification of workforce and professional learning for culturally responsive and culturally sustaining curriculum and pedagogy
- Improvement of tech-enhanced teaching and learning
- Accelerate language acquisition (social and academic) and academic growth for emerging bilinguals. Academic language and rigorous academic opportunities for Latinx students and emerging bilinguals.
- Improve graduation rate for traditionally underserved groups

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

SMART Goal 1: Increase the number of students served in high quality HSD preschools by 25% by 2022.

Goal 1	Increase the number of students served in high quality HSD preschools by 25% by 2022.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	Tracking the number of children/families on preschool waitlists to forecast class size and sites.	As measured by an increase in student enrollment by 40 students and families in two additional preschool classrooms. Additional classrooms may open depending on additional funding streams from current community early learning partners	As measured by an increase in student enrollment by 40 students and families in two additional preschool classrooms. This would be a total increase of 80 preschool students over 2 years.	All HSD preschool age children have access to high-quality preschool.
Evidence Based/ Research Foundation	Preschool Education and Its Lasting Effects: Research and Policy Implication Year 4 Report: Seattle Preschool Program Evaluation			

District Goal this strategy supports		
What are we going to do?	Strategy 1.1	Through root-cause analysis, the evidence-based practice of high quality preschool was found to be a need. If we invest in opening classrooms with highly qualified early learning staff that believe all students possess powerful cognitive, linguistic, and cultural assets,

		Then preschool educators will focus in on having high expectations for all students and in scaffolding up to support student achievement, And students who are confident learners will achieve the social/emotional, cognitive and physical skills needed for the foundation of success in kindergarten and beyond.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Audit enrollment by attendance area and waiting lists. Identify and prioritize service gaps	Winter Conduct facilities assessment to identify and prioritize expansion based on need and availability of facilities	Spring Partner with Early Learning Hub to identify expansion sites and plan expansion and partnerships
	Measures of Evidence for Students (“and” statement)	Fall NA	Winter NA	Spring NA
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	OSP	Need assessment of where space is needed most for expansion (waiting lists, areas we are currently underserving)		Fall 2019
	Facilities	Space analysis to identify where we have building capacity for expansion		Winter 2020
	OSP/Principals	Plan with building administration and community partners for room needs		Spring 2020
	Early Learning Team	Work with enrollment teams and Family Resource Coordinators to recruit and enroll families.		Fall 2020
	Early Learning Team	Make a professional development plan around online enrollment and finalize our one stop early learning interest form.		Summer 2020

<p>ORIS Domain Alignment</p>	<p>ORIS Domain(s) this strategy supports</p>	<p><input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice</p>
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SMART Goal 2: Increase by 10% the number of teachers and counselors (educators) of color by 2022.

Goal 2	Increase by 10% the number of teachers and counselors (educators) of color by 2022.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	<p>Review HR baseline data of licensed staffing according to race/ethnicity.</p> <p>Review the number of student teachers/counselors in Hillsboro School District.</p> <p>Review of classified survey data who are interested in an educator pathway and support onboarding to programs.</p> <p>Review the HR recruitment practices to expand upon for upcoming recruitment year.</p> <p>Reviewing the parameters of international partnerships</p> <p>Review number of WOU students per cohort (staying, dropping out)</p>	<p>Focus on recruitment and retention efforts by...</p> <p>Review HR baseline data of licensed staffing according to race/ethnicity.</p> <p>Review the number of teachers recruited out of student teachers/counselors in Hillsboro School District pool.</p> <p>Review of classified data who are currently enrolled in an educator program.</p> <p>Review the HR recruitment practices to expand upon for upcoming recruitment year.</p> <p>Reviewing the parameters of international partnerships & number of international teachers recruited from each</p>	<p>Focus on recruitment and retention efforts by...</p> <p>Review HR baseline data of licensed staffing according to race/ethnicity.</p> <p>Review the number of teachers recruited out of student teachers/counselors in Hillsboro School District pool.</p> <p>Review of classified data who are currently enrolled in an educator program.</p> <p>Review the HR recruitment practices to expand upon for upcoming recruitment year.</p> <p>Reviewing the parameters of international partnerships & number of international teachers recruited from each</p>	<p>Our HSD staff in ratio will reflect our student bilingual/bicultural diversity within our community.</p>

Evidence Based/ Research Foundation	Look back at Educator Advancement Council 2018 Report Teaching To and Through Cultural Diversity by Geneva Gay
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<i>District Goal this strategy supports</i>				
<i>What are we going to do?</i>	Strategy 1.1	Through root-cause analysis, the evidence-based practice of recruitment and retention of diverse educators was found to be a need. If we invest in the recruitment and retention of culturally and linguistically diverse educators of color Then these educators will have a positive impact on academic and behavioral outcomes for minority students. And students who have bilingual and/or bicultural educators will achieve greater success (attendance, academic success and sense of belonging) in the HSD system.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions ("then" statements")	Fall HR recruitment data for culturally and linguistically diverse educators	Winter We will see an increase in PreK-12 Students reading and math scores We will see a decrease in PreK-12 Students behavioral related incidents	Spring We will see an increase in PreK-12 Students reading and math scores We will see a decrease in PreK-12 Students behavioral related incidents

	Measures of Evidence for Students (“and” statement)	Fall We will review retention data from the prior year to analyze if our educators of color stayed in our system and why/why not.	Winter We will survey our secondary students to ask for feedback on the impact of the increasing number of educators of color in our system.	Spring We will review student trend data of academics, behavioral and feedback student survey to measure direct correlation of educators of color and student achievement.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	HR Team	<ul style="list-style-type: none"> ● Recruit and Retain Educators of Color strategies and data analysis ● Create survey specifically designed to gather feedback and needs of current and newly recruited staff of color in order to develop retention strategies ● Review school teacher student ratio demographics and “allocate” culturally and linguistically diverse teachers proportionally 		August 2020
	Teaching and Learning	Student Survey rollout		February 2021
	Teaching and Learning	OSP Data Technician data collection and cross department review		May 2021
	Teaching and Learning	Continuous Professional Development		On-going
	Teaching and Learning	Beginning Teacher Mentoring		On-going
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<ul style="list-style-type: none"> _ Leadership _ Talent Development <u>X</u> Stakeholder Engagement and Partnership _ Well-Rounded, Coordinated Learning <u>X</u> Inclusive Policy and Practice 		

SMART Goal 3: Increase 3rd grade reading and math proficiency rates by 10% by 2022

Goal 3	Increase 3rd grade reading and math proficiency rates by 10% by 2022			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	<p>All elementary schools will have a common assessment for reading and math and all PK-3 teachers will receive professional development on PLCs.</p> <p>Pk-3rd grade will come together by grade level to collaborate and receive professional development for differentiation and interventions.</p>	<p>In grades PK-3 cohort data will allow us to identify students who are struggling and the type of interventions needed to increase the % of students achieving proficiency in math and reading.</p> <p>5% of struggling students in reading and math will reach grade level proficiency.</p>	<p>Same as previous year</p> <p>5% more of struggling students in reading and math will reach grade level proficiency.</p>	<p>All PK-3rd grade students read in the language of instruction by grade level and students who struggle get the interventions they need</p> <p>All PK-3rd grade students are proficient in their grade level math skills, and students who struggle get the interventions they need.</p>

Evidence Based/ Research Foundation	Guiding Principles of Dual Language Evidence Based Reading Instruction Professional Learning Communities Mathematics Interventions: What Strategies Work for Struggling Learners or Students With Learning Disabilities? Math Instruction for ELs Five Key Strategies for Effective Formative Assessment 5 Strategies for Scaffolding Math Discourse with ELL's
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<i>District Goal this strategy supports</i>				
<i>What are we going to do?</i>	Strategy 3.1	<p>Through root-cause analysis, the evidence-based practice of Reading by grade level in third was found to be a need. If we invest in professional development on data analysis and its response and appropriate reading and math instruction, Then PK-3rd Grade teachers will be able to analyze data and provide the appropriate interventions and/or differentiation to meet the needs of all of their students in reading. And students who struggle will achieve grade level reading proficiency.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Language Arts Adoption plan moves forward with pilot process</p>	<p>Winter</p> <p>Language Arts Adoption plan moves forward to Community Curriculum Advisory Committee</p>	<p>Spring</p> <p>Language Arts Adoption plan moves forward to the Board of Directors for approval. Budget and plan are implemented.</p>

	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>New Curriculum materials addressing reading instruction and balanced literacy with a focus on scaffolds, differentiation and intervention in English and Spanish.</p> <p>Professional development on Assessment tools and the use of these tools to conference with students on reading goals.</p> <p>Grade level PLC for PK-3 - addressing research based practices of data analysis and planning to address the data.</p> <p>District PAC professional development on reading development with resources to support students at home.</p>	<p>Winter</p> <p>Ongoing professional development related to the reading development n a balanced literacy block and the implementation of the new curriculum.</p> <p>Data system (STAR/iReady) that will allow to progress monitor and response in a timely manner through differentiation or interventions to students needs academically and with reading instruction. All students will have access.</p> <p>Parent resources to all PK-3 teachers will be available to support students at home. (e.g. reading parent night)</p> <p>Parents will be informed during conferences where their students are and what plan has been set in place to support them.</p>	<p>Spring</p> <p>Implementation of measure: classroom observation data. Request for support from administrators as needed.</p> <p>Implementation measure: Data pull from STAR/iReady, develop a process for using data to improve the instructional reading services for all students.</p> <p>Grade level PLCs for K-3 - addressing research based practices of data analysis and planning to address the data.</p> <p>Implementation measure: Teacher enrollment and feedback, principal observation and walkthrough feedback</p> <p>Implementation measure: Progress monitoring and STAR and iReady scores.</p>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Coordinator of Teaching & Learning	Lead K-5 Language Arts Adoption, including bilingual assessment, core materials, intervention tools, and PD plan		Spring 2020
	Coordinator of Teaching and Learning	Begin professional development for K-5 literacy following adoption of the K-5 Language Arts		Summer 2020

ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
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District Goal this strategy supports				
What are we going to do?	Strategy 3.2	<p>Through root-cause analysis, the evidence-based practice of math instruction was found to be a need. If we invest in professional development on how to create a yearlong plan pairing the progression of the CCSS math standards with the scope and sequence of the adopted core curriculum and assessment opportunities, then PK-3rd grade teachers will be able to analyze data, make adjustments to their pace and practice, and provide the appropriate interventions and/or differentiation to meet the needs of all of their students in math.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Professional development for PK-3 teachers on the adopted core curriculum so teachers can understand how the scope and sequence of the units connect to the progression of the CCSS math standards and the major clusters within their grade level in order to backwards plan how to give all students access to all grade level standards during the school year.</p> <p>Professional development on assessment opportunities within the core core curriculum and how to respond to the results.</p>	<p>Winter</p> <p>Professional development on effective strategies to scaffold the math content presented in the core curriculum.</p> <p>Professional development on ways to efficiently formatively assess students in addition to the assessments provided in the core curriculum.</p> <p>Grade level PLC for PK-3 - addressing research based practices of data analysis and planning to address the data.</p>	<p>Spring</p> <p>Professional development on effective strategies to shelter the language presented in the core curriculum.</p> <p>Grade level PLC for PK-3 - addressing research based practices of data analysis and planning to address the data.</p> <p>Professional development on how to utilize assessment data to inform small group instruction during math W.I.N. (What I Need) time, working to move up the WIN staircase toward “ideal” WIN groups.</p> <p>Based on end-of-year data, teachers know the current level and have identified goals for each of their students and have</p>

		<p>Grade level PLC for PK-3 - addressing research based practices of data analysis and planning to address the data.</p> <p>Professional development on how to utilize assessment data to inform small group instruction during math W.I.N. (What I Need) time, working to move up the WIN staircase toward “ideal” WIN groups.</p> <p>Based on baseline data, teachers know the current level and have identified goals for each of their students and have communicated these goals to families during conferences.</p>	<p>Professional development on how to utilize assessment data to inform small group instruction during math W.I.N. (What I Need) time, working to move up the WIN staircase toward “ideal” WIN groups.</p> <p>Based on semester data, teachers know the current level and have identified goals for each of their students and have communicated these goals to families on 1st semester report cards.</p>	<p>communicated these goals to families on 2nd semester report cards.</p>
	<p>Measures of Evidence for Students (“and” statement)</p>	<p>Fall</p> <p>Students will have received instruction out of approximately $\frac{1}{3}$ of the units in the core curriculum.</p> <p>Based on assessment results, students are receiving what they need (intervention, reteach, repetition, or enrichment) outside of the core math block.</p> <p>Based on baseline data, students know where they stand and have a goal for the end of the 1st semester.</p>	<p>Winter</p> <p>Students will have received instruction out of approximately $\frac{2}{3}$ of the units in the core curriculum.</p> <p>Based on assessment results, students are receiving what they need (intervention, reteach, repetition, or enrichment) outside of the core math block.</p> <p>Based on semester data, students know where they stand and have a goal for the end of the school year.</p>	<p>Spring</p> <p>Students will have received instruction from all of the units in the core curriculum.</p> <p>Based on assessment results, students are receiving what they need (intervention, reteach, repetition, or enrichment) outside of the core math block.</p> <p>Based on end-of-year data, students know where they stand and have a goal for the following school year.</p>

<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year	Due Date
	Math TOSA	Organize a Math Leaders team to organize work and PD for year-long planning	Summer 2020
	Building Math Leader	Facilitate Math scope-and-sequence planning at the building level	Fall 2020
	Math TOSA	Monitor degree to which core math is being delivered	Quarterly Survey 2020-2021
<i>ORIS Domain Alignment</i>	ORIS Domain(s) this strategy supports	<ul style="list-style-type: none"> _ Leadership _ Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning _ Inclusive Policy and Practice 	

SMART Goal 4: Increase by 50% the number of K-12 mental health and behavioral support direct-service supports to students by 2020.

Goal 4	Increase by 50% the number of K-12 mental health and behavioral support direct-service supports to students by 2020.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	Collect baseline data: frequency of counselor visits, wellness center visits, spleen counts, and collecting stakeholder feedback. Collecting attendance and behavioral data, specifically defiance, disrespect and disruption. Define the definition of K-12 mental health and behavioral support direct-service support.	100% system wide Implementation of data collection system to measure direct service mental health and behavioral support to students.	Per student usage of services we will look at the 2020-21 data and make continually investments in student needs.	Students will have an overall decrease in referral data, attend our schools at a higher rate and therefore our graduation rates will increase.
Evidence Based/ Research Foundation	EdSource			

District Goal this strategy supports				
What are we going to do?	Strategy 4.1	Through root-cause analysis, the evidence-based practice of direct service mental health and behavioral support was found to be a need. If we invest in an increase in the number of K-12 mental health and behavioral support direct-service support, Then the staff will have the ability to refer students to access direct service mental health and behavioral supports, And students who have mental health and behavioral needs will achieve higher attendance, and graduation rates .		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Adults will create a tracking system and a menu of options for direct service mental health and behavioral services for students.	Winter Adults will utilize the tracking system for direct service mental health and behavioral services for students and establish student needs.	Spring Adults based on referral data will create and expand direct service mental health and behavioral service options for students.
	Measures of Evidence for Students (“and” statement)	Fall Students will be introduced to the menu of options for direct service mental health and behavioral service supports.	Winter Students will have access to the menu of options for direct service mental health and behavioral service supports.	Spring Students will have expanded direct mental health and behavioral options based on student outcome data per Winter usage.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Coordinator of Technology Integration(Ala no), Coordinator of Data (Tom) in collaboration with counselors, student services, students and staff	Create a menu of options that is student friendly for direct service mental health and behavioral for students (think current middle school model), that connects to EWIS and/or Synergy		November 2020
	Coordinator of Tech and Counselor and	Provide Professional development on usage of the digital menu of options for direct service mental health and behavioral supports for students		November 2020

	Behavioral Support Person		
	Collaboration with counselors, student services, students and staff	Develop level appropriate lesson to introduce the support and monitor student usage of data. Troubleshoot barriers of system.	February 2020
	Collaboration with counselors, student services, students and staff	Review the HSD student menu data to discuss gaps of service, student need and plan for the 2021 services.	March 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

SMART Goal 5: Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from “progressing” to “proficient” by 2022.

