

# HILLIARD CITY SCHOOLS 2024-27 COMMITMENT PLAN

Hilliard City Schools, in **relationship** with family and community, will provide **rigorous** and **relevant** experiences that ensure that **every student, without exception**, is ready for their tomorrow.

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## Commitments:

- ❖ All students will demonstrate math and literacy benchmarks, readiness skills, and portrait competencies to ensure success from one grade level to the next and through graduation and post-secondary opportunities of their choosing.
- ❖ All students off-track or not meeting grade-level proficiency will be provided evidence-based interventions and responsive supports to ensure a path to proficiency.
- ❖ All students will exhibit the skills and mindsets of critical thinkers, empathetic citizens, purposeful communicators, self-advocates, and resilient learners.
- ❖ All students will personally connect and contribute positively to their learning community.
- ❖ All students will think deeply to learn through a rigorous curriculum, responsive instruction, and intentionally designed learning environments.
- ❖ All students will engage in experiences within and beyond the classroom that integrate curriculum, careers, and interests.
- ❖ All students will have the opportunity to earn 12 industry-recognized credential points and demonstrate proficiency in core subjects to graduate in four years.

## Three-Year Goals:

- ❖ 100% of K, 1, and 2 students will be on track in reading at their grade level based on STAR Early Literacy, Star Reading, and Acadience.
- ❖ 100% of 3rd-10th grade students will demonstrate proficiency or higher on state achievement tests in literacy and math.
- ❖ 100% of 8