

# 2018-19 Work Plan and SMART Goal Updates

SMART Goal	Research	Input	Data	Actions Taken	Results	Status
<i>Strategic, measurable, attainable, realistic, and time-bound goal</i>	<i>What academic literature informs this goal?  How do evidence-based practices inform this goal?</i>	<i>How do our stakeholders support us in developing and achieving this goal?</i>	<i>What primary metrics do we hold ourselves accountable for?  What key indicators do we monitor?</i>	<i>What key actions did we take to achieve our goal?</i>	<i>What were the results of our actions?</i>	<i>What is the implementation status of our SMART goal? Was the goal met? What are the next steps?</i>
1. Train 100% of secondary school administrators, counselors, and grad coaches to use our student information system and data warehouse to identify which students are known by name, strength, and need by spring 2019.	<a href="#">Early Warning Systems Project</a> , NWREL  AdvancED Standards for Quality Schools, <a href="#">Indicator 3.9</a>  Bicultural Parent Engagement: Advocacy and Empowerment, Edward M. Olivos, et. al.	Needs Assessment  AdvancED Accreditation  Student Narratives  Parent Advisory Committee (PAC)	9th grade self-reported data 2017-18  GPA, attendance of students connected to an adult advocate  Special education/SST data	Q1: Have identified three fields of data: programs; groups; and adult advocate.  Programs training is done; groups training is underway; and this winter we'll be talking about adult advocates.  Q2: Counselor work group on resources and information sheet to use in supporting students in Name, Strength, and Need (NSN).  District Data Coordinator reviewed data tools and systems with all school counselors K-12.  Universal Support Steering Committee to vision a K-12 system to support NSN in social/emotional supports.  Q3: Draft of district document and resource to share among stakeholders is complete and now gathering feedback.	Q1: Just beginning to get students tagged in their respective groups so the information shows up in DCA. We currently can measure participation in athletics and activities.  Q2: Starting a district document and resource to share among stakeholders.  Counselors learned about new improvements to data warehouse and systems to implement into practice.  K-12 social/emotional skill sets currently being identified.  Q3: Creating tools that buildings can use to connect students to identified activities that complement their NSN or identified support needed.	10/23/18 status: In progress  1/22/19 status: In progress  4/24/19 status: In progress. Eighty-eight percent of schools have a staff person trained and assigned to enter group data. There are a few in the queue waiting to receive training in April. Reports have been created in Synergy to provide snapshots of group participation by categories of activities. Gender and race data is also available in these reports. All staff can view group history and trusted adult via the DCA profile page. The expectation is to have 100% of schools inputting group data by June 21, 2019.
2. Increase by 10% the number of students participating in career-related internships	Oregon Department of Education CTE data  Hillsboro School District CTE	Hillsboro Chamber of Commerce  City of Hillsboro, Cornelius,	Number of students in internships  Number of dual credits	Q1: Actively building new partnerships to increase the number of internships students have access to.	Q1: More than 200 students participated in Manufacturing Day on Oct. 5, which is an onramp to internships.	10/23/18 status: In progress  1/22/19 status: In progress

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<p>by spring 2019.</p>	<p>data</p> <p>Collective Impact Model, <a href="http://www.fsg.org">www.fsg.org</a></p> <p>The Career Pathways Effect, CORD and NASDCTEc</p>	<p>North Plains</p> <p>Career &amp; College Pathways Steering Committee</p> <p>Higher Education Partners</p> <p>High School Site Councils</p>	<p>earned</p> <p>Number of community partnerships</p> <p>Graduation rates for CTE participants vs. all Post-secondary enrollment and perseverance</p>	<p>Also increasing enrollment in CTE pathways courses.</p> <p>Q2: Did mid-year review with the Hillsboro Chamber and we are on track with our metrics for ELOs and CRLEs. 