SMART Goal 5	Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from “progressing” to “proficient” by 2022.			
Metrics	<p align="center">By 2019-2020</p> <p>Elementary, middle, and high school leaders facilitated professional development focused on language and rigor, specifically registers of speech, and forms and functions of language.</p> <p>35 administrators 120 elementary teacher leaders 60 secondary teacher leaders</p>	<p align="center">By 2020-2021</p> <p>In grades 4-12, cohort data will allow us to identify long-term ELs. PLCs will identify strategies for increasing the percentage of students achieving proficiency. ELs will be involved in language goal-setting. Focused ELD will be a priority.</p> <p>5% more long-term ELs will move from “progressing” to “proficient” on the ELPA21.</p>	<p align="center">By 2021-2022</p> <p>Same as previous year.</p> <p>5% more long-term ELs will move from “progressing” to “proficient” on the ELPA21.</p>	<p align="center">Ideal</p> <p>100% of long-term English learners reclassify as “proficient” in English prior to graduation.</p>
Evidence Based/ Research Foundation	<p>Systematic ELD Schools are Accelerating English Learner Outcomes As teaching methods improve, Oregon cuts years off English-language instruction States, schools trying to improve ESL in Common Core era IES What Works Clearinghouse (From the Practice Guide): Screen for reading problems and monitor progress, develop academic English, and provide intensive small-group reading interventions.</p>			

District Goal this strategy supports	SMART Goal 5: Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from “progressing” to “proficient” by 2022.	
What are we going to do?	Strategy 5.1 Written as a Theory of Action and reflects evidence-based practices	Through root-cause analysis, the evidence-based practice of supporting academic language across content was found to be a need. If we invest in assessment tools and professional development for focused English Language Development, Then teachers will implement strategies aligned with that training as evidenced by walkthrough data from fall to spring, And students who have “plateaued” at “progressing” will achieve “proficient” language assessment scores.

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements)	<p>Fall</p> <p>New curriculum materials addressing language acquisition by proficiency levels, grades 7-12</p> <p>ELlevation implementation</p> <p>At Evergreen Middle School, EL specialists co-teach with math, science, social studies, and language arts teachers.</p> <p>Constructing Meaning Trainer of Trainers</p> <p>Elementary and Secondary Leadership Collaboratives (ELC and SLC) focused on language and rigor.</p>	<p>Winter</p> <p>Ongoing professional development related to language acquisition and the implementation of new materials for EL specialists 7-12</p> <p>ELlevation allows progress monitoring and response in a timely manner to address students’ language acquisition and academic needs. The tool will be accessible for all teachers and administrators.</p>	<p>Spring</p> <p>Implementation Measure: Classroom observation data. Requests for support from administrators as needed.</p> <p>Implementation Measure: Data pull from ELlevation; develop a process for using ELlevation data to improve service/instruction for ELs</p> <p>At Evergreen Middle School, current and future EL Parent Nights will be held in April to inform and gather feedback.</p> <p>Implementation measure: Teacher enrollment and feedback, principal observation and walkthrough feedback</p> <p>Implementation measure: Progress monitoring and ELPA21 scores.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>Increased enrollment in Spanish Language Arts classes at middle and high schools</p>	<p>Winter</p> <p>Students receive ongoing feedback based on Systematic ELD lessons and assessments, CFAs</p>	<p>Spring</p> <p>Initial ELPA21 data indicates an increase of students scoring proficient as compared to Spring 2019</p>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Bilingual Programs TOSA	1. Spanish Language Arts Development and PD		2019 -2020
	Systematic ELD	2. Systematic ELD Training and PD		5 days throughout the school year
	Bilingual Program TOSA	3. Ongoing PD and support for proficiency based language acquisition for ELD specialists		2019-2020
	Title III TOSA / Assessment &	4. ELlevation training and support for EL Specialists		3 - 4 days throughout the each year

	Data Coordinator		
	Title III TOSA with Principals and EL Specialists	5. EL Parent Night	April 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

SMART Goal 6: Ensure access to, and integration of, digital learning and 24/7 connectedness for 100% of students, 6th-12th grade by 2022.

Goal 6	Ensure access to, and integration of, digital learning and 24/7 connectedness for 100% of students, 6th-12th grade by 2022.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	<p>Create digital content repository for teachers</p> <p>Create plan for 1:1 take home deployments 6-12</p>	<p>Train teachers on the use of digital curriculum, learning management systems and technology integration.</p> <p>Deploy 1:1 take home devices at grades 9-12</p>	<p>Train teachers on the use of digital curriculum, learning management systems and technology integration.</p> <p>Deploy 1:1 take home devices at grades 9-12</p>	<p>Students' socioeconomic status and individual access to technology will not determine the students' ability to access digital curriculum, achieve in class or limit access to higher ed or tech-identified jobs.</p>
Evidence Based/ Research Foundation	<p>National Center for Educational Statistics- Challenges Faced by Students Who Lack Access to Digital Learning Resources Outside of the Classroom</p> <ul style="list-style-type: none"> ● https://nces.ed.gov/pubs2017/2017098/section3.asp ● NAEP Scores- 4th & 8th grade assessments <ul style="list-style-type: none"> ○ Students that reported having access to a computer at home score higher on the NAEP assessment. <ul style="list-style-type: none"> ■ Math on average 23 points higher (285 vs 262, 8th) ■ Reading on average 21 points higher (268 vs 247, 8th) ■ Science on average 20 points higher (156 vs 136, 8th) ○ This occurred across all demographic groups <p>Brookings Institute- Digitization and the American workforce</p> <ul style="list-style-type: none"> ● https://www.brookings.edu/research/digitalization-and-the-american-workforce/ ● Workforce digitization study ● <i>"In 2002, 56 percent of the jobs studied required low amounts of digital skills. Nearly 40 percent of jobs required medium digital skills and just 5 percent required high digital skills. A lot has changed. By 2016, the share of jobs requiring high digital skills had jumped to 23 percent. The share requiring medium digital skills rose to 48 percent. And in a huge shift, the share of jobs requiring low digital skills fell from 56 to 30 percent."</i> <p>National Education Technology Plan- Active vs. Passive Technology Use</p> <ul style="list-style-type: none"> ● https://tech.ed.gov/netp/ ● <i>"States, districts, and postsecondary institutions should develop and implement learning resources that embody the flexibility and power of technology to create equitable and accessible learning ecosystems that make learning possible everywhere and all the time for all students."</i> 			

District Goal this strategy supports				
What are we going to do?	Strategy 6.1	<p>Through root-cause analysis, the evidence-based practice of equitable access to devices and digital educational resources was found to be a need.</p> <p>If we invest in access for all students, Then educators will provide students a well-rounded education including active use of technology, And students who have equitable access to digital curriculum and learn to be active users of technology will increase their likelihood of graduation and success in the technology requirements of post secondary education or entry into the increasingly digitized workforce.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>OSP and Technology Services will build a digital curriculum resource repository for teachers.</p> <p>Technology Services will develop a plan and roll out student devices.</p> <p>OSP and Technology Services will communicate with parents concerning how to assist students in the proper use of technology outside of school.</p>	<p>Winter</p> <p>OSP will train teachers in the active use of instructional technology.</p> <p>Technology Services will review student use of technology provided by schools.</p>	<p>Spring</p> <p>OSP will train school administrators on how to evaluate teachers use of instructional technology.</p> <p>Technology Services will develop rollout plan for next grade levels.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>All students (9-12) will receive devices for use in all curriculum areas.</p>	<p>Winter</p> <p>Establish measurement baseline for student access to digital curriculum resources during and outside of school hours.</p>	<p>Spring</p> <p>Measure student access to digital curriculum resources during and outside of school hours.</p>
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	OSP	Determine needed supports to implement training requirements		June 2020

	OSP	Determine needed supports and infrastructure to implement 1:1 deployment	June 2020
	OSP	Develop instructional technology training plan	June 2020
	OSP & Tech Services	OSP and Technology Services will build digital curriculum resource repository for teachers.	July 2020
	Tech Services	Develop 1:1 rollout plan for grades 9-12 <ul style="list-style-type: none"> ● How to check out devices ● Workflow of repair, insurance and other necessary items ● Filtering 	July 2020
	Tech Services	Redistribute current devices from 9-12 to K-6	September 2020
	Tech Services	Communicate to parents/guardians about student device usage inside and outside of school.	September 2020
	OSP & Tech Services	Train Teachers in the use of digital curriculum and instructional technology.	Ongoing
	Tech Services	Establish baseline data for the use of digital curriculum during and outside of school hours.	December 2020
	OSP	Update instructional technology training plan	March 2021
	Tech Services	Develop 1:1 rollout plan for grades 6-8	March 2021
	Tech Services	Redistribute current devices from 6-8 to K-5	September 2021
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<ul style="list-style-type: none"> _ Leadership _ Talent Development _ Stakeholder Engagement and Partnership <u>X</u> Well-Rounded, Coordinated Learning <u>X</u> Inclusive Policy and Practice 	

SMART Goal 7: Increase by 10% the number of traditionally underrepresented students completing college-level coursework by 2022.

Goal 7	Increase by 10% the number of traditionally underrepresented students completing college-level coursework by 2022.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	Improve communication channels around purposeful credit during forecasting with traditionally underrepresented students	Refine data systems and continue to communicate purposeful credit with targeted student groups.	Traditionally underrepresented students enrolled in college-level coursework has increased by 10% as compared to 2019-2020 and are receiving support that best meets their needs in order to have successful completion of coursework.	Students participate in college-level coursework equitably and in congruence with our overall student demographics.
Evidence Based/ Research Foundation	Early College, Early Success Exploring Variation in the Impact of Dual Credit coursework on Postsecondary Outcomes Smoothing the Transition to Postsecondary Education			

District Goal this strategy supports	
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<p>What are we going to do?</p>	<p>Strategy 7.1</p>	<p>Through root-cause analysis, the evidence-based practice of increasing the number of traditionally underrepresented students completing college-level coursework was found to be a need. If we invest in the effective use of data systems in order to accurately track students enrolled in college-level courses AND clearly communicate the advantages of purposeful dual credit, Then educators will actively recruit and support underrepresented students in college-level courses, And students who may not have traditionally enrolled in college-level coursework will achieve successful completion of these courses, increasing their likelihood of on-track graduation and enrollment in post-secondary education opportunities.</p>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statements”)</p>	<p>Fall</p> <p>Collaboration between OSP and Tech services in order to refine data entry and tracking process OSP in collaboration with building leaders, develops communication resources about the advantages of purposeful dual credit to be used with different stakeholder groups (parents, students, K-12 educators, post-secondary partners)</p> <p>Educators (counselors, teachers, grad coaches) will identify students who may not have historically enrolled in college-level coursework, but have demonstrated the potential to be successful in these courses.</p> <p>Educators identify and/or develop student support options that meet the unique needs of underrepresented students</p>	<p>Winter</p> <p>OSP and tech services will train building level dual credit liaisons on new data practices. School and district staff deliver different channels of communication based on what is most appropriate for that stakeholder group.</p> <p>Educators will ensure that unrepresented students forecast for college-level coursework during annual forecasting by making individual connections with students (e.g. AVID elective connection, counselor-student meetings, grad coach-student meetings, teacher-student meetings)</p> <p>Educators continue implementation of student support options and refine practices throughout the year.</p>	<p>Spring</p> <p>Dual credit liaison will implement new data practices by the end of the school year.</p> <p>Monitor the effectiveness of different communication materials and channels in order to refine practices.</p> <p>Educators will provide a preview of upcoming college-level course they will be enrolled in order to provide some additional skill building and support in preparation for the course. This preview could consist of a sharing of the syllabus, suggested summer reading, summer Jumpstart/Bootcamp opportunities, AVID summer opportunities, etc.</p> <p>Educators verify the effectiveness of support options by collecting data of impact (grade data, student interviews, teacher interviews, etc.)</p>

		enrolled in college level coursework. This could come in the form of AVID elective classes, one one one check-ins with counselor or grad coach, other support class options, after school academic help, study buddies, etc.		
	Measures of Evidence for Students (“and” statement)	Fall Increased enrollment of underrepresented students in college-level coursework at all high schools.	Winter Students are provided ongoing support (AVID elective, study groups, after school academic support, etc.) based on their needs as identified by grade data and student input	Spring Increase in the successful completion (overall grade of C or higher) of college-level coursework by underrepresented student group as compared to the previous school year.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	TOSA of Purposeful Credit/Associate Coordinator of Early Learning and CCP	1. Leadership in the development of communication tools in collaboration with buildings		Fall 2020
	Dual Credit Liaisons	1. Data entry for dual credit enrollment. 2. Provide on-going data reports of college-level coursework: enrollment, completion, connection to on-track grad, connection to post-secondary enrollment		1. Spring 2020 2. 3 times throughout the year
	Tech Services	1. Refinement of data tracking systems in order to provide accurate and “in the flow” data for college-level coursework enrollment		Fall 2020
	MS and HS Counselors	1. Forecasting support for underrepresented student populations 2. Identification and recruitment of potential students 3. On-going communication with stakeholders		2020-2021 School Year
	Targeted Teachers (AVID Elective, CTE, Dual Credit, AP,	1. Identification and recruitment of potential students 2. Development and implementation of preview and support opportunities 3. On-going communication with stakeholders		2020-2021 School Year

	IB, Freshman Academy)		
	Grad Coaches	<ol style="list-style-type: none"> 1. One on one or small group connections with targeted students who may not be receiving any other additional supports 2. Support in the development and implementation of preview/support opportunities 	2020-2021 School Year
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

SMART Goal 8: Increase by 10% the number of traditionally underrepresented students participating in well-rounded learning opportunities, e.g. art, music, technology, CTE.

Goal 8	Increase by 10% the number of traditionally underrepresented students participating in well-rounded learning opportunities, e.g. art, music, technology, CTE.			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	<p>Assess current student enrollment across elective and CTE courses</p> <p>Create and implement student survey</p> <p>Analyse high-wage, high demand career opportunities in the Portland Metro job shed</p>	<p>Monitor student enrollment by demographic groups across elective and CTE courses</p> <p>Revise course offerings, aligned to student interest and resource availability</p> <p>Create communication and recruitment plan for forecasting and scheduling</p>	<p>10% more students from traditionally underrepresented groups are enrolled in formerly disproportionately constituted courses</p>	<p>Enrollment in electives and CTE courses matches HSD demographics.</p> <p>Courses are mapped to high-wage, high-demand careers and student interest.</p>
Evidence Based/ Research Foundation	<p>Education Northwest Research on CTE</p> <p>Brookings Institute Research on CTE</p>			

District Goal this strategy supports				
What are we going to do?	Strategy 8.0	<p>Through root-cause analysis, the evidence-based practice of a well rounded education for our traditionally underrepresented students was found to be a need.</p> <p>If we invest in developing programming that is culturally sustaining, community connected and serves our traditionally underrepresented students' needs,</p> <p>Then educators will be empowered with the latest information and resources,</p> <p>And students who didn't feel connected to school will achieve .</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall Develop data dig process for assessing demographics of music, art, and CTE courses	Winter Analyse disproportionality of enrollment in art, music, and CTE classes, identifying underrepresented groups	Spring Launch student interest survey to inform future program development in music, art, and CTE.
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring Students engage in student interest survey to inform future program development in music, art, and CTE.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	OSP/Counselors	Student interest survey		Winter 2020
	OSP	High Wage/High Demand data dig		Fall 2020
	Coordinator of Career Pathways	Evaluation of current CTE and non CTE programming		Winter 2020
	Data Coordinator	Assess enrollment in music, art, and CTE courses		Winter 2020

<p>ORIS Domain Alignment</p>	<p>ORIS Domain(s) this strategy supports</p>	<ul style="list-style-type: none">_ Leadership_ Talent Development<u>X</u> Stakeholder Engagement and Partnership<u>X</u> Well-Rounded, Coordinated Learning<u>X</u> Inclusive Policy and Practice
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SMART Goal 9: Decrease chronic absenteeism rates by 2% by 2022

Goal 9	Decrease chronic absenteeism rates by 2% by 2022			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	<p>Create visible resources that explain the consequences of missing school.</p> <p>Provide information on the Oregon/HSD schools system (i.e. social promotion, education laws, HSD resource to support attendance)</p> <p>Focus supports for families struggling with attendance rather than policy enforcement</p>	<p>Identify systems and people that can be deployed to support/re-engage families when attendance starts slipping focus on Elementary (already have in place at secondary?)</p> <p>Engage parents of students that are chronically absent to identify their needs (Focus Group)</p>	<p>Implement what focus group identifies</p> <p>Create a late/tardy bus/shuttle system</p> <p>Engage bus drivers to make parent contact when students on their bus is absent (in coordination with schools)</p>	<p>All students regularly attending K-12.</p>
Evidence Based/ Research Foundation	<p>https://every-day-matters.org/why-it-matters</p>			

District Goal this strategy supports		
What are we going to do?	Strategy 0.0	<p>Through root-cause analysis, the evidence-based practice of <u>community and family engagement</u> was found to be a need. If we invest in <u>educating HSD staff and engaging students, families, and community partners</u>, Then [adults] will <u>be able to provide resources and family specific supports</u>, And students who are <u>chronically absent</u> will achieve <u>improved attendance</u>.</p>

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Identified Attendance Task Force at each school to provide systematic outreach and support that is consistent as a district	Winter Staff will know students and families by NSN and be able to identify community and district resources to support their needs	Spring Staff would understand the HSD attendance system know and support families by NSN
	Measures of Evidence for Students (“and” statement)	Fall Increase attendance/decrease chronically absenteeism	Winter Slower increase in chronic absenteeism from previous years	Spring Less chronically absent students and improved attendance for those considers chronically absent
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	OSP/Counselors	Identify attendance leaders at each school		Spring 2020
	OSP	Provide training on research and best practice for leaders		Fall 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<ul style="list-style-type: none"> _ Leadership _ Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership _ Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice 		

