

Commitment Plan STATUS REPORT

FEBRUARY 2020 UPDATE



Academics

01

Continue implementation & support of blended learning using a variety of technology tools to build a deeper understanding of the curriculum



Provide teachers access to a variety of technology tools to help them with an identified task as reported by the Teacher Blended Learning Survey and Commitment Plan Tool

- » 572 staff members have completed the blended learning survey to assess the use of technology tools
- » Many teachers are reporting that they do use a variety of technology tools to deliver classroom instruction



Give students the opportunity to build a deeper understanding of content through a variety of technology tools

- » 6,918 students completed the technology survey to assess student's understanding of content through the use of technology
- » Nearly half of all students report that they are given the opportunity to build a deeper understanding of content through a variety of technology tools



100% of building administrators will implement SAMR professional development for staff

- » All buildings have provided professional development on the SAMR Technology implementation model



100% of buildings will show evidence of classroom lessons at the Augmentation, Modification and Redefinition stages

- » The AIM data collection tool reported that most of our buildings are showing evidence of lessons at Augmentation, Modification, and Redefinition stages



The district will increase the number of blended learning professional development opportunities by 10%

- » 37 sessions offered on Blended Learning, and 1 SAMR session were offered at the fall Hilliard U
- » SAMR is infused into all blended learning PD sessions as coaches emphasize elevating lesson design
- » Edtech Coaches are engaging in Coaching Cycles to help teachers grow



50% of classroom lessons will show a connection to the Blended Learning look-fors as reported on the district [AIM data collection tool](#)

- » The AIM data collection tool reported teachers are implementing a variety of blended learning look-fors in classrooms

STATUS UPDATE KEY






- COMPLETED
- OPERATIONAL
- SIGNIFICANT PROGRESS
- STEADY PROGRESS
- SOME PROGRESS
- NO PROGRESS



Academics



02

Provide fidelity in the data team process to progress monitor student growth and achievement, tailor individual interventions, and personalize instruction for all learners.







- 
 Revise all common pacing guides for social studies in grades K-5
 - » K-5 Social Studies complete
- 
 Create common pacing guides for science in grades 7 and 8
 - » Science teachers in the final review stage of completing pacing guide
- 
 Revise common assessments for math units in grades K and 1
 - » K-5 Social Studies and K-1 Common Math Assessments are complete
- 
 Create common district assessments in grades 6-8 for math and grade 6 ELA
 - » Team will meet in February to create common assessment
 - » Math Grades 6-8 have created common unit assessments and they being implemented
- 
 Increase in the number of Student Success Plans
 - » State tests and Star test results were reviewed and determined students that needed intervention
 - » Schools completed an audit and created success plans for students that were in need. 78 additional success plans completed

03

Personalization through mastery learning.

- 
 The District will review mastery rubrics and investigate the usage in grades 6-8
 - » Mastery rubrics have been reviewed in grades 6-8. It was found that grade 6 has mastery rubrics in all core areas for the entire school year
 - » Grade 7-8 have mastery rubrics in all core areas, but they don't cover the whole school year
 - » Existing rubrics are being used in grades 6-8
 - » Curriculum Department will collaborate to continue mastery design work for grades 7-8 during the second semester
- 
 100% of middle schools will show evidence of mastery rubrics usage in core areas
 - » Coaches have observed the use of rubrics in all core classes grades 6-8 and have collected rubric examples
 - » Assessments were used to identify students' level of mastery in 38% of observations during the month of December
 - » Mastery Rubrics are implemented at the Innovation Campus

STATUS UPDATE KEY

-  COMPLETED
-  OPERATIONAL
-  SIGNIFICANT PROGRESS
-  STEADY PROGRESS
-  SOME PROGRESS
-  NO PROGRESS





Academics

04 Strengthen intervention for all students to ensure targeted instruction from content experts.



Implement evidenced based, individualized and targeted Tier 1, Tier 2, and Tier 3 academic interventions

- » AIM Tool Evidence: 207 submissions showed evidence of Tier 1, 2 interventions
- » Minimum 12 intervention specialists providing Tier 3 intervention lessons (60 hours) for basic reading skills (OG Practicum I & II)
- » 845 Student Success Plans document Tier 1, 2 and 3 interventions occurring across the district



Reading mean Student Growth Percentage (SGP) will be 53 and the math mean SGP will be 54 as measured by STAR assessments

- » STAR Growth Data will be available in February



The district will increase the number of certified Orton Gillingham (OG) teachers to 23 and 66 teachers trained

- » 16 Intervention specialists & general ed. teachers are currently working on OG Practicum II toward certification



Create a district resource database of grades 6-12 evidence-based math and reading interventions

- » Comprehensive audit of READ 180 program
- » Algebra 1 district wide interventions were designed and implemented

STATUS UPDATE KEY

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- SOME PROGRESS
- NO PROGRESS





Interests

05 Increase student engagement and learner agency through innovative programming and lesson design which build on student interests.