20 Culture Coaches participated in the Culture Coaches program during the first term</p> <p>Two industry advisory committee meetings: advanced manufacturing and health sciences to build connections with business partners.</p> <p>CCP Steering Committee Meeting to build partner awareness and update on CCP metrics, (including internships).</p> <p>Q3: Youth Invasion at City of Hillsboro: 250 students from all high schools attended to learn about careers in the City.</p> <p>Health Sciences industry advisory committee met, addressing internship opportunities and barriers: an HSF grant was written and submitted to help pay for vaccines costs for some health sciences internship requirements.</p>	<p>Q2: Via feedback from check-ins, shared with teachers and counseling staff our mid-year progress.</p> <p>Through elementary principal feedback, Culture Coach program will continue semester 2 (HS students working with elementary youth during recess).</p> <p>Industry Advisory and Steering Committee: Direct teacher-business partner relationship, bridging classroom curriculum to industry internship opportunities.</p> <p>Q3: Students learned about internship opportunities in our community. Addressing identified barrier (cost of vaccines and testing for health sciences internships), wrote a grant in hopes to alleviate an internship barrier.</p>	<p>4/24/19 status: In progress. Number of completed internships comes from the Chamber of Commerce report at the end of the year; that data is used to determine progress toward this goal.</p>
<p>3. Offer professional development regarding trauma-informed practices to all staff, with a goal of growing the skill set of 200</p>	<p><a href="#">CDC-Kaiser Permanente ACES Study</a></p> <p>Lost at School: Why our kids with behavior challenges are</p>	<p>Student interviews</p> <p>Parent committee feedback</p> <p>Feedback from counselors,</p>	<p>Facilities and staffing for wellness centers</p> <p>Attendance of staff and students</p>	<p>Q1: Full-day training on trauma-informed practices on Oct. 10 with 58 classified staff members in attendance.</p>	<p>Q1: Classified staff have access to more resources and training opportunities.</p> <p>Q2: Classified staff have</p>	<p>10/23/18 status: In progress</p> <p>1/22/19 status: In progress</p> <p>4/24/19 status: Complete</p>

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<p>classified staff, by spring 2019.</p>	<p>falling through the cracks and how we can help them, Ross Greene</p> <p>National Survey of Children's Health</p> <p>Fostering Resilient Learners, Kristin Souers and Pete Hall</p> <p>Strong Start - Grades K-2: A social and emotional learning curriculum, Merrell, et. al.</p>	<p>Care Coordinators, family liaisons, and school staff</p>	<p>Referrals decreased</p> <p>Health room visits decreased</p> <p>Requests for suicide screens and one-on-one assistants decreased</p> <p>Training records</p>	<p>Site-based school and district classified trainings scheduled.</p> <p>Q2: Student Success TOSAs + PAX TOSA providing PD through building academic seminars and district-provided PD.</p> <p>11/20 Provide TIC training to All District Graduation Coaches at Classified Summit</p> <p>DLP TOSA support during ELC planning and delivery. In classroom support during coaching cycles specifically on rituals and routines. Embedded support on systems for climate and culture, rituals and routines during PD Spanish sessions on Biliteracy and Academic Discourse.</p> <p>Provided trainings to classified staff from five schools that included trauma informed practices.</p> <p>Created streamlined access to digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to the Climate &amp; Culture site &amp; 321 Insight.</p> <p>Q3: Classified Summit in January 180 classified employees attended.</p> <p>36 staff members (2 classified) attended PBIS Conference that focus on TIC and safe school environments</p>	<p>access to more resources and training opportunities.</p> <p>All staff have access to streamlined digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to the Climate &amp; Culture site &amp; 321 Insight.</p> <p>Q3: Staff have the training to support students in a more trauma informed approach, as well as support themselves and other adults in the buildings.</p>	
