

# 2017-18 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. By spring 2018, our student information system and data warehouse will allow us to identify who is known by name, strength, and need.	<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	Office for School Performance collaboration between Teaching & Learning and Technology Services to develop the data fields and menu options in Synergy to allow staff to enter information about what activities a student is involved in, and who their adult advocate is. Reports were also created in the Data Warehouse to pull this data in a meaningful way.	Synergy and Data Warehouse changes were made and shared with administrators and key stakeholders for feedback and refinement.  A training video was created to generate understanding among staff of the new tools.	<b>Status:</b> Met. There are now fields in our student information system that allow for the collection of data showing that students are connected and engaged; and there are reports that can be generated by the Data Warehouse that put this information alongside other data, such as attendance and grades, that help tell a student's story. <b>Next Steps:</b> Train secondary school staff on how to use the systems to enter data and pull reports.
2. By spring 2018, increase by 10% the number of students participating in career-related internships.	Oregon Department of Education CTE data  Hillsboro School District CTE data  Collective Impact Model, <a href="http://www.fsg.org">www.fsg.org</a>  The Career Pathways Effect, CORD and NASDCTEc	Hillsboro Chamber of Commerce  City of Hillsboro, Cornelius, North Plains  Career & College Pathways Steering Committee  Higher Education Partners  High School Site Councils	Number of students in internships  Number of dual credits earned  Number of community partnerships  Graduation rates for CTE participants vs. all  Post-secondary enrollment and perseverance	Worked with high schools and community partners to expand opportunities in schools and in the community. Counselors increasingly connect students to these opportunities.	More students participated in career-related internships in 2017-18 than in 2016-17: 731 vs. 646. This represents 13% growth.	<b>Status:</b> Met. Thirteen percent more students participated in career-related internships in 2017-18 than in 2016-17. <b>Next Steps:</b> Continue to grow opportunities for students and forge new connections with community partners to keep increasing the number of students accessing these internships.
3. By fall 2017, offer wellness centers at 13 elementary schools, 1 middle school, and 1 high school.	<a href="#">CDC-Kaiser Permanente ACES Study</a>  Lost at School: Why our kids with behavior challenges are falling through the cracks and how we can help them, Ross	Student interviews  Parent committee feedback  Feedback from counselors, Care Coordinators, family liaisons, and school staff	Facilities and staffing for wellness centers  Attendance of staff and students  Referrals decreased	Supported schools in their creation of wellness centers and ensured they had the staff to run them. Provided professional development on trauma-informed practices to the entire staff to ensure	Wellness centers operational in the targeted schools. Fewer discipline issues and better attendance seen among students, and lower absenteeism/sick leave from staff in those buildings. Staff	<b>Status:</b> Met. Wellness centers operational at Brookwood, Butternut Creek, Eastwood, Free Orchards, Ladd Acres, Lincoln Street, McKinney, Minter Bridge, Mooberry,