Ensure programming is aligned to student interests

- » Naviance Career Cluster Survey given in Middle and High School
- » Students used the survey data to gauge their career clusters and assist in course scheduling
- » Establishing 2019-2020 baseline student data from Naviance and AIM. This will be compared to 2020-21 elective tell If we have elective alignment to student interest
- » AIM data collection tool is collecting data to assess if classroom instruction contains student interests



Expand participation in STEAM related elective courses by at least 5%

- » Baseline data is established based on class enrollment in 2019-2020 school year. Currently STEM STEAM interest is lowest of all career areas
- » Promoted STEM & STEAM to students through a variety of initiatives:
 - » Amazon girls tech day
 - » guest speakers
 - » Chase women in technology, female executives share their career journey with 100 of our female students
 - » Amazon hour of code week, Amazon employees partner with teachers in facilitating coding activities
 - » Creation of Amazon Big Think Space
 - » STEM Field Trip at Columbus State Community College
 - » Cardinal Health with upper elementary coding initiatives
- Expose students to Stem and Steam courses



PK-12 Schools will show evidence of career awareness and exploration instruction as reported by the [AIM data collection tool](#)

- » Naviance scope and sequence followed in grades 6-12
- » 97% of classroom observations show student interest being used in lesson design
- » School counselors are using Naviance career cluster data during upcoming scheduling meetings
- » Career exploration day at all three middle schools in October
- » JRW YOUiversity and Future You at Brown provide interests/career focused programming for K-5 students

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- NO PROGRESS





Interests

06

Teachers and counselors will use Naviance career interest data and career clusters to design personalized experiences within the classroom.



Create lesson plans for grades 3-5 that are aligned to Naviance Career Clusters and the Ohio Department of Education Career Connections Framework



6-8 buildings will show evidence of career awareness and exploration instruction as reported by the AIM data collection tool

- » Tharp Students spent time with Business leaders to learn about careers during Career Exploration Event
- » Middle Schools: Career Exploration day with Dawson
- » Chase, 100 8th grade girls are participating in the CHASE Women in Technology program. Chase executives in finance, marketing, IT, and RnD, share their career journey in Q&A sessions



The district will provide professional development opportunities at Hilliard U for middle level staff

- » Power Hour training sessions in September and October. District Naviance experts visited buildings to provide support with fidelity
- » Professional development provided at Hilliard U in fall and during principal meetings. More sessions to be offered at spring Hilliard U
- » Training provided to all staff on Naviance survey access and how to incorporate career awareness and exploration in lesson plans

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Interests

07 Deepen community partnerships.



Increase partnership touch points by at least 5% (frequency and time in hours)

- » Over 20% increase from last year already
- » Consistent touch points with core partners: AWS, Worthington Industries, Cardinal Health, JPMorgan Chase, Ohio State University, CSCC and Dawson Careers - frequency and hours are on pace to far exceed the 5% goal
- » Syntero, Dots For Tots
- » City of Hilliard partnership with Latham Park science field trips (December 17, 2019 meeting)
- » Dawson Careers presentations to high school business classes
- » Altering Tolles partnership to divert an FTE to the creation of a Construction Tech survey course
- » Worthington Workforce recruitment and increased participation from 2018-2019 school year
- » Worthington Industries Parent Night - December 17, 2019
- » Fidelity to the Coding Initiative Partnership with Cardinal Health



Implement a new BE2TA course and Girls' Tech Day through community partnerships with AWS

- » Successful opening of Think Big Space at The Hub and integration of BE2TA class
- » Served of 350 girls with Girls Tech Day with AWS



The district will increase mentorship opportunities by at least 5%

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Mindset

08

Learning environments will nurture a sense of belonging as a daily practice.



Preschool/elementary buildings will report using responsive classroom or restorative justice principles on a daily basis as reported on the district principal SEL survey

- » Survey will be administered in the spring of 2020



Complete staff sense of belonging survey using Panorama

- » Survey will be administered in the spring of 2020



70% or more of students in grades 3-5, and 55% or more of students in grades 6-12, will respond favorably on the sense of belonging section of the Panorama student survey

- » Fall Sense of Belonging Survey Data was administered. Over 12,000 students completed survey in grades 3-12
- » Grades 3-5 - 65% (up 1% from spring) responded favorably on the sense of belonging section
- » Grades 6-12 - 45% (up 1% from spring) responded favorably on the sense of belonging section



Reduce the student reported gender gap in student sense of belonging on the Sense of Belonging student survey

- » 379 girls participated in the ROX program first semester to foster skills for girls to help navigate life and combat the girls drop in confidence in middle school
- » Girls meet weekly with trained facilitator to develop the life skills
- » Gender gap for Fall Belonging student survey data dropped to 6%

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Mindset

09

Increase mental health awareness and prevention efforts.



Expand professional development on trauma informed care

- » 24 of 24 buildings have completed one hour training on Trauma Informed Care



Increase the number of peer support groups in buildings

- » Developed a task force on developing "Care Groups" in grades 3-6 focused on caring, friendship, and well-being
- » Held three meetings with Task Force on developing care group at all elementaries that would mirror the Hope Squads at the secondary buildings
- » Working to implement in some buildings by spring 2020



The district will increase the number of mental health Student Success Plans

- » Currently providing PD to School Counselors on Risk Assessments
- » Redesigning success plans to make them more user friendly
- » Outside expert provided PD on writing success plans and the importance of confidentiality
- » Task Force has been developed to refine Mental Health Student Success Plans



Increase the number of Title buildings that offer snacks to students

- » Data show that snacks reduce the number of student clinic visits
- » Work with district Treasurer to secure funding from a grant and food services partner to add snacks to additional schools
- » Added JWR, Beacon, Britton, Brown, Crossing, and Horizon to the list of schools are providing snacks 5 days per week

10

Engage and support all staff in personalized leadership skill development.



Provide professional development on the Lead Now framework

- » 100% of schools are providing PD to their staff during monthly staff meetings on Lead Now. 21 out of 24 schools are through 3 out of the 6 Disciplines



Build skills around culture through reinforcing R Factor and modeling district values, beliefs, and outcomes

- » 100% of schools are focusing on building culture, reinforcing R Factor and modeling district VBO's. Building evidence sheets describe specific building-wide activities

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