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				<p>School staff trainings on stress reduction, zones of regulation, Quadrants of Regulation, dysregulation and TIC supported by Wellness Center Instructors.</p> <p>Pre-K teachers trained in Trauma Informed Care and ACEs with an emphasis on strategies to use in the classroom.</p> <p>DLP TOSA support during ELC planning and delivery. In classroom support during coaching cycles specifically on rituals and routines. Embedded support on systems for climate and culture, rituals and routines during PD Spanish sessions on Biliteracy and Academic Discourse.</p> <p>Trauma-informed practices with regards to sexual health/sexual violence prevention education were reviewed <i>for a second time</i> with classroom teachers directly impacted by Erin's Law instruction. Additionally, instructional aides present during Erin's Law presentations were reminded of the importance of specific practices (such as notifying students of the content beforehand, providing opportunity to opt-out, not demanding active participation, etc.). (Approximately 12 teachers and 4 instructional aides at the HS level.)</p> <p>School staff trainings on stress reduction, zones of regulation, Quadrants of Regulation, dysregulation and TIC supported by Wellness Center Instructors</p>		
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				<p>Student Success TOSA's + PAX TOSA providing PD Classified Staff</p> <p>36 staff members (2 classified) attended PBIS Conference that focused on TIC and safe school environments</p>		
<p>4. Increase by 5% the number of students in historically underserved groups on track to graduate in 9th grade (achieving at least 6 credits) in 2018-19 vs. 2017-18.</p>	<p>Chicago Public Schools <a href="#">research</a></p> <p>Oregon Education Investment Board (OEIB) Achievement Compact Data</p> <p><a href="#">Teacher Expectations and Sense of Responsibility for Student Learning</a>, John Diamond</p>	<p>Parent Advisory Committee (PAC) feedback</p> <p>Student feedback</p>	<p>Data on credits earned</p> <p>Number of students connecting with case managers, grad coaches, and counselors</p> <p>Number of counselors implementing the ASCA model (task analysis data)</p>	<p>Q1: Second year of 8.5 Summer Bridge program.</p> <p>Second year of 9th grade on track UofO-ESD partnership training (one team per HS).</p> <p>Staff to attend national training in Chicago in November.</p> <p>Grad coaches serving freshmen.</p> <p>60 Latino youth being mentored through Youth Pilot Program in our high schools.</p> <p>Q2: *Hilhi, Glencoe, Century, and Liberty sessions provided: 1:1 mentoring sessions = 11; group sessions = 9 *SMMS group session provided = 6 *Program field trip = 1 (zoo field trip) *Guest speakers = 1 for 1:1 and 1 for group (each speaker presented 4 times).</p> <p>DLP TOSA weekly check-ins for a cohort of at risk SMMS students to be on track for graduation.</p> <p>Q3: Created teacher friendly, "ELLevation - Getting Started" video and monitoring form</p>	<p>Q1: Potentially at-risk students being monitored and support.</p> <p>Data systems in place to track progress.</p> <p>Q2: Potentially at-risk students being provided greater level of adult support via mentoring and check-ins to respond to barriers or needs that students identify in meetings.</p> <p>Q3: Potentially at-risk students being provided greater level of adult support via mentoring and check-ins to respond to barriers or needs that students identify in meetings.</p>	<p>10/23/18 status: In progress</p> <p>1/22/19 status: in progress</p> <p>4/24/19 status: In progress. Will look at end-of-year grades for 2018-19 9th grade cohort compared to 2017-18 group.</p>

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				<p>demo.</p> <p>EL Case Manager Meeting K - 12: TAG TOSA continues to support potential EL TAG identification needs. SpEd Panel - continued dialogue focusing on best practices/things that are working in school to support dual identified students.</p> <p>District "On-Track" Cohort meeting to refine systems for tracking students and working on problem of practice; Liberty and Hilhi cohort participating in a "Learning Lab" specific to their problem of practice</p> <p>*Provided a total of 9 group sessions at each high school (total of 36 sessions), and 8 sessions at SMMS. *A total of 9 individual contacts with each student receiving 1:1 mentoring took place. *On 02/14/19 approximately 50 students visited Nike World Headquarters for a career day. To learn more, visit: <a href="https://www.hsd.k12.or.us/Page/5956">https://www.hsd.k12.or.us/Page/5956</a> *On 03/02/19 hosted Mental Health parent summit (in Spanish) for parents of program and non-program students, topics included: Gangs and Why Youth Join Them, Trauma and Its Effects on Children and Adults, Behavior Concerns in Youth, and Domestic Violence and its Effects on the Family. *Had one guest speaker attend all groups</p> <p>All comprehensive middle schools registered for AVID Excel training at AVID Summer Institute, implementing next year. This includes the AVID Excel teacher, principal, plus four content area teachers taking Academic Language and</p>		