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	Greene  National Survey of Children's Health  Fostering Resilient Learners, Kristin Souers and Pete Hall  Strong Start - Grades K-2: A social and emotional learning curriculum, Merrell, et. al.		Health room visits decreased  Requests for suicide screens and one-on-one assistants decreased	successful implementation within the school community. Monitored data.	report skill-building and increased ability to support high-needs students as a result of training.	Reedville, Rosedale, Witch Hazel, and W.L. Henry Elementary Schools; South Meadows Middle School; and Century High School. <b>Next Steps:</b> Offer professional development on trauma-informed practices to additional staff members.
4. Between 2016-17 and 2017-18, realize a 5% increase in the number of English learners on track in 9th grade (achieving at least 6 credits).	Chicago Public Schools <a href="#">research</a>  Oregon Education Investment Board (OEIB) Achievement Compact Data  <a href="#">Teacher Expectations and Sense of Responsibility for Student Learning</a> , John Diamond	Parent Advisory Committee (PAC) feedback  Student feedback	Data on credits earned  Number of students connecting with case managers, grad coaches, and counselors  Number of counselors implementing the ASCA model (task analysis data)	9th grade teacher teams, administrators, counselors, grad coaches, and student support and wellness counselors made a concerted effort--based on the latest research on high school success systems--to connect with ELs to make sure they had the support they needed to stay on track.	More English learners* on track in 9th grade.  5.4% more of active ELs on track spring 2018.  (*Complication is the classification of active ELs vs. "ever" ELs. Exited students technically no longer qualify; however, they are examples of a system that's working. Therefore, we are considering both in our calculations.)	<b>Status:</b> Met. Approximately 5.4% increase in the number of ELs on track in 9th grade. <b>Next Steps:</b> Track this metric for students in historically underserved groups, not just ELs but also "ever" ELs as well as other demographic groups.
5. Between 2016-17 and 2017-18, realize a 3% gain for all students and a 5% gain among underserved students in Math.	Mathematical Mindset, Jo Boaler  Portland State University College of Education, e.g. DMI  National Academies of Science, Engineering, and Medicine report: <a href="#">Science Teachers' Learning</a>	Math Leadership Team feedback  Principal feedback  Focus groups of students and parents	Smarter Balanced Assessment (SBAC)  K-12 Math Leader Team teacher data  K-6 Interim Assessment data  D/F/I quarterly data	Adopted <i>Bridges 2</i> in all elementary schools, aligning with Common Core. We did training with secondary math leaders and teachers regarding math target and claim data from SBAC and mathematical best practices.  Provided interventions and supports to students who are struggling in math. We used	Preliminary data show math scores flat across grade levels in SBAC testing.* We did have an increased number of high school students pass their math classes.  One highlight is a 4.9 percentage point increase in the number of ELs who are proficient in math.	<b>Status:</b> Not Met. Data will be official in October. <b>Next Steps:</b> Assessment tools in all elementary schools to inform instructional practices. A focus on foundational math skills in addition to higher-level problem solving. In middle and high schools, focus on assessment and

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	NCTM Principles to Actions  5 Practices for Orchestrating Productive Mathematics Conversations, Smith & Stein  The Art of Coaching, Elena Aguilar			M98 to offer Every Day Algebra to struggling students in grades 9 and 10.	*An increased number of students opted out of SBAC this year, making it more difficult to measure our year-to-year gains in math using SBAC data.	mathematical practices, as well as PLC processes for intervention and extended learning. Continue with targeted tracking and interventions with students to ensure they have the support necessary for increased math achievement.
6. From fall 2017 to spring 2018, we will see a 5% gain in the number of highly effective instructional strategies in classrooms.	<a href="#">9 Essential Instructional Strategies</a> , Robert Marzano  Visible Learning, John Hattie  <a href="#">"Teaching English Learners: What the research does - and does not - say,"</a> Claude Goldenberg  <a href="#">Collier &amp; Thomas research</a>  Academic Conversations, Jeff Zwiers  Literacy with an Attitude, Patrick Finn  Depth of Knowledge work of Karen Hess and Norman Webb  AVID research	Teacher professional development feedback	HSD Walkthrough Tool pre- and post-assessment  AVID walkthrough data  SLC Module implementation data	Shared expectations with teaching staff around the use of highly effective instructional strategies and provided professional development to principals on how to support staff and hold them accountable with walkthroughs and structured feedback.	We saw increases across all categories in excess of our goal. We attribute this growth to our sustained focus on the same instructional strategies over time, and our principals' continued efforts to conduct classroom walkthroughs and provide meaningful feedback to teachers.	<b>Status:</b> Met Under the Instructional Framework focus areas of Purpose, Engagement, and Assessment, we observed an increase in each of the identified high-leverage areas: <ul style="list-style-type: none"> <li>● Posted objectives - 5.1 percentage point increase</li> <li>● Language scaffolds - 10.5 percentage point increase</li> <li>● Formative assessment - 10.8 percentage point increase</li> </ul> Avg. increase across categories: 8.8 pct. Pts. <b>Next steps:</b> Keep the targets - focusing on purpose (why), engagement (scaffolds and discourse), and assessment (formative) - and add climate and culture (routines and norms for student learning). Adopt 5Ds as our evaluation tool to align with our instructional framework.