SMART Goal 10: Decrease disparities in sped identification by race by 3% by 2022

Goal 10	Decrease disparities in sped identification by race by 3% by 2022			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	Decrease by 1% in eligibility areas where overidentification exists	Decrease by 2% in eligibility areas where overidentification exists	Decrease by 3% in eligibility areas where overidentification exists	Identification in eligibility areas match demographics in the area of race for HSD
Evidence Based/ Research Foundation	Research on Racial Disparity in Special Education https://msutoday.msu.edu/news/2019/the-new-racial-disparity-in-special-education/ https://www.childtrends.org/child-trends-5/5-things-know-racial-ethnic-disparities-special-education			

District Goal this strategy supports		
What are we going to do?	Strategy 10.1	<p>Through root-cause analysis, the evidence-based practice of identifying students with disabilities using a culturally responsive lens was found to be a need.</p> <p>If we invest in training staff, coaching staff and having staff practice culturally, linguistically and bias conscious curriculum, intervention, and assessment,</p> <p>Then staff will accurately identify students who have cultural and language differences from the white cultural norms, And students who have cultural and language differences will be identified at the rate of representation in HSD .</p>

How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statements”)	Fall Implementation of data collection method for students who experience disabilities that includes race and language.(EWIS/ORSped/DCA) SSP full rollout K-12 ELA curriculum K-5	Winter Information to Case Managers about dual identification, ongoing PD and tracking and troubleshooting	Spring Review data: child find, census school by school and drill down to the root causes
	Measures of Evidence for Students (“and” statement)	Fall Increased participation in interventions Full participation in core	Winter Screening and evaluations in home language	Spring
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	SSP Lead	All schools trained on SSP and readiness survey		June 2020
	Exec. Dir of Curriculum	Pilots ELA curriculum with intervention		June 2020
	Bldg. Admin	Prep building to ensure 3 step SSP		August 2020
	Dual Identified Team	Train EL Case Managers, SSP facilitators on EL prereferral and Sped Staff		Oct. 2019,Dec. 2019, Jan. 2020
District Tech Lead	EWIS up and running SSP facilitators trained		March 2020	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

CIP SMART Goal 11: Increase 9th grade on-track rates to 95% by 2022

Goal 11	Increase 9th grade on-track rates to 95% by 2022			
Metrics	<p>By 2019-2020</p> <p>Further refine data systems to best inform just-in-time monitoring of student progress.</p> <p>Train all graduation coaches by the end of the school year to effectively use data systems to help predict and mitigate instances of students vulnerable or off-track.</p>	<p>By 2020-2021</p> <p>Monitor and analyze attendance, core course grades, GPA and behavior data at each grading period in order to gauge and record any progress being made toward the longer term goal.</p> <p>Show increase of 9th grade on-track from current level (91.8%) to 93%.</p>	<p>By 2021-2022</p> <p>Monitor and analyze attendance, core course grades, GPA and behavior data at each grading period in order to gauge and record any progress being made toward the longer term goal.</p> <p>Show increase of 9th grade on-track from current level to 95% or better..</p>	<p>Ideal</p> <p>100% 9th grade on-track.</p>
Evidence Based/ Research Foundation	<p>Allensworth, E. M., & Easton, J. Q. (2005). The On-Track Indicator as a Predictor of High School Graduation. UChicago Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/publications/track-indicator-predictor-high-school-graduation</p> <p>Allensworth, E. (2005). Graduation and Dropout Trends in Chicago: UChicago Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/publications/graduation-and-dropout-trends-chicago-look-cohorts-students-1991-2004</p> <p>Allensworth, E.M. & Easton, J.Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public Schools. Chicago: Consortium on Chicago School Research at the University of Chicago.</p> <p>Allensworth, E., Lesnick, J., Hart, H. M., & Gwynne, J. (2009). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities. Retrieved from https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools-focus-students</p> <p>Allensworth, E.M., Nagaoka, J., & Johnson, D.W. (2018). High school graduation and college readiness indicator systems: What we know, what we need to know. Chicago, IL: University of Chicago Consortium on School Research.</p> <p>Balfanz, R., Byrnes, V. John Hopkins University School of Education. (2013). "Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities. Retrieved from https://files.eric.ed.gov/fulltext/ED544570.pdf</p> <p>Baltimore Education Research Consortium. (2011, February). Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools: Their Prevalence and Impact. Retrieved from http://www.baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf</p>			

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Easton, J.Q., Johnson, E., & Sartain, L. (2017). The predictive power of ninth-grade GPA. Chicago, IL: University of Chicago Consortium on School Research.

Gwynne, J., Pareja, A. S., Ehrlich, S. B., & E. A. (2012). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on English Language Learners. Retrieved from <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools-focus-english-language>

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Northwest Regional Educational Laboratory, Portland, Oregon

Gwynne, J., Lesnick, J., Hart, H. M., & Allensworth, E. M. (2009). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities. Consortium on Chicago School Research at the University of Chicago. Retrieved from <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools-focus-students>

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Sutton, A., Langenkamp, A., Muller, C., Schiller, K., Who Gets Ahead and Who Falls Behind During the Transition to High School? Academic Performance at the Intersection of Race/Ethnicity and Gender, Social Problems, Volume 65, Issue 2, May 2018, Pages 154–173, <https://doi.org/10.1093/socpro/spx044>

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<i>District Goal this strategy supports</i>				
<i>What are we going to do?</i>	Strategy 11.0	<p>Through root-cause analysis, the evidence-based practice of using core course grades, attendance, GPA and behavior data to closely monitor students was found to be a need.</p> <p>If we invest in data systems, professional development and staff (primarily counselors and graduation coaches and core content teachers)</p> <p>Then teachers and administrators will have the tools they need to better focus on the specific instructional needs of 9th grade students whose needs are not being met by our system to stay on-track,</p> <p>And students who would have a high chance of being vulnerable or off-track will complete their 9th grade year with the credits needed to stay on track into the next grade level and on to on-time graduation.</p>		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	<p>Fall</p> <p>Data systems are in place and being used by coaches, teachers and administrators consistently in regular intervals</p>	<p>Winter</p> <p>Data is being used to monitor and predict potential student movement toward off-track status and are putting plans in place to mitigate the problem.</p>	<p>Spring</p> <p>Coaches, teachers and administrators reflect on success/failure of data systems and recommend adjustments/improvements and strategies to compensate for shortcomings in systems to track and support students.</p>
	Measures of Evidence for Students (“and” statement)	<p>Fall</p> <p>Students will receive personal and customized early interventions/support to address their specific academic and/or social emotional needs..</p>	<p>Winter</p> <p>More students will finish semester 1 without failing courses, maintaining a 90%+ attendance rate, have a GPA of 2.5 or better and have no major behavior referrals. Those who finish Off-track or vulnerable will have plans to get back on track before the end of the year</p>	<p>Spring</p> <p>More students will finish semester 2 without failing courses, maintaining a 90%+ attendance rate, have a GPA of 2.5 or better and have no major behavior referrals. Those who finish Off-track or vulnerable will have plans to get back on track before the beginning of the next of the year</p>
<i>How we will get the work done</i>	Person or Team Responsible	<p>Action Steps</p> <p>To be completed this year</p>		Due Date
	Culture and Climate TOSAS	Refine discipline data systems. Collaborate with and train key staff for consistency of data entry		Spring 2020
	Data Techs	Develop/refine data systems. Train staff		Spring 2020

	Graduation Coaches	Use data tools to create data sets to be used by 9th Grade On-track teams and facilitate data driven conversations during On-track meetings	Spring 2021
	9th grade teams	Will use the common data system to identify and respond to student needs	Fall 2020
	9th Grade Teachers	Input, access and use data to support students regularly	Spring 2021
	9th Grade Admin	Will use common data systems to identify and address systems that are not supporting students. Facilitate data based conversations with 9th grade teams/teachers. Develop a plan to respond to student and staff needs (training, courses offerings, interventions) noted by the data	Spring 2021 (or 2022)
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

SMART Goal 12: Increase on-time graduation rates to 88% and five-year completion rate to 92% by 2022

Goal 12	Increase on-time graduation rates to 88% and five-year completion rate to 92% by 2022			
Metrics	By 2019-2020	By 2020-2021	By 2021-2022	Ideal
	Overall Grad rates of 87% Sped Rate 74% ELL 76% Homeless 73% F/R Lunch 86% Underserved Race and Ethnicity 85% 5 year completion Overall 88%	Overall Grad rates of 88% Sped Rate 76% ELL 78% Homeless 75% F/R Lunch 88% Underserved Race and Ethnicity 87% 5 year completion Overall 90%	Overall Grad rates of 88% Sped Rate 77% ELL 79% Homeless 76% F/R Lunch 89% Underserved Race and Ethnicity 89% 5 year completion Overall 92%	All students including key groups at or above 88%
Evidence Based/ Research Foundation	This SMART Goal is not strategy. It is the finish line for K-12 education. There is no research needed to support why high school graduation and/or high school completion are worthy targets.			

District Goal this strategy supports	
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<i>What are we going to do?</i>	Strategy 12.1	Through root-cause analysis, the evidence-based practice of data-based academic interventions was found to be a need. If we invest in professional development on research-based interventions, and collaboration time for staff, Then teachers will be able to plan instruction based on student needs, And students who are not yet meeting graduation requirements will graduate.		
<i>How we will know the plan is working</i>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Professional Development for PLCs to make data-informed instructional decisions to support Essential Skills	Winter PLCs use data to plan interventions for students to meet Essential Skills	Spring Student data is used to create a plan for next school year’s academic interventions and supports in order to meet Essential Skills
	Measures of Evidence for Students (“and” statement)	Fall Students will analyse their strengths and weaknesses toward meeting Essential Skills	Winter Students will monitor their progress toward meeting Essential Skills	Spring Students will inform the plan for next year to take steps in meeting Essential Skills
<i>How we will get the work done</i>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Teaching & Learning	Provide PD to high school PLCs regarding Essential Skills requirements, assessment tools, and intervention practices		Winter 2020
	Teaching & Learning	Support PLCs in goal-setting protocols for teacher/student collaboration		Spring 2020

<p>ORIS Domain Alignment</p>	<p>ORIS Domain(s) this strategy supports</p>	<ul style="list-style-type: none">_ Leadership_ Talent Development_ Stakeholder Engagement and Partnership<u>X</u> Well-Rounded, Coordinated Learning<u>X</u>Inclusive Policy and Practice
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Appendix A:

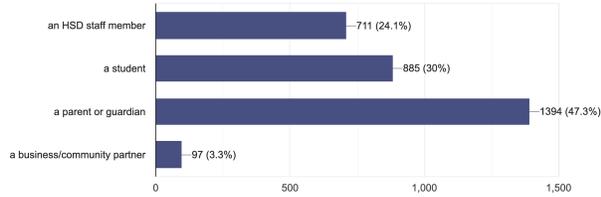
Student Success Survey Data Graphics

Student Success Act: Community Voice

Stakeholder Information

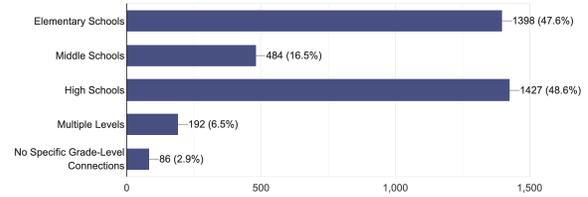
I am...

2,950 responses



I am connected to...

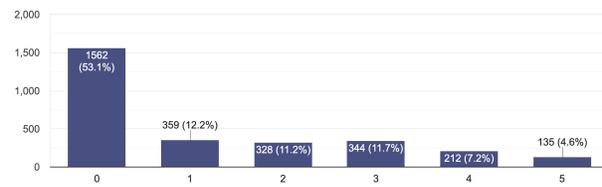
2,936 responses



1) Increased Instructional Time

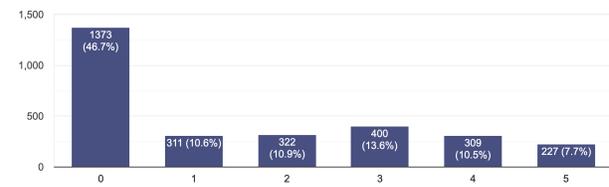
Making the school day longer

2,940 responses



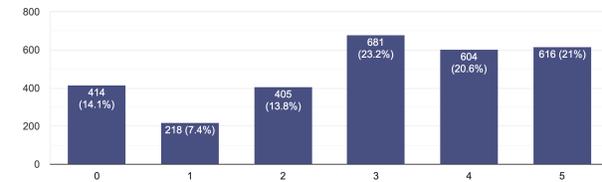
Adding days to the school year

2,942 responses



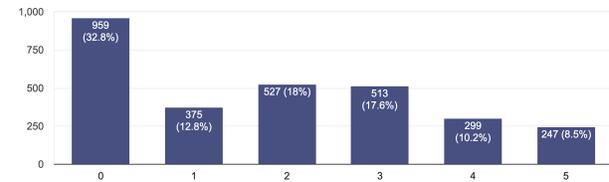
Expanding afterschool programs

2,938 responses



Expanding summer school

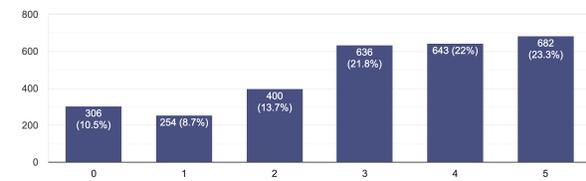
2,920 responses



2) Student Health and Safety

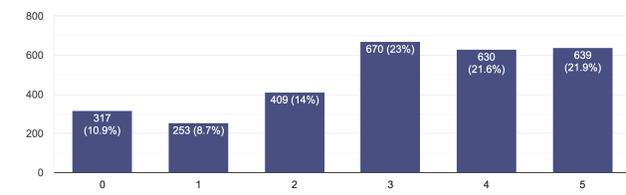
Creating more Wellness Centers

2,921 responses

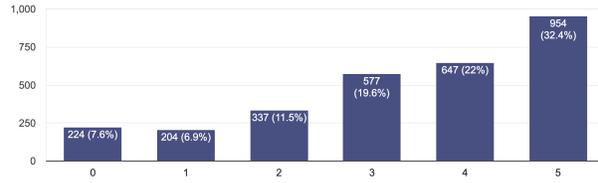


Hiring more Student Success Coaches

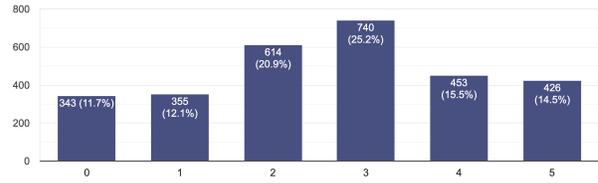
2,918 responses



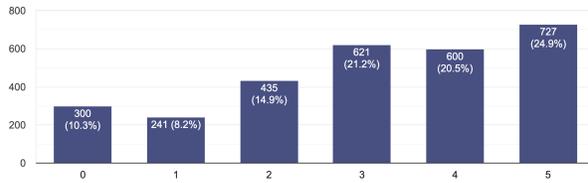
Hiring more counselors and social workers
2,943 responses



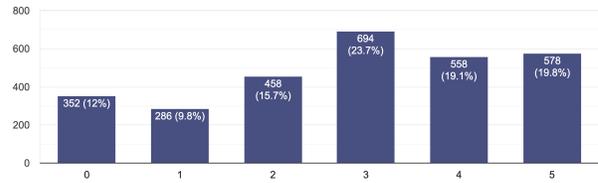
Hiring more nurses
2,931 responses



Hiring more school psychologists
2,924 responses

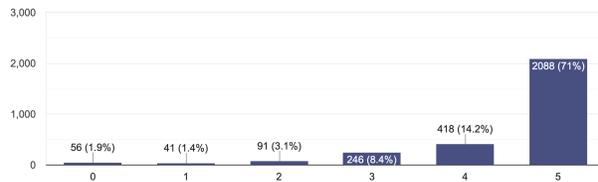


Hiring more mentors
2,926 responses

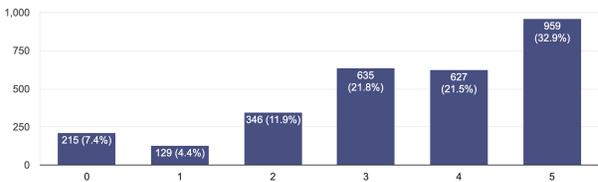


3) Reducing Class Size

Hiring more teachers
2,940 responses

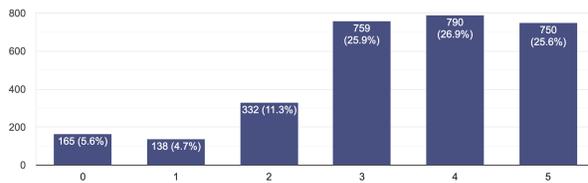


Hiring more specialists
2,911 responses

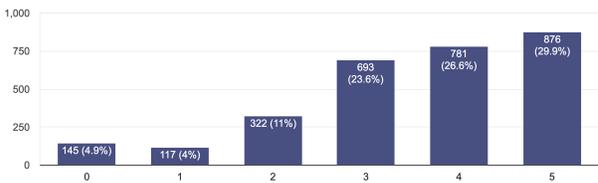


4) Well-Rounded Education

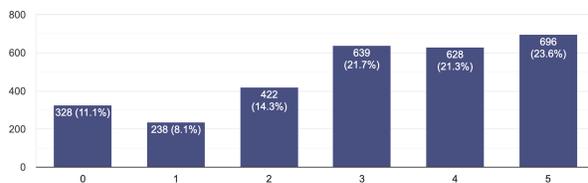
Investing in student technology tools
2,934 responses