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				<p>Literacy strand. For SMMS, they will be in year two next year, taking AVID Excel Scholar Groups strand (similar to tutorials with a literacy focus).</p> <p>DLP TOSA weekly check-ins for a cohort of at risk from SMMS and Hilhi students to be on track for graduation</p>		
<p>5. Increase SBAC math scores by 3% overall and 5% for historically underserved groups in 2018-19 vs. 2017-18.</p>	<p>Mathematical Mindset, Jo Boaler</p> <p>Portland State University College of Education, e.g. DMI</p> <p>National Academies of Science, Engineering, and Medicine report: <a href="#">Science Teachers' Learning</a></p> <p>NCTM Principles to Actions</p> <p>5 Practices for Orchestrating Productive Mathematics Conversations, Smith &amp; Stein</p> <p>The Art of Coaching, Elena Aguilar</p>	<p>Math Leadership Team feedback</p> <p>Principal feedback</p> <p>Focus groups of students and parents</p>	<p>Smarter Balanced Assessment (SBAC)</p> <p>K-12 Math Leader Team teacher data</p> <p>K-6 Interim Assessment data</p> <p>D/F/I quarterly data</p>	<p>Q1: Math training for teachers in August regarding SBAC claim data (areas of learning), best practices in the classroom, and foundation skills.</p> <p>All elementary schools have Bridges 2 intervention kits. Star and iReady assessments being used K-6 for monitoring and support.</p> <p>All school training modules K-12 on language scaffolds and culturally responsive practices in instruction.</p> <p>Q2: Created streamlined access to digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to math resources by grade level and course subject.</p> <p>Elementary and Secondary leadership modules focus on language scaffolds and formative assessment with math.</p> <p>Star and iReady assessments in k-6, monitoring grades in 7-12.</p> <p>Q3: 3 High School Math PLCs completed a 3rd round</p>	<p>Q1: Teaching staff have access to data to target students' needs. Resources for interventions and culturally responsive practices to engage all learners.</p> <p>Q2: All staff have streamlined access to digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to math resources by grade level and course subject</p> <p>All elementary and secondary teachers learn in an academic seminar how to teach math concepts (in their context) with language scaffolds and formative assessment.</p> <p>Analyzing data for enrichment and intervention by grade level.</p> <p>Q3: All staff continue to increase in their use of digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to math resources by grade level and course subject.</p> <p>All elementary and secondary teachers learn in an academic seminar how to teach math concepts (in their context) with</p>	<p>10/23/18 status: In progress</p> <p>1/22/19 status: In progress</p> <p>4/24/19 status: In progress. Will be examining the SBAC scores for the spring 2019 testing window as they begin to come in.</p>

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				<p>of Backwards Planning of a unit, focusing in on language and rigor.</p> <p>The Math Scope and Sequence work for Algebra is in progress and continuing to affect student outcomes in HS.</p> <p>4 out of 4 Middle Schools complete walkthroughs and analyze observational teacher &amp; student data in order to practice feedback guided by NCTM's &amp; HSD's Effective Math Teaching Practices look-fors (i.e., at least three cycles per middle school have been completed; notable growth between rounds has been determined).</p> <p>2 elementary schools (all certified teachers) completed guided PLC collaboration to identify specific student math needs based on data, planned response to each need, materials to match the need, and formative assessment to support progress/growth.</p> <p>2 of 4 high school math teams have scheduled or completed department-wide instructional rounds focused on academic discourse.</p>	<p>language scaffolds and formative assessment.</p> <p>Analyzing data for enrichment and intervention by grade level.</p> <p>Growth in MS math teacher implementation of effective math teaching practices as notes by classroom observations</p>	