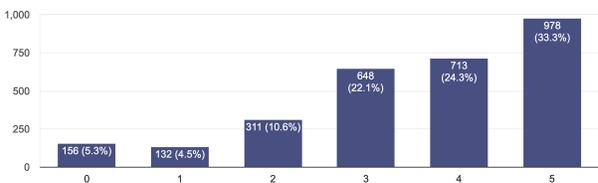
Investing in curriculum for teachers and students
2,934 responses



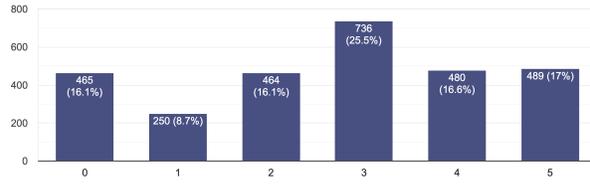
Investing in PE: increasing minutes and staffing
2,951 responses



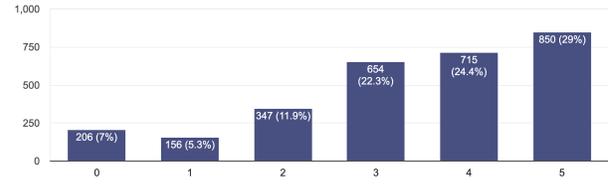
Investing in arts education
2,938 responses



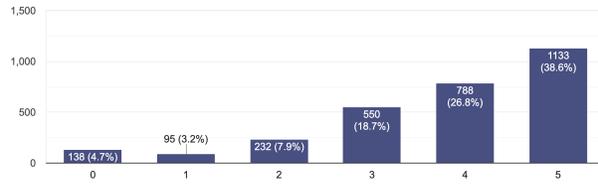
Investing in TAG programming
2,884 responses



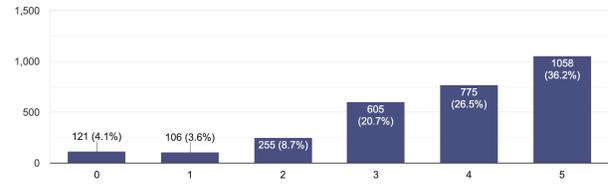
Investing in music education
2,928 responses



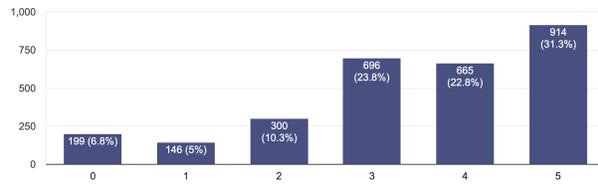
Investing in Science, Technology, Engineering, and Math (STEM) education
2,936 responses



Investing in Career & Technical Education
2,920 responses



Investing in Advanced and College-Level Courses
2,920 responses

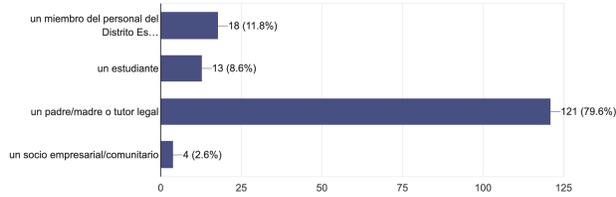


Ley para el Éxito Estudiantil: Voz de la comunidad

Información de la parte interesada

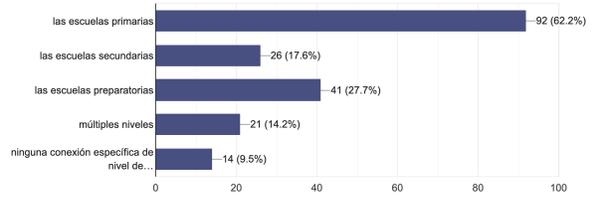
Soy...

152 respuestas



Tengo una conexión con...

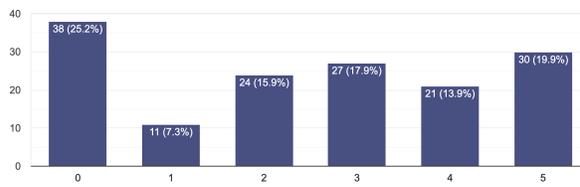
148 respuestas



1) Mayor tiempo de instrucción

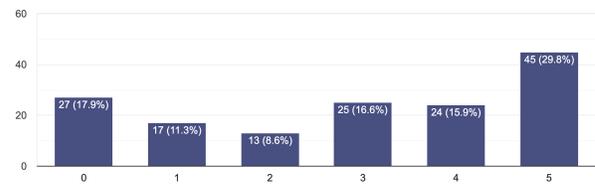
Hacer el día escolar más largo

151 respuestas



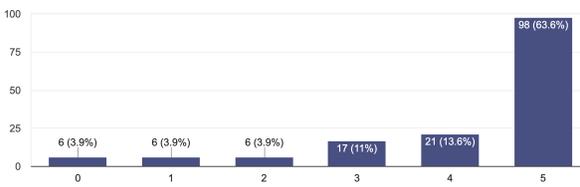
Añadir días al año escolar

151 respuestas



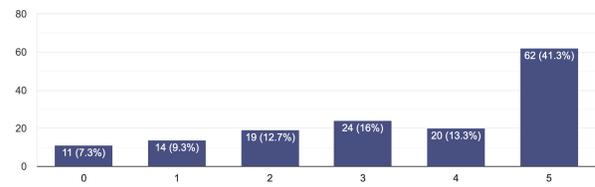
Expandir los programas después de clases

154 respuestas



Expandir la escuela de verano

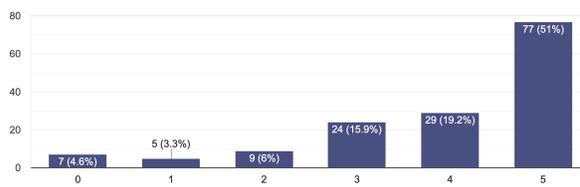
150 respuestas



2) Salud y seguridad estudiantil

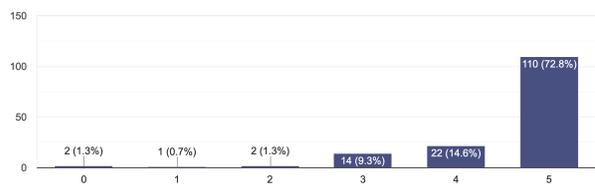
Crear más centros de bienestar

151 respuestas

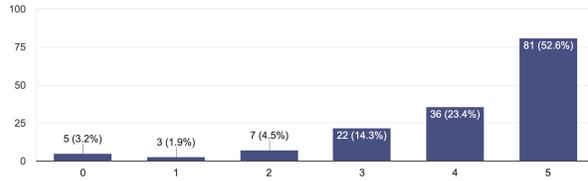


Contratar más capacitadores para el éxito estudiantil

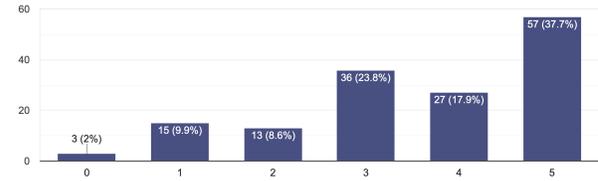
151 respuestas



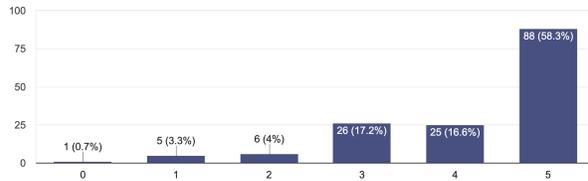
Contratar más orientadores y trabajadores sociales
154 respuestas



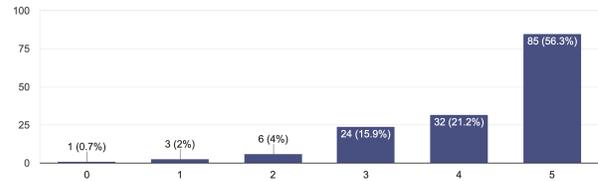
Contratar más enfermeros
151 respuestas



Contratar más psicólogos escolares
151 respuestas

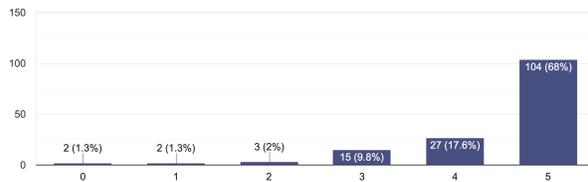


Contratar más mentores
151 respuestas

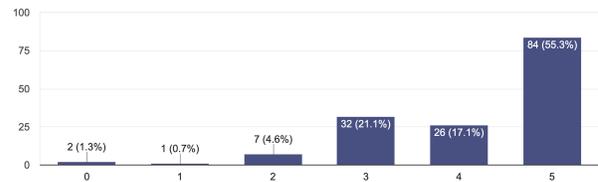


3) Reducción del tamaño de clases

Contratar más maestros
153 respuestas

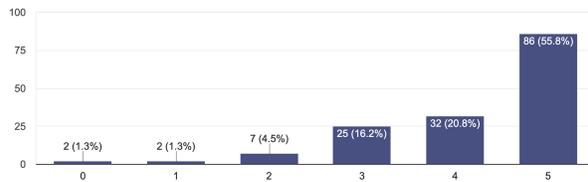


Contratar más especialistas
152 respuestas

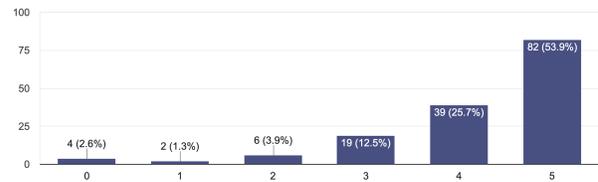


4) Educación integral

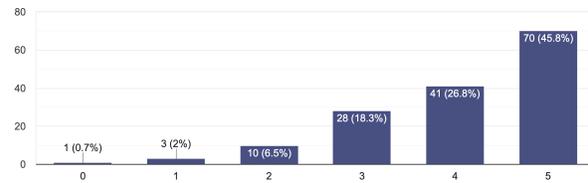
Invertir en herramientas tecnológicas para los estudiantes
154 respuestas



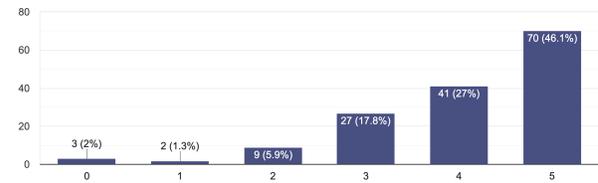
Invertir en currículos para maestros y estudiantes
152 respuestas



Invertir en educación física: aumentar minutos y dotación de personal
153 respuestas

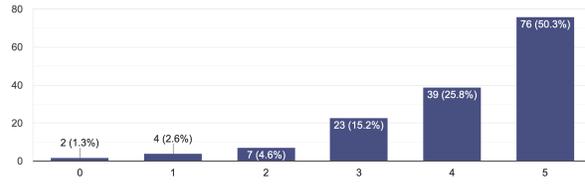


Invertir en educación artística
152 respuestas



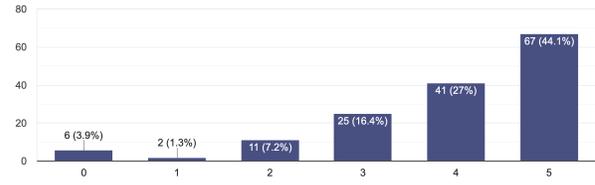
Invertir en el programa de Talentosos y Dotados (TAG, por sus siglas en inglés)

151 responses



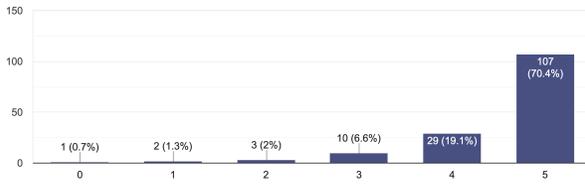
Invertir en educación musical

152 responses



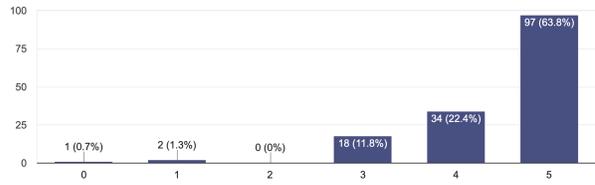
Invertir en educación STEM: ciencia, tecnología, ingeniería y matemáticas

152 responses



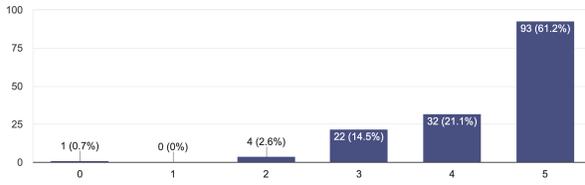
Invertir en carrera y educación técnica

152 responses



Invertir en cursos avanzados y de nivel universitario

152 responses



Appendix B:

Focus Group Data Examples

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.]

Name of Facilitator: Jo Ann

Date: 10/16/19

Participants: K-2

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

...reducing academic disparities? *preschool for everyone
 *lower teacher/student ratio *full time assistant

...meeting students' mental or behavioral health needs?
 • lower class size
 • more counselors • social workers • parenting classes
 • more access to Wellness Room

...providing equitable access to academic courses?
 • schools fundraising \$ should be shared with other schools (like Portland does)

...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?
 • 4 day student contact week
 • 1 day a month • prioritize this over Academic Seminars

...creating strong partnerships for student achievement? lower class size
 Less testing !!!

Quotes and Notes from Focus Group
 Our k-2 babies hate school and we are giving them anxiety! IEP's dont help

Purpose of Focus Groups:
 • To get deeper, qualitative data following the SSA Community Voice Survey;
 • To develop superordinate themes (overarching themes within or across groups);
 • And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).
 they are only more work for me.

SSA Community Engagement: Focus Group Data

SPED

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.]

Name of Facilitator: Elizabeth Nahl

Date: 10/16

Participants: Dale Roberts, Robert Justiniano, Dave Reiter, Cynthia Abbin, Michele McCourt, Abay Neville

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

allow walk to read/math / More ESL specialists working w/kids

...reducing academic disparities? Incentive for dual certification
Tier 2 supports (might decrease SLP overidentification)
Educate gen ed teachers + students re inclusion

...meeting students' mental or behavioral health needs? K-2 class size
1 to 250 counselor caseload *SEL learning school wide
Support parent training, Behavior Specialists, Counselors

...providing equitable access to academic courses?
Who can write EBA/BSB
interventions for reading + language support

...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?
Fewer + relevant mtgs.
Honoring PLC time

...creating strong partnerships for student achievement?
Intel pay for science ed;
New achievement teaching - get business in, ~~community~~
Career Tech Ed \$ - Pacific University Partnership (ask Cynthia)!!

Quotes and Notes from Focus Group

Kindergarten focused on social skills!

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.]

Name of Facilitator: Jill Golay

Date: October 16, 2019

Participants: Jill Golay, LeAndre Butler, Nikki Beale, Keely Cotton, Allyson Bice,

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

...reducing academic disparities? *people who are highly trained Reading Specialists*
bodies & staff- need more staff. for my kids to feel safe - people that they recognize & know (culture)

...meeting students' mental or behavioral health needs? *have people available & trained*
LSS - that you don't have to re-apply - if child has LSS in Spring - keep the first 6 weeks of fall. a place to calm down if in red zone
parenting classes, more social workers, psych & counselors

...providing equitable access to academic courses? *more supports for students that are high achievers (T.A.G) ESL, ELL & SPED - Behavior supports & technology - Science curriculum (we only have 1 set for 90 kids) not good books not holding up - tattered + they are*

...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students? *Time to do that - same prep time with grade level of 1 hour min. a day where we can collaborate. 1 full work day a month to prep/plan with peers*

...creating strong partnerships for student achievement? *having people that look like you in your building. Collaboration with gen ed & sped when students is mainstreamed into classroom. Opportunity to collaborate with classified after school*

Quotes and Notes from Focus Group
Lower class 4th - 1 to 25 6th 1 to 20-25
3rd - 1 to 25 5th - 1 to 20-25
more technology
When new asks occur - supports need to go with example.

- Purpose of Focus Groups:
- To get deeper, qualitative data following the SSA Community Voice Survey;
 - To develop superordinate themes (overarching themes within or across groups);
 - And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

As a parent I have to schedule field trip in may - *teacher*
 • We want tables instead of triangle desks. They

accurate training on expected norms ex: WIN TIME

The behaviors these days make it really hard to teach.

Field trip Equity So that all kids can have experiences.

work space for parents with the pack and collaborative - take up the space

support & or classroom to take class to continue to teach. not related, so very difficult for kids to access

less flexible our classrooms have made

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.] **Elementary Dual Language**

Name of Facilitator: **Gabby Castro**

Date: **10-16-19**

Participants: **Donna Dikeman, Alex Haueter, Rachel Nehring, Sam Williams**

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p>...reducing academic disparities?</p> <ul style="list-style-type: none"> - authentic Spanish resources - access to technology 	<ul style="list-style-type: none"> - bilingual SLP's - smaller class sizes
<p>...meeting students' mental or behavioral health needs?</p> <ul style="list-style-type: none"> - more bilingual counselors - community partnerships w/ mental health facilities 	<ul style="list-style-type: none"> - more w/ smaller case load
<p>...providing equitable access to academic courses?</p> <ul style="list-style-type: none"> - continue middle school tours, counselor visits that talk about options 	<ul style="list-style-type: none"> - summer program that offers enrichment opportunity
<p>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?</p> <ul style="list-style-type: none"> - sub release days to collaborate as a team - limit principal-directed Academic Seminar → more PLE time 	
<p>...creating strong partnerships for student achievement?</p> <ul style="list-style-type: none"> - mentorship programs btwn high-school + elem./college + high - continue community partnerships such as Chicas + 	
<p>Quotes and Notes from Focus Group</p> <p style="text-align: right;">AdeLant mujeres</p>	

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.] *HEA Rep Meeting Split teacher*

Name of Facilitator: *Angela Adema*

Date: *10/16/19*

Participants: *Shari Carlson, Cindy Honma, Tia Semmelroth, Melanie Winters*

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p>...reducing academic disparities?</p> <p><i>Class size, assistants, art + librarian lower priority, Counselor + Curriculum including interventions</i></p>	<p><i>actual IEP support</i></p> <p><i>regulated students that need academic support</i></p> <p><i>behavior par</i></p>	<p><i>No splits!</i></p>	
<p>...meeting students' mental or behavioral health needs?</p> <p><i>behavior para-professional teams w/ student success coach at each school</i></p>	<p><i>expand CARE team space for kids who can't learn to go</i></p>		
<p>...providing equitable access to academic courses?</p> <p><i>IEP push in with time / case load</i></p> <p><i>Sped case load</i></p>			
<p>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?</p> <p><i>focus in PLC or data or academic development meeting</i></p>	<p><i>not additional IAs at academic seminars, IAs being trained + time to do it.</i></p>		
<p>...creating strong partnerships for student achievement?</p> <p><i>Get rid of testing for kinders or limit</i></p> <p><i>School board members come teach aday</i></p>	<p><i>Admin getting more reliable teacher feedback</i></p> <p><i>curriculum</i></p> <p><i>DHS partnership</i></p>	<p><i>ASAP</i></p>	
<p>Quotes and Notes from Focus Group</p> <p><i>Create split norms / course allignments with priority standards</i></p> <p><i>We are taking on so much work at school and it is too much</i></p>			<p><i>w/o giving people names</i></p>

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.]

Name of Facilitator: J. Vermeire

High School

Date: 10/16/2019

Participants: Jeff Johnston, Mary Kay Babcock, Sarah Coyle

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p>...reducing academic disparities? Students experiencing homelessness - more classroom assistants. - more trained human resources. more teachers and services / McKinney Vento liaisons</p>
<p>...meeting students' mental or behavioral health needs? more counselors + mental health lower class sizes and more supports. Relationship building is difficult. More academic administrative support to have create safe environments</p>
<p>...providing equitable access to academic courses? More staff - and qualified staff. - teachers teaching study halls. more transportation, access to other courses only offered at certain H.S.</p>
<p>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students? leave it - how it is.</p>
<p>...creating strong partnerships for student achievement? Parent - community outreach - Awards and positive reinforcement for celebrations Get families / community in our buildings.</p>
<p>Quotes and Notes from Focus Group "Class size matters." "Don't give up."</p>

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.]

Name of Facilitator: Josiah Cotton

Date: 10/16/19

Participants: Middle School

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p>...reducing academic disparities? ^{Reducing} Class size, help with disruptive learning, Trauma Informed Care classrooms, aides special specially trained in content area.</p>
<p>...meeting students' mental or behavioral health needs? More counselors, wellness centers, Trauma Informed Training, part we need more time to digest trainings, don't add different training.</p>
<p>...providing equitable access to academic courses? More ELL support, parent outreach, communicating that that that other possibilities to online courses or getting students on "fast track"</p>
<p>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students? We either need more time during academic seminars to look at data or less principal led academic seminars.</p>
<p>...creating strong partnerships for student achievement? We need similar opportunities for community involvement at elementary → high school.</p>
<p>Quotes and Notes from Focus Group</p>

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: Latino Youth Program at Hillsboro High School

Name of Facilitator: Martin Farias, Salo Acosta

Date: 10/23/2019

Participants: 10

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

...reducing academic disparities?

- Increase of salaries for teachers, to improve morale within the educational career
- Individual Chromebooks for students, access to technology that can help improve educational experiences
- Increase in support for studying abroad such as funds and financial support for students
- Better equipment for teachers and students such as computers and projectors
- Better food, better nutrition

...meeting students' mental or behavioral health needs?

- An increase of counselors/therapists
- In-class fidget spinners
- A space to release frustration, a space that has a punching bag or something of the like

...providing equitable access to academic courses?

- Individualize Chromebooks for students.
- Improvement in equipment such as chairs (seating) and basic supplies
- More recreational and educational field.. It has been a while since field trips were provided/taken
- Better school food for everyone
- Cooking classes

~~...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?~~

...creating strong partnerships for student achievement?

- Better vendor relationships that can supply better drinks
- Establish a gaming club
- Provide cooking classes
- More field trips or go to parks (be outdoors)

Quotes and Notes from Focus Group

“Bigger salaries for teachers, this way teachers will want to be teachers.”

“The noodles are dry, not even cooked.”

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Involucramiento Comunitario:

Datos de los grupos de enfoque

Nombre y descripción del grupo: Mckinney Elementary PAC

Fecha: jueves 17 de octubre, 2019

Participantes: 5

Preguntas para uso del facilitador: Para los estudiantes que representa, ¿qué recomendaciones específicas tendría para...

<p>... reducir la desigualdad (disparidad) académica?</p> <ul style="list-style-type: none">● Programas de literatura y matemáticas - dirigido por maestros no voluntarios● Que el involucramiento de padres sea requerido dentro del sistema - al menos una vez al mes requerirles a los padres que vengan a una junta de padres por mes● Más programas dirigidos por la comunidad para nuestros estudiantes: adelante Chicos, Sports etc.
<p>... satisfacer las necesidades de salud mental o de comportamiento de los estudiantes?</p> <ul style="list-style-type: none">● 10 minutos de relajación antes de cada transición durante el día: Yoga, GoNoodle etc.● Talleres para los padres sobre salud mental● Más consejeros en las escuelas - hombres y mujeres● Más entrenamiento para el personal en el tema de trauma informed care● Entrenamiento más personalizado para las familias de las escuelas - familia - maestros - consejeros● Más tiempo de recreo, más tiempo de moverse
<p>... proporcionar un acceso equitativo a los cursos académicos?</p>
<p>... que los maestros y el personal tengan suficiente tiempo para colaborar y revisar los datos estudiantiles y desarrollar estrategias para apoyar a todos los estudiantes?</p> <ul style="list-style-type: none">● Que recorten los días de "non-contract" or opcional "extended pay"● Mas oportunidades para obtener substitutos
<p>... crear asociaciones sólidas para el logro estudiantil?</p> <ul style="list-style-type: none">● Requerir grupos de padres - en todas las escuelas● Que el distrito requiera la presencia de organizaciones de padres en todas● 8 - hour family engagement liaison
<p>Frases y notas del grupo de enfoque: "Me gustaría que los maestros tengan más interés e seguimiento a los niños que van atrasados. No darse por vencidos con los niños. "</p>

“Que haya más personal que ayude a los estudiantes en una manera personalizada.”

“Que sea un trabajo en conjunto - padres y maestros.”

“Más extensiones para los estudiantes que van avanzados.”

Propósitos de los grupos de enfoque:

- Obtener datos más profundos y cualitativos después de la encuesta *Ley Éxito Estudiantil: Voz de la comunidad*;
- Desarrollar temas superordinados (temas generales dentro de los grupos o entre los grupos);
- Y desarrollar temas subordinados (quizá sea algo único para un grupo específico o grupos de estudiantes a los que servimos).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: **Native American Parent Advisory Council**

Name of Facilitator: **Daria Bigham**

Date: **10/16/2019**

Participants: **Native American PAC**

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p><i>...reducing academic disparities?</i></p> <p>Many households are not able to provide students with the academic support needed to get the homework done (often both parents have jobs and might not be available to engage in the school system)</p> <p>Extended day academic support/tutoring so students get the academic support they need</p> <p>Before school and after school tutoring - tutors that specialize in math (when parents ask they are told they don't have the capacity)</p> <p>More access to technology, especially for students needing it at home</p> <p>Nothing like "parent vue" at the elementary level</p>
<p><i>...meeting students' mental or behavioral health needs?</i></p> <p>Culturally relevant curriculum - teaching teachers how to teach using a culturally relevant lens</p> <p>Histories of Oregon tribes</p> <p>Equity training needs to be required for all educators</p>
<p><i>...providing equitable access to academic courses?</i></p> <p>Providing more resources to schools running tag or other enrichment programs</p>
<p><i>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?</i></p> <p>Teachers need time and access to each other, especially if they share students</p>
<p><i>...creating strong partnerships for student achievement?</i></p> <p>More college and career readiness information so parents and assist and advocate collectively with educators. (FAFSA, Scholarships, college applications, etc)</p> <p>Connecting with community partners, e.g., OHSU, Intel, to increase internship opportunities for students</p>

More information for parents on how to access programs like AVID for their children

Quotes and Notes from Focus Group

Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

SSA Community Engagement: Focus Group Data

Name and Description of the Group: [e.g. PAC, Parents of Students with IEPs, Latino Youth Program, etc.] SPED PAC

Name of Facilitator: Wendy Ramos

Date: 11/22/19

Participants: 11 Parents

Facilitator Prompts: For the students you represent, what specific recommendations would you have for...

<p><i>...reducing academic disparities? We need more teachers more specialized teacher, they need extra help, maybe hiring more teachers aids, my child has an aid and it is a great assistance, I would mention because our kids have so many special classes, if they are with someone they develop trust. I agree. The same point, assistance and aids, sometimes classes have lots of kids and not many aids. For instance my child didn't have an aid. We need more assistance aids. For our special kids sometimes they don't get involved in certain activities, basketball etc, not the special ed kids. Hire more teachers, especially for the teachers that are retiring</i></p>
<p><i>...meeting students' mental or behavioral health needs? Not being taken to a room by themselves, like time out, because he wouldn't be able to say I had a time out. Someone in school more trained to have more mental health training. Someone on the premises who is trained.</i></p>
<p><i>...providing equitable access to academic courses? When there is an IEP that there an interpreter that is trained. Sometimes when we go to the meeting they don't have the interpreter.</i></p>
<p><i>...allowing teachers and staff sufficient time to collaborate and review student data and develop strategies to support all students?</i></p>
<p><i>...creating strong partnerships for student achievement? Or sometimes when you have an interpreter they don't give the same information. Sometimes they just grab an interpreter from the school, maybe</i></p>

only a couple years out of high school and they just learned their English. We would like to have someone who can explain everything.”

Quotes and Notes from Focus Group- “When we are faced with a problem and we don’t get the help we need. We have a group of parents. I noticed unfortunately as parents sometimes we have to request that help. In some cases it is because we don’t get involved because we don’t know about the services. “

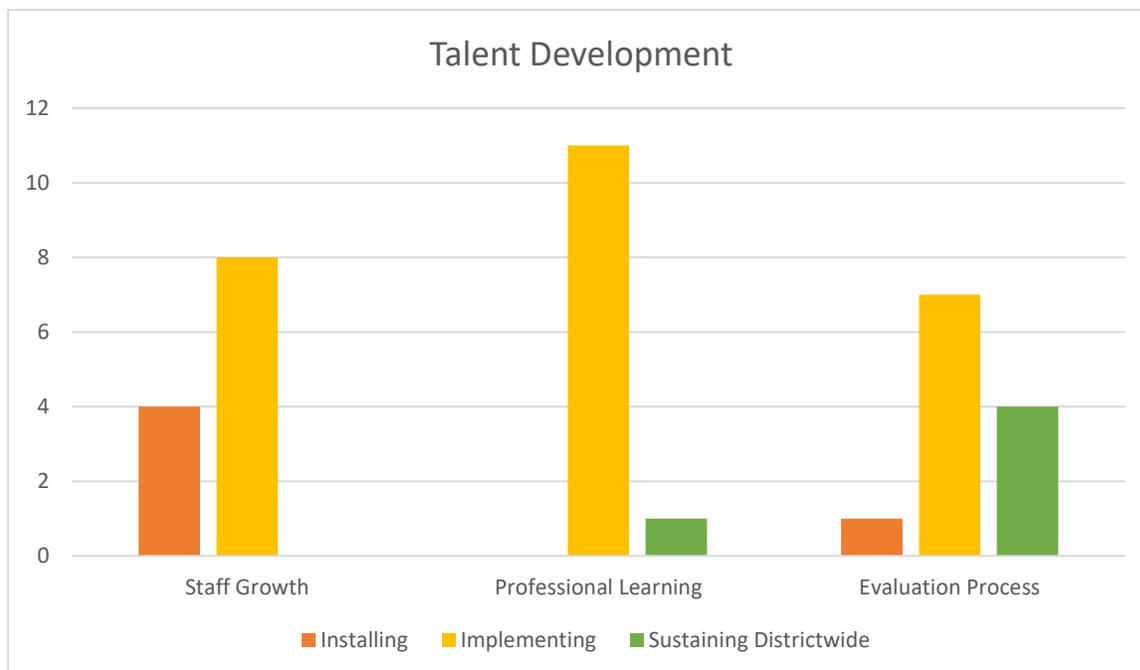
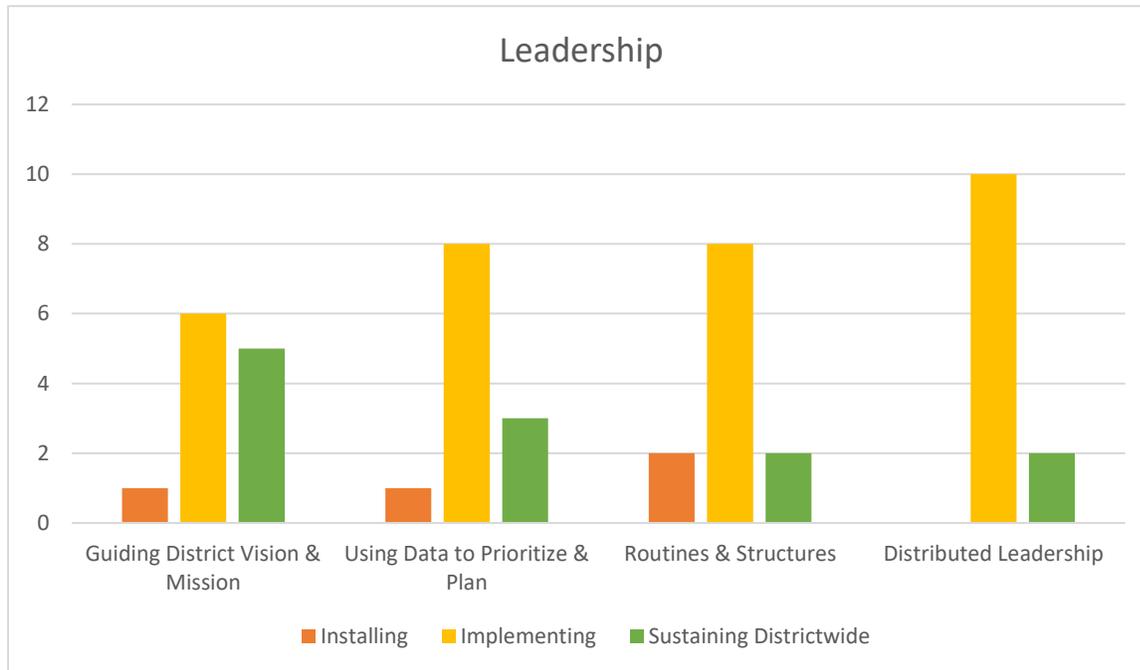
Purpose of Focus Groups:

- To get deeper, qualitative data following the SSA Community Voice Survey;
- To develop superordinate themes (overarching themes within or across groups);
- And to develop subordinate themes (perhaps unique to a specific group or groups of students we serve).