<p>6. Increase by 5% the number of highly effective instructional strategies used in classrooms from fall 2018 to spring 2019.</p>	<p><a href="#">9 Essential Instructional Strategies</a>, Robert Marzano</p> <p>Visible Learning, John Hattie</p> <p><a href="#">"Teaching English Learners:</a></p>	<p>Teacher professional development feedback</p>	<p>HSD Walkthrough Tool pre- and post-assessment</p> <p>AVID walkthrough data</p> <p>SLC Module implementation</p>	<p>Q1: Analyzed growth and area of need based on last year's walkthrough successes and areas of needed focus. Chose four high-leverage strategies as a</p>	<p>Q1: Administrators trained on key focus areas for goal.</p> <p>Walkthrough window open in October for baseline data</p>	<p>10/23/18 status: In progress</p> <p>1/22/19 status: In progress</p> <p>4/24/19 status: In progress. Administrators will be</p>



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	<p><a href="#">What the research does - and does not - say.</a> Claude Goldenberg</p> <p><a href="#">Collier &amp; Thomas research</a></p> <p>Academic Conversations, Jeff Zwiers</p> <p>Literacy with an Attitude, Patrick Finn</p> <p>Depth of Knowledge work of Karen Hess and Norman Webb</p> <p>AVID research</p>		<p>data</p>	<p>focus k-12.</p> <p>Altered district-wide walkthrough tool and shared with administrative team.</p> <p>New 5Ds evaluation tool in place for this year. Ongoing training with principals on key look-fors. Training with teachers, in partnership with HEA, to continue throughout the first half of the year.</p> <p>Q2: Training of teacher leaders on formative assessment techniques and building language targets in SLC to bring back to buildings.</p> <p>Created streamlined access to digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to resources aligned with 5Ds, subject area content and highly effective instructional strategies.</p> <p>Partnered with building level administrators to create customized walkthrough tools (Google Forms, SeeSaw, MultiTimer) in line with the HSD walkthrough tool aligned to the 5Ds.</p> <p>Q3: HS EL Specialists had training in implementing Secondary Systematic ELD and WIN (What I Need) in their classroom.</p> <p>Ten 5th - 8th grade content teachers completed Pathway to Proficiency PD - high</p>	<p>collection.</p> <p>Q2: Teacher leaders are training peers on SLC modules during academic seminar</p> <p>All staff have streamlined access to digital support resources via <a href="#">Teaching &amp; Learning 2.0</a> with access to resources aligned with 5Ds, subject area content and highly effective instructional strategies.</p> <p>Building level administrators have customized walkthrough tools (Google Forms, SeeSaw, MultiTimer) in line with the HSD walkthrough tool aligned to the 5Ds. Count: #500c</p> <p>Q3: PLCs that completed Backwards Planning PD and collaboration are implementing a guaranteed and viable curriculum across classrooms and examining student data as a PLC.</p> <p>HS EL Specialists piloting Systematic ELD units in spring 2019 and What I Need (WIN) time as part of differentiation.</p>	<p>collecting classroom implementation data as part of walkthrough from April 15 to 26.</p>
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				<p>frequency ELD strategies.</p> <p>19 5th grade teachers and 17 6th grade teachers attended Just WICORize It: Socratic Seminar, Focused Notes, Academic Language supports.</p> <p>Multiple elementary PLCs participate in Backwards Planning and WIN time collaboration.</p> <p>Instructional strategies PD with 53 first/second grade teachers at collaboration (Topics: Math Number Sense, Literacy Data/Interventions, Restorative Practices).</p> <p>PD specific on instructional strategies for Biliteracy PK-2 and academic discourse PK-12 twice a month with a cohort of DLP teachers.</p> <p>ELA PD Structure 46 teacher leaders in a cohort - backwards planning focusing on language and rigor for a Writing Task/Science Performance Task.</p> <p>30 Secondary teachers complete Constructing Meaning PD series (4 full days plus coaching).</p>		
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