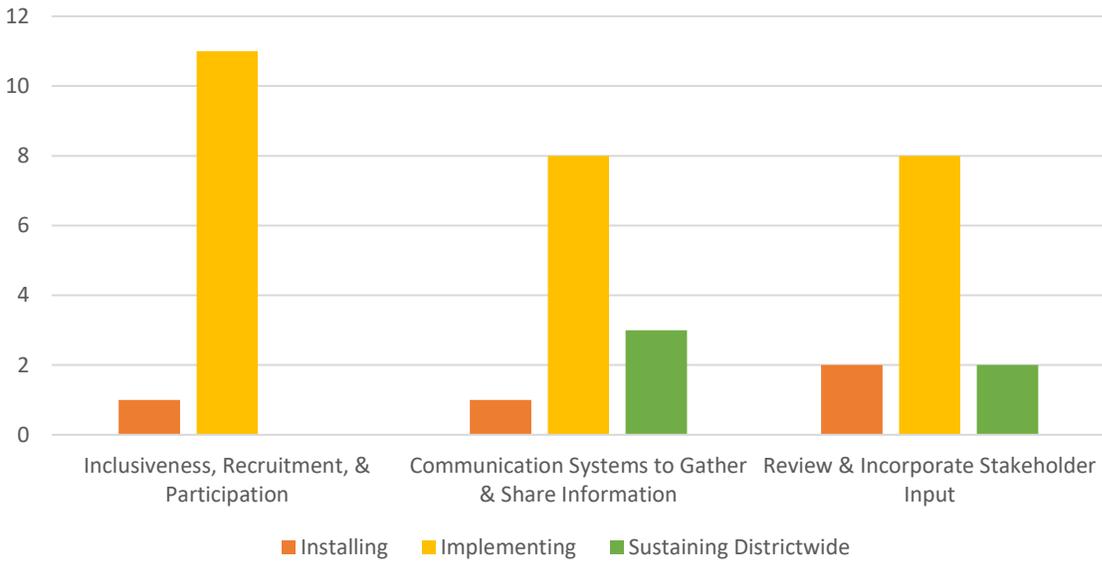
Appendix C:

Oregon Integrated Systems (ORIS) Framework Leadership Assessment Data

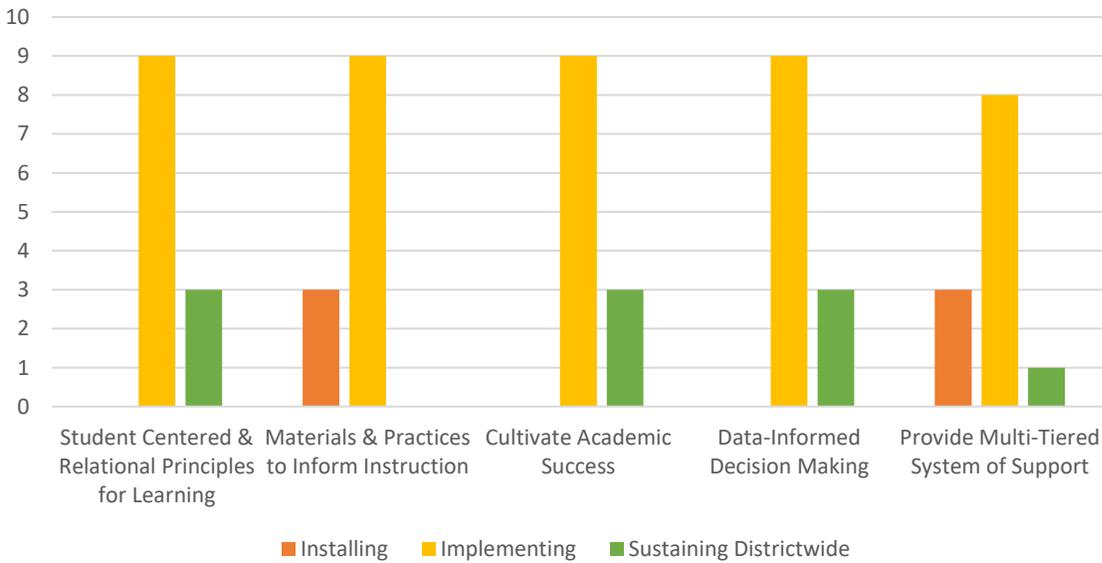
Hillsboro School District: Oregon Integrated Systems (ORIS) District Leadership Assessment (10-22-19)



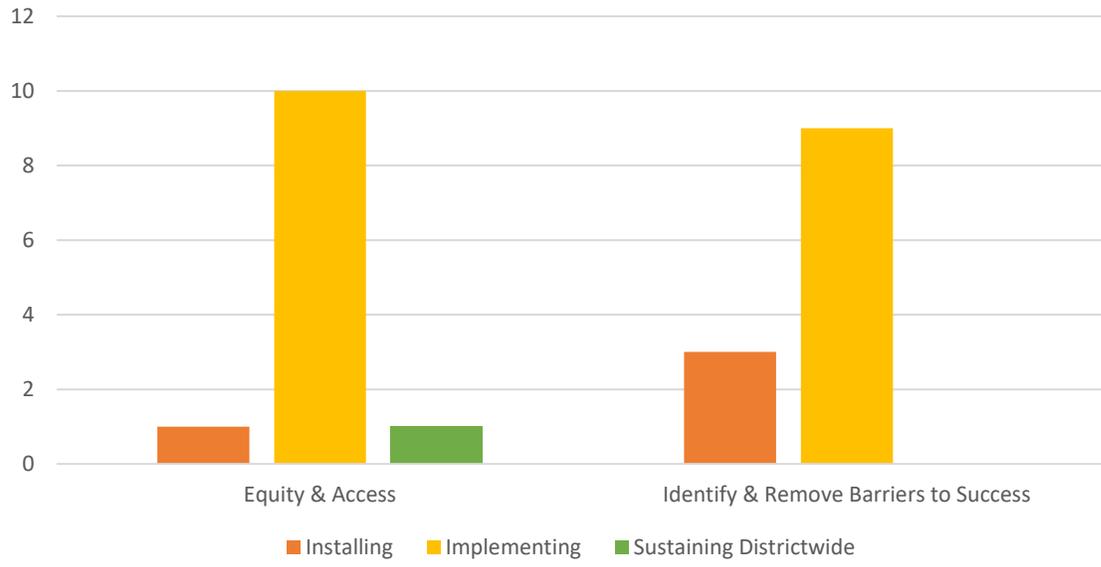
Stakeholder Engagement & Partnerships



Well-Rounded, Coordinated Learning Principles

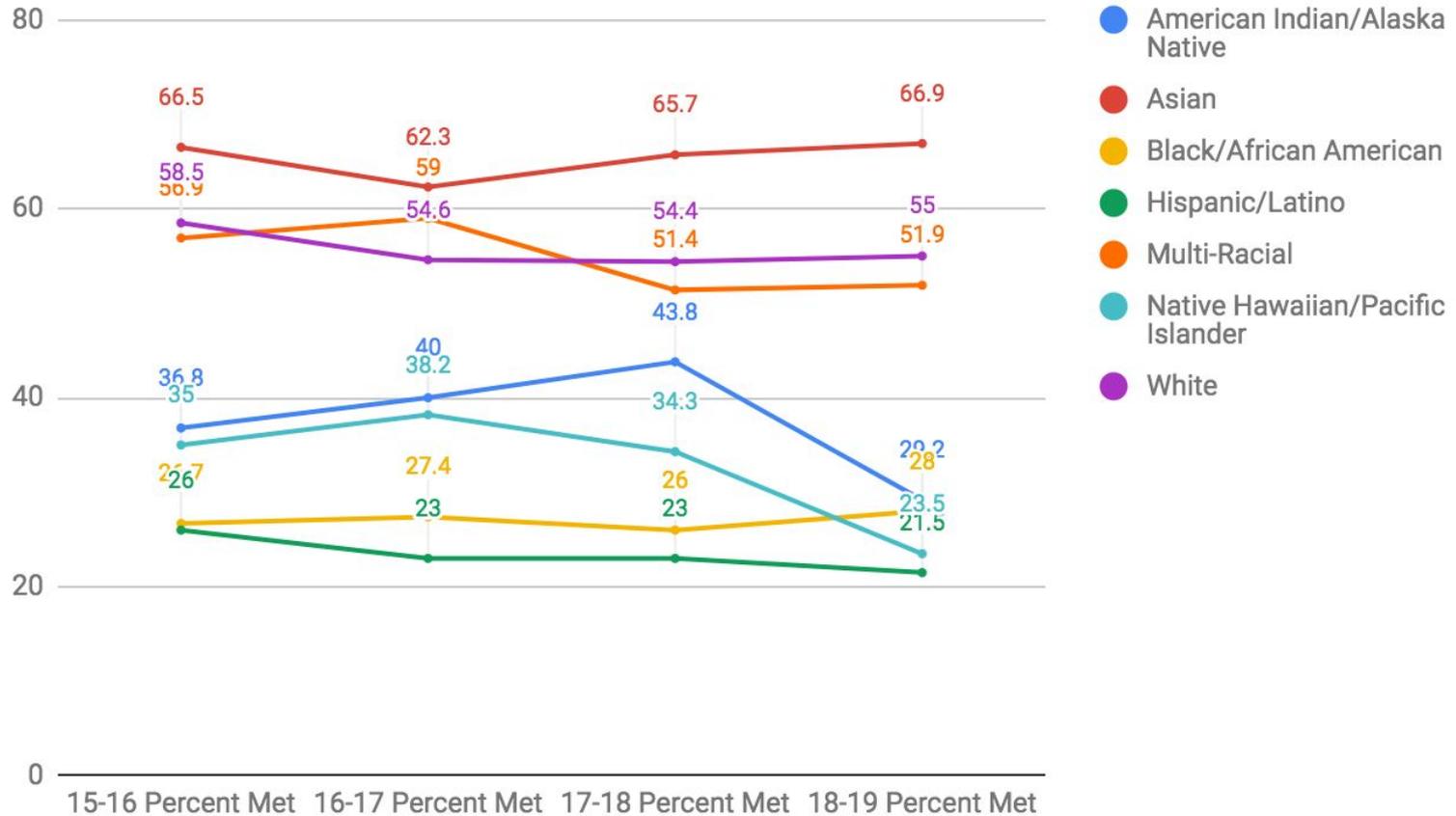


Inclusive Policy & Practice

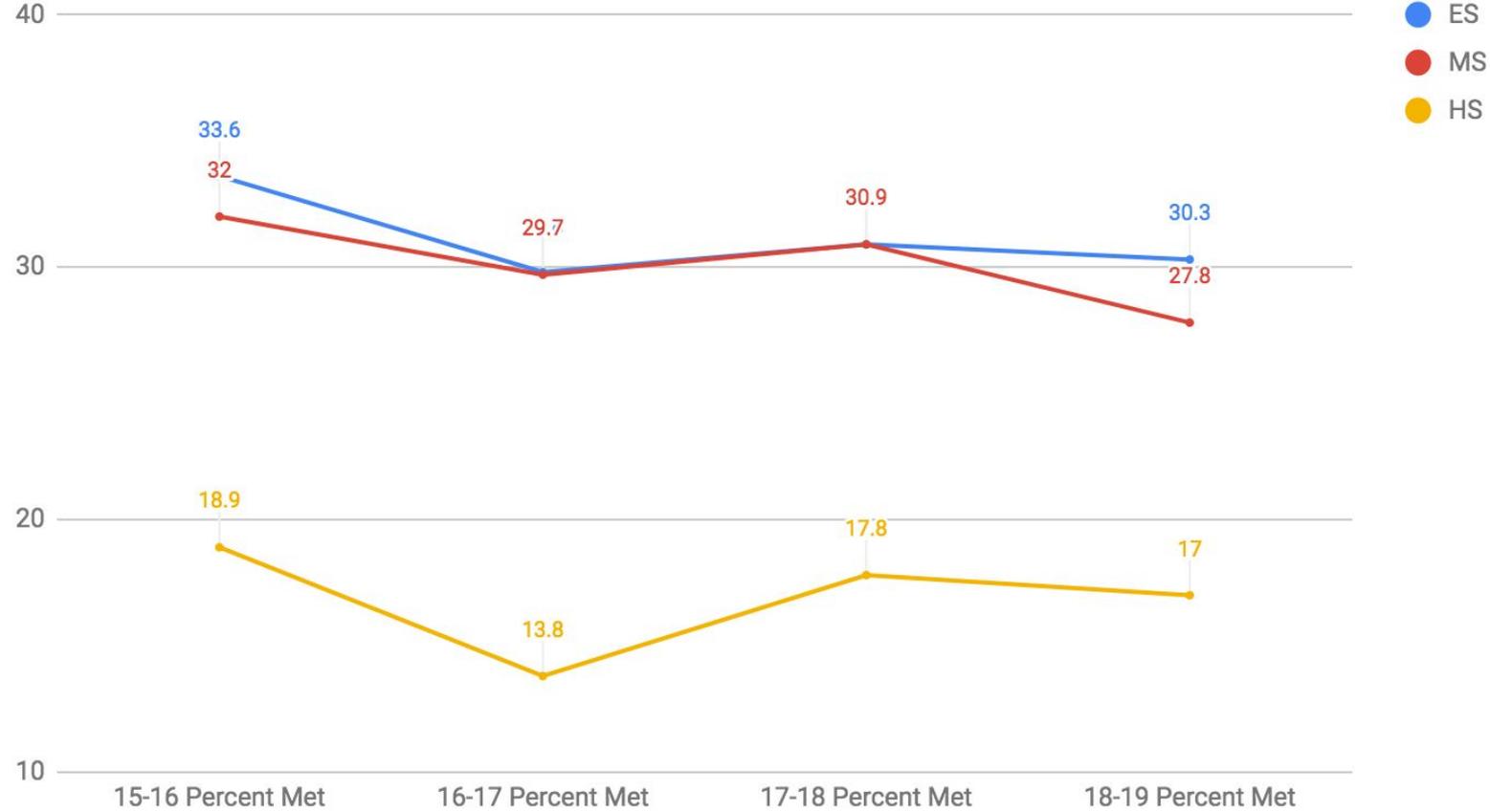


Appendix D:
Needs Assessment Data Examples

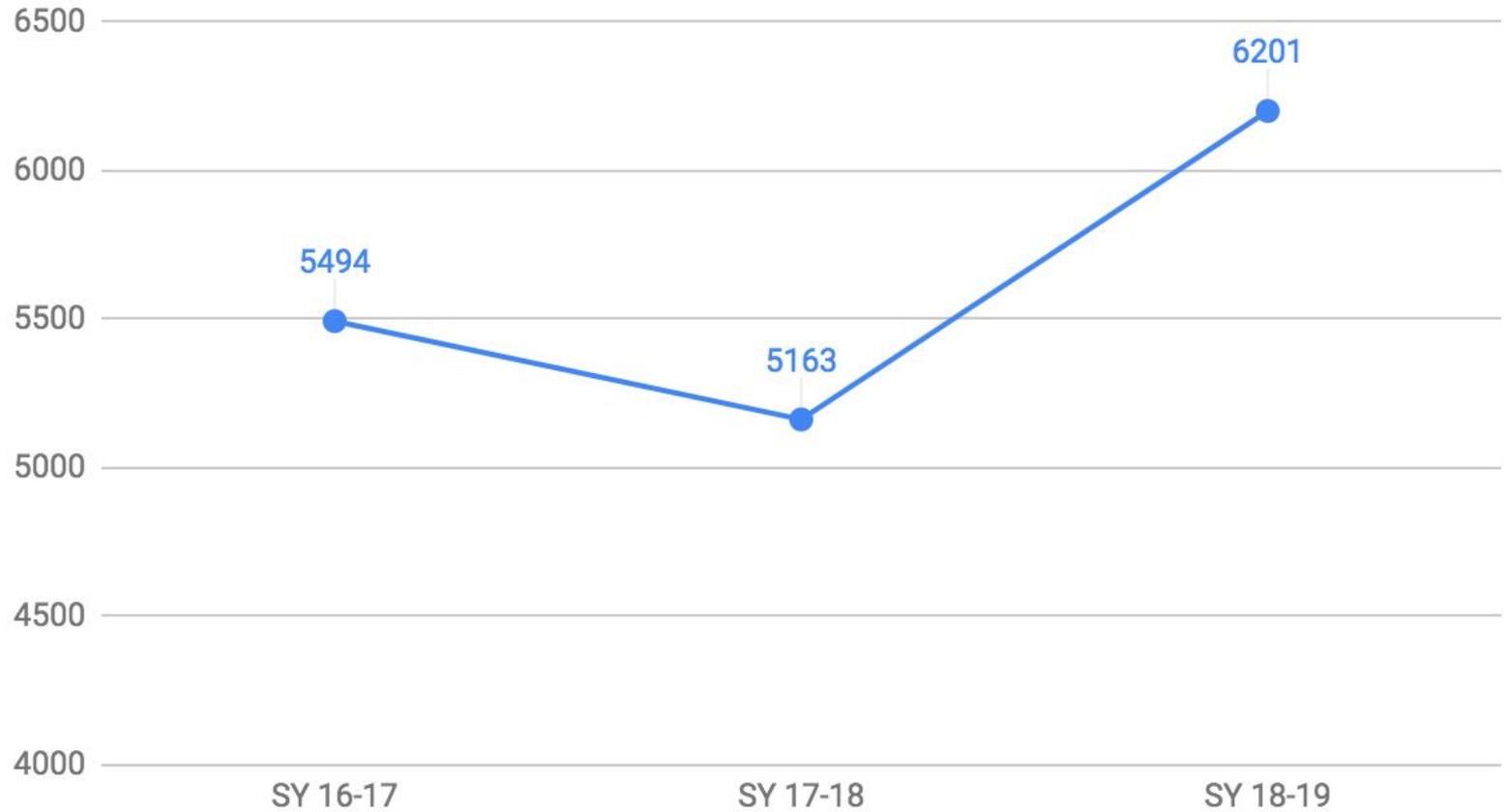
Four Year Trend for Elementary Math



Four Year Trend in Math for Students of Low SES

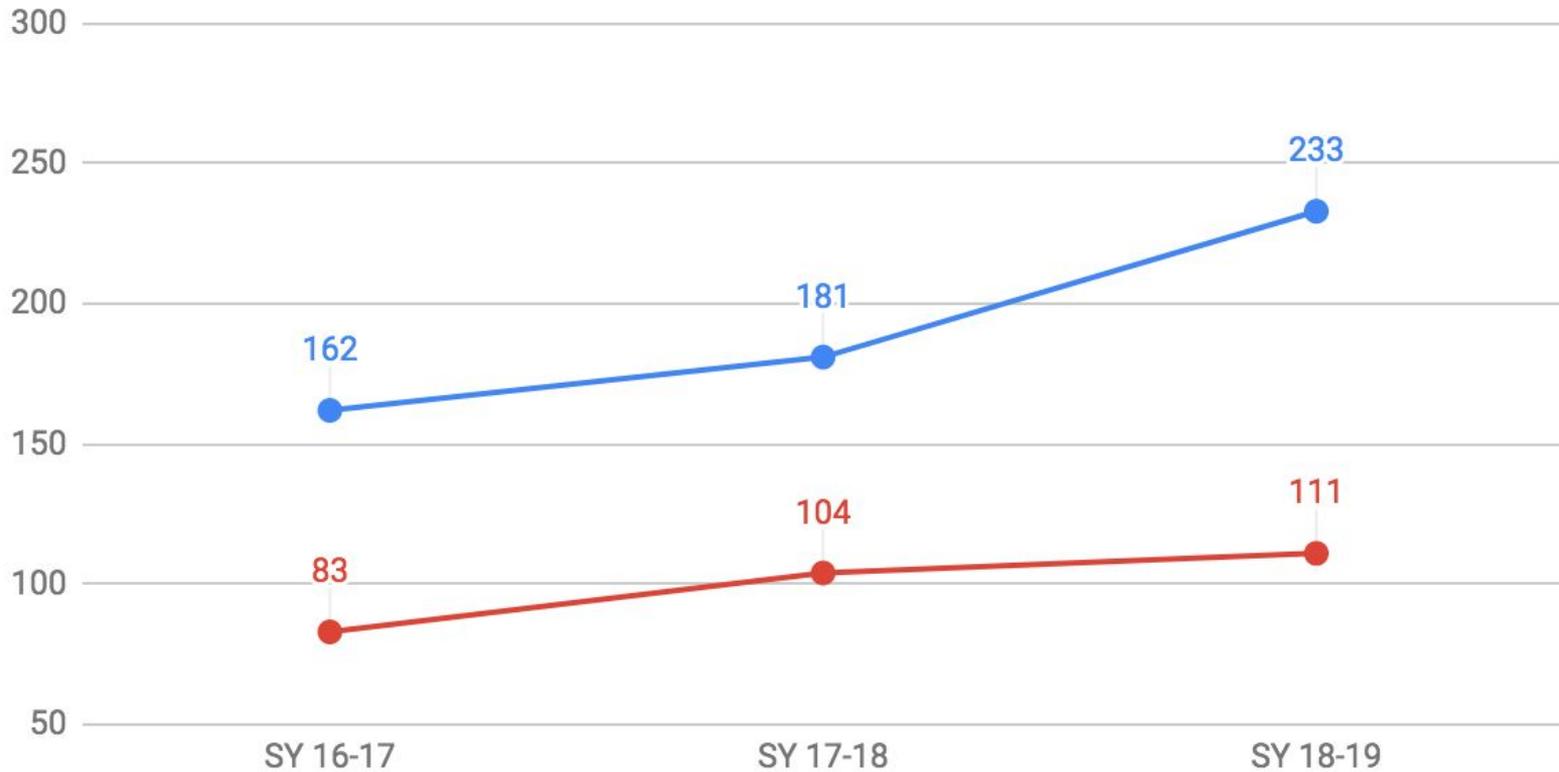


Total Referrals (K-3)

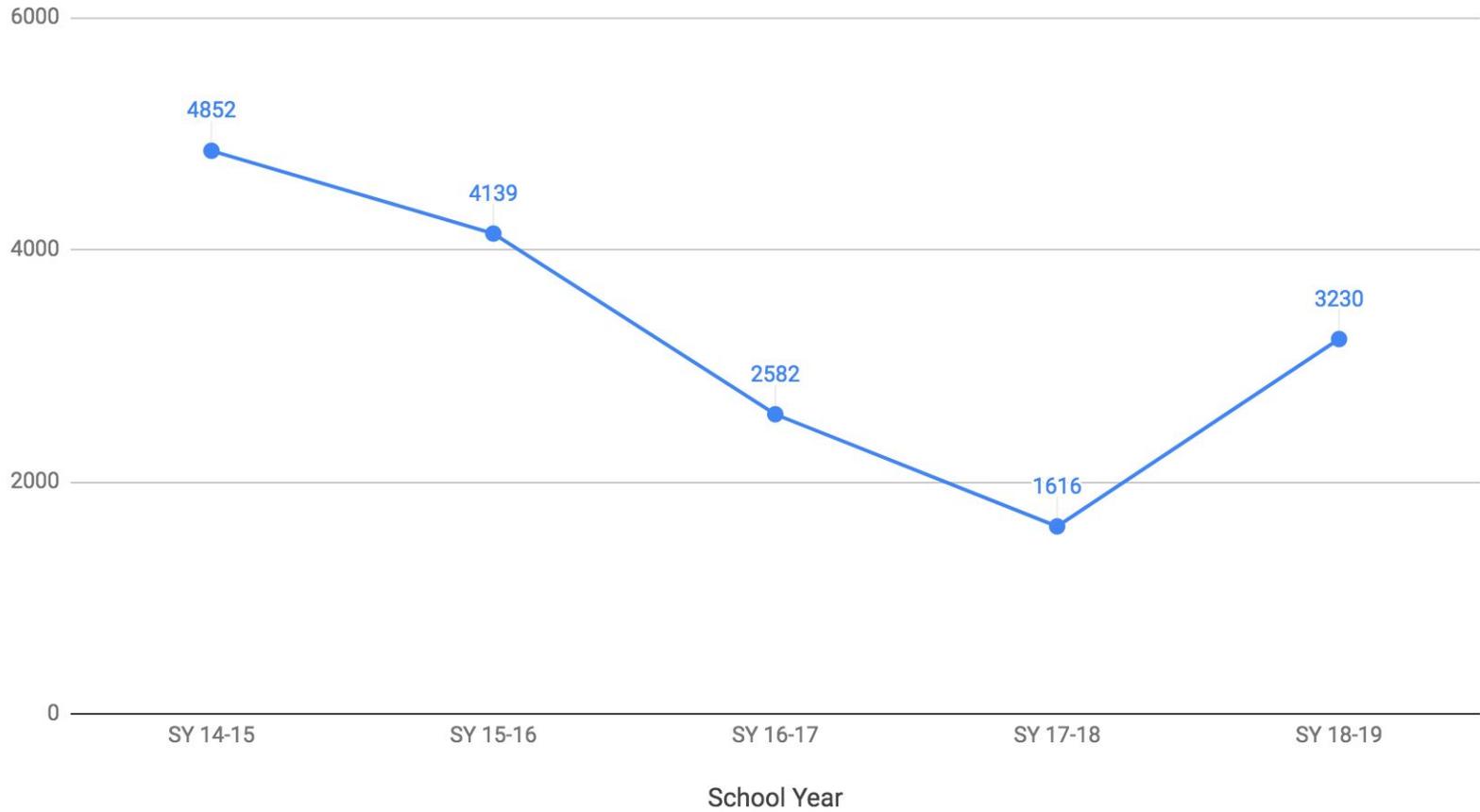


OSS/ISS Total (K-3)

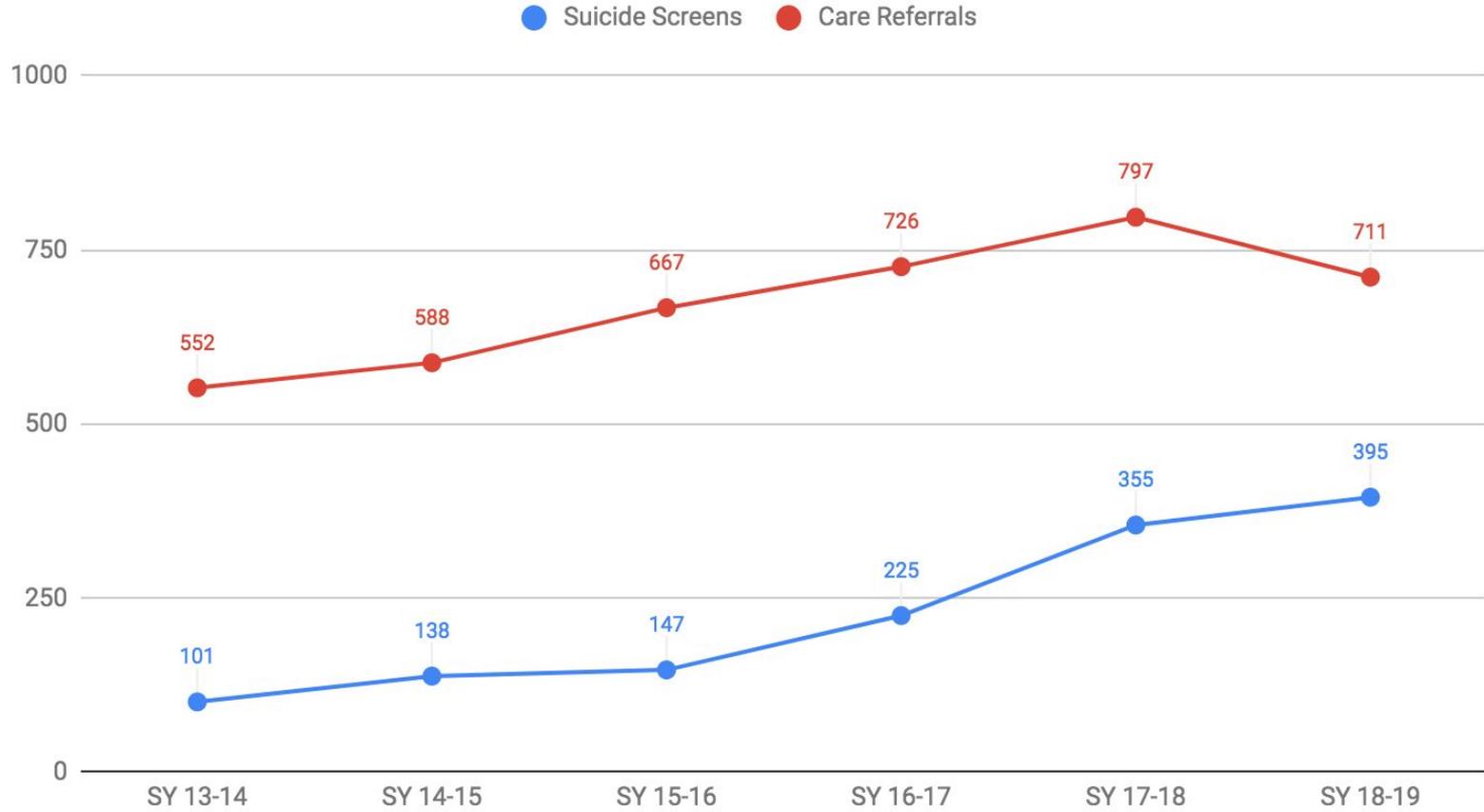
● Out of School Suspension ● In School Suspension



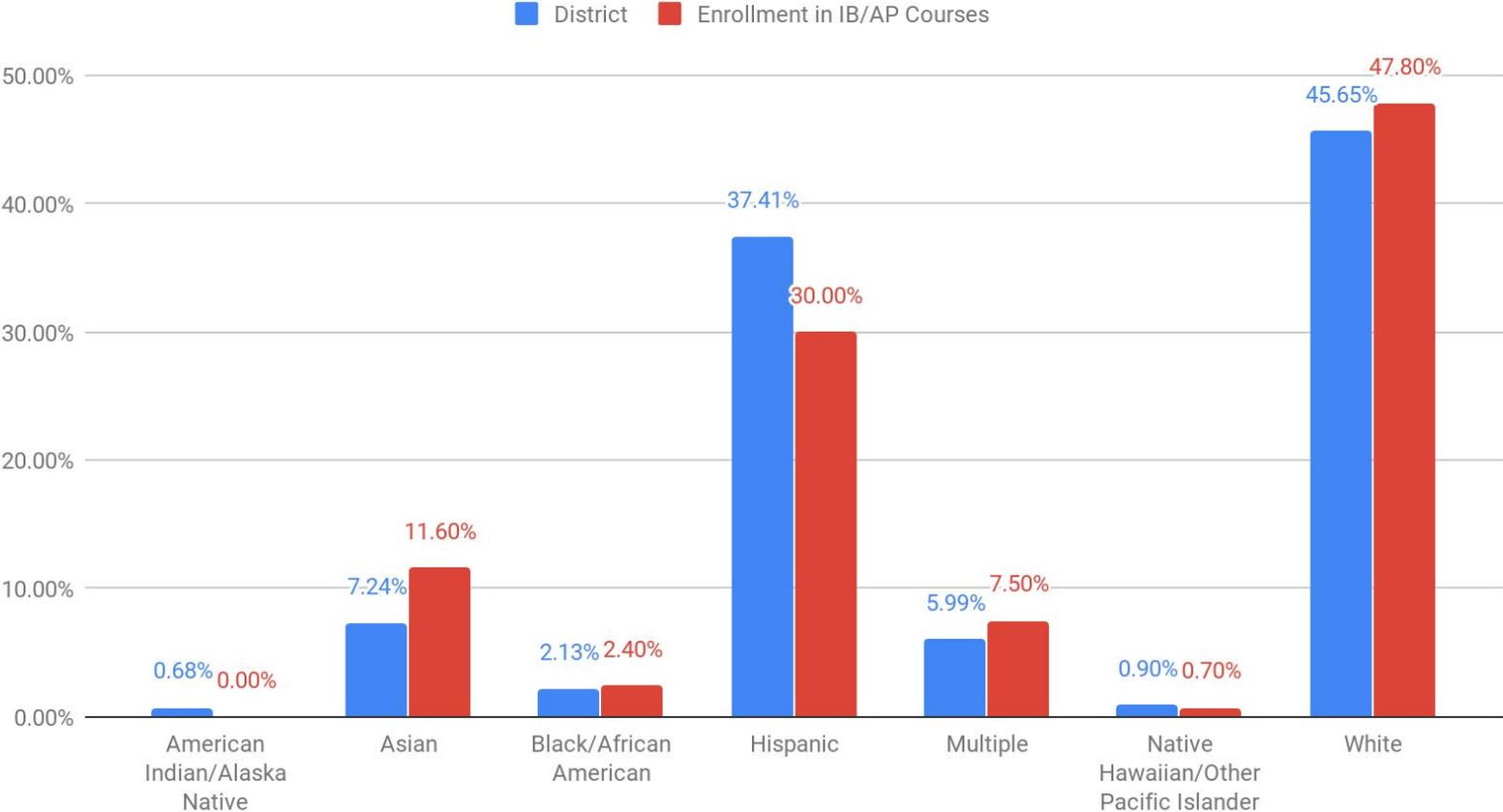
Total HS Referrals



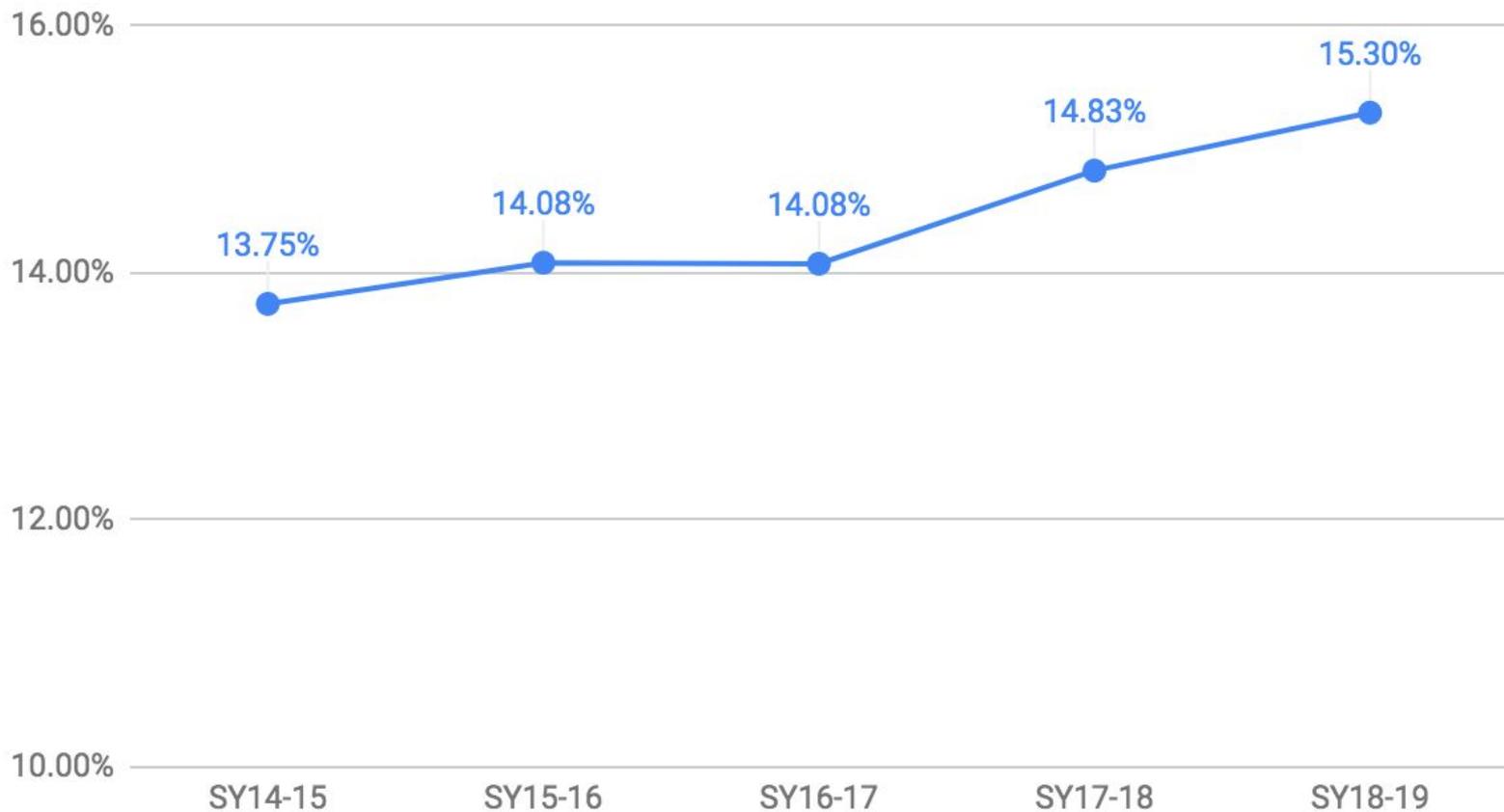
Annual Total of Care Referrals & Suicide Screens



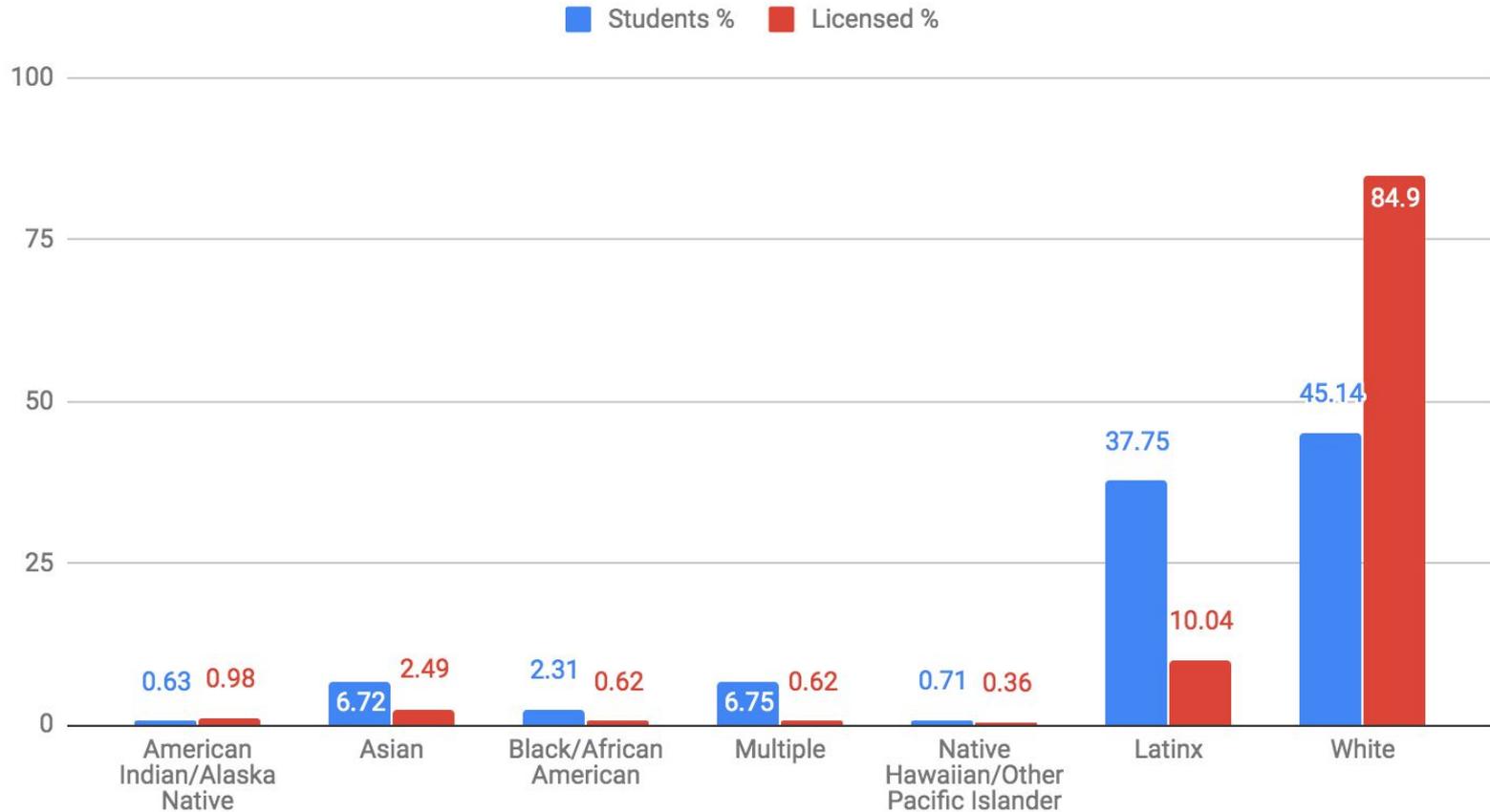
Enrollment in AP/IB Courses



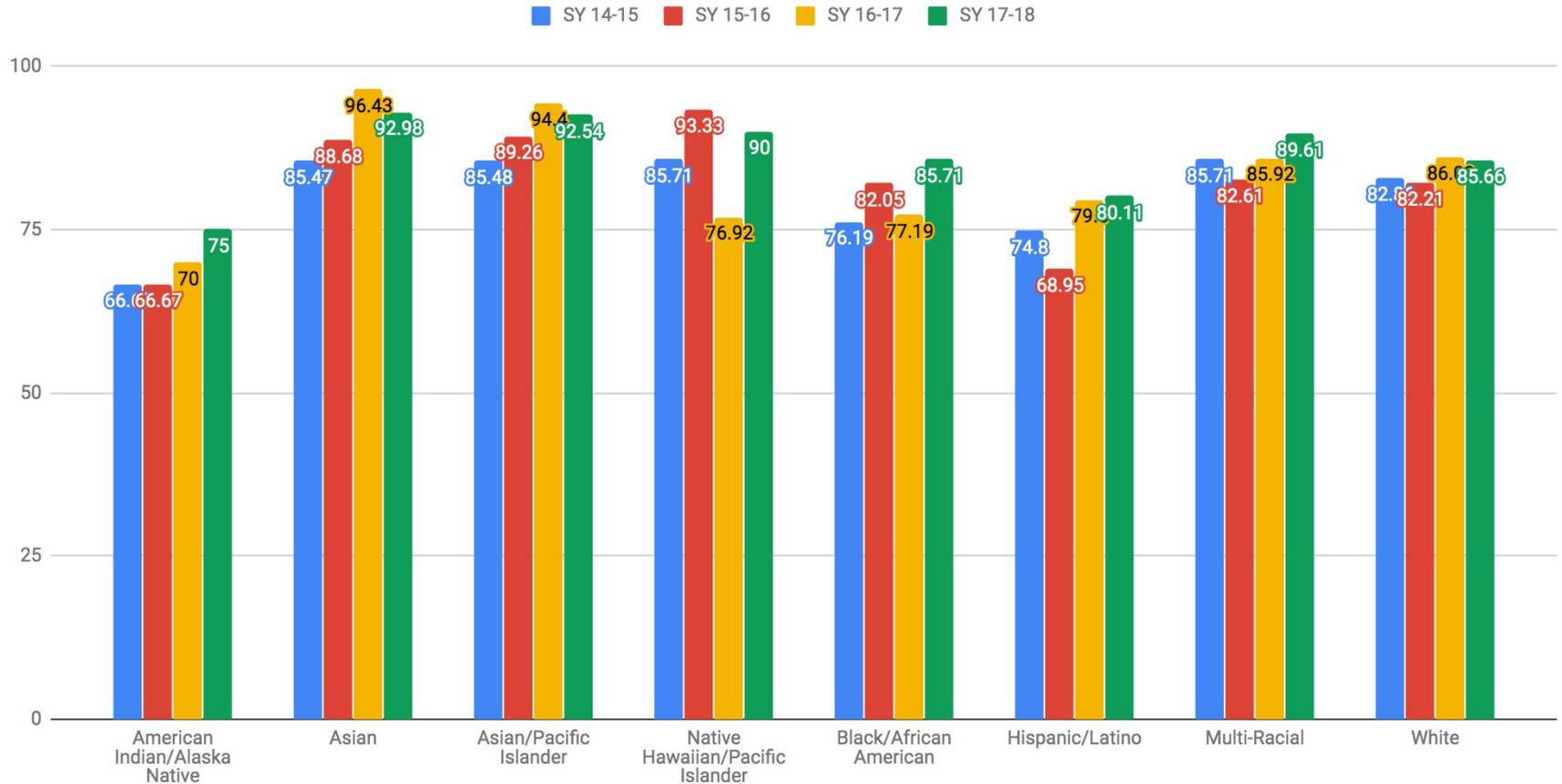
Special Education %



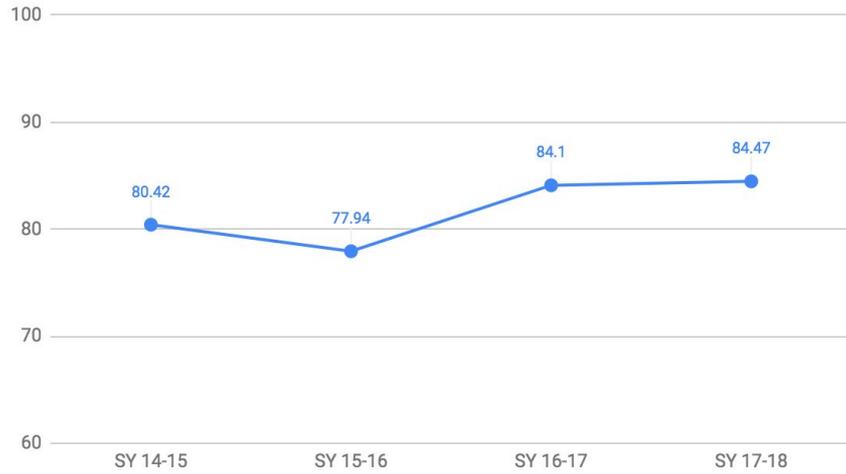
Licensed Staff & Student Race/Ethnicity



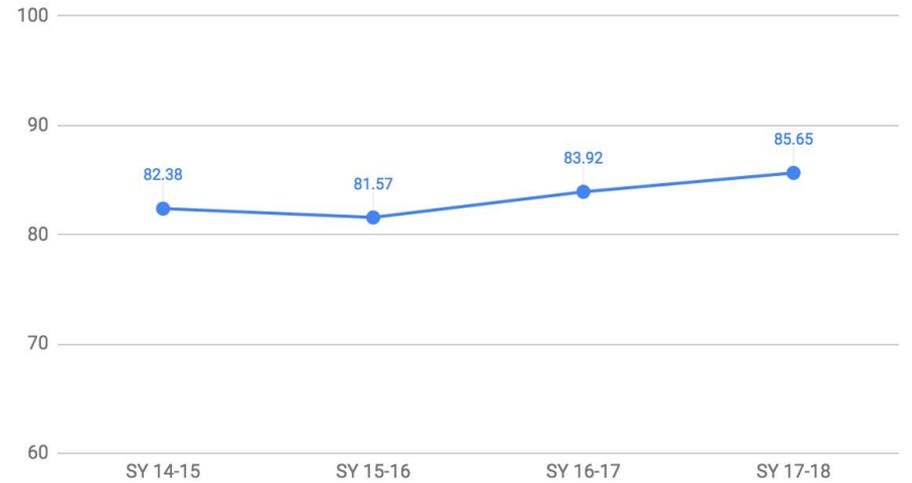
Graduation Rate by Race/Ethnicity



4-Year HSD Graduation Rate



5-Year HSD Graduation



Non Four-Year Grad Breakdown

Class of 2017

n= 259

- Continuing Education: 66
- GED: 53
- Alternative Certificate: 11
- Extended Diploma: 2
- Dropouts: 127



Class of 2016

n= 372

- Continuing Education: 85
- GED: 47
- Alternative Certificate: 7
- Dropouts: 233



Class of 2018

n= 243

- Continuing Education: 72
- GED: 67
- Extended Diploma: 2
- Dropouts: 102



AdvancED Accreditation Priority #1

Develop, implement, and evaluate a systemic and systematic **instructional focus** characterized and supported by Professional Learning Communities (**PLCs**) that are clearly defined, implemented, accountable and effective and a fully aligned **curriculum**, supported by **instructional resources**, that is monitored and adjusted based on a comprehensive **assessment** system.

AdvancED Accreditation Priority #2

Develop and implement a documented process for the review and revision of the purpose and direction ([vision and mission](#)) of the system and hold all institutions accountable for meaningful, reflective and measurable [continuous improvement processes](#) aligned to the system's purpose and direction.

AdvancED Accreditation Priority #3

Implement a **robust technology plan** to provide a fully functional technology **infrastructure**, modern updated **equipment**, and **technical support** staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system.



Expanding & Strengthening Best- Practice Supports for Students Who Struggle

Preliminary Findings

May 21st , 2019



District Management Group | Helping Schools and Students Thrive

Commendations

1

The district is committed to improving the quality of education for all students.

2

The district has made efforts to develop systems that will support students' social, emotional, and behavioral needs by creating wellness centers and hiring student success coaches.

3

The district has instituted common interim assessments for elementary schools.

4

The district has expanded supports for EL students.

5

The district has developed a system for more closely monitoring the use and hiring of regular and special education assistants.

6

District leaders are open to making bold, significant changes to better support all students.



Opportunities for Consideration

1

Ensure that general education teachers are well-equipped to meet the needs of nearly all students, including students who struggle.

2

Create a model intervention plan for both elementary and secondary schools that schools can opt into and receive additional supports for.

3

Ensure sufficient mental health expertise at each school by proactively pursuing community partnerships and revisiting current staffing levels.

4

Refine and streamline the district's approach to providing supports to EL students by codifying implementation practices at all levels.

5

Allow special education staff to play to their strengths to improve work satisfaction and student outcomes.

6

Develop an inclusive planning process that identifies concrete steps, ownership, and measures of success with disciplined, monitored implementation over a 3-year period.



Appendix E:

Driver Diagram Examples

Primary Drivers

Secondary Drivers

2. Increase by 10% the number of teachers and counselors of color by 2022.

Governance

Invest in pathways for people of color--classified, international, college students, coaches--and post-hire support systems

Strengthen and expand partnerships with higher ed education programs

Organization

Provide training for hiring practices and retention practices to better serve and support people of color

Leadership for Learning

Provide mentorship and support staff of color based on expressed need--i.e. ask them

Learning Environments

Create career pathways and supports for students of color

Instruction

Provide equity training for all staff, Pre-K to 12th grade

Create a plan and budget for identifying, recruiting, and supporting advancement of future teachers and counselors of color

Primary Drivers

Secondary Drivers

Governance

System to ensure equitable and transparent allocation of resources

Organization

Accountability for staff and admin to support the language needs of all students.

Leadership for Learning

Use tools--current and emerging--and data to support Emerging Bilinguals

Provide professional development and implementation support for licensed and classified staff

Learning Environments

Hire, prepare, and retain teachers and staff who have an inclusive and responsive mindset regarding Emerging Bilinguals

Instruction

Create opportunities and track participation for Emerging Bilinguals in extracurricular activities

5. Increase by 10% the number of long-term ELs (LTELs)--students receiving ELD services for 5+ years--from "progressing" to "proficient" by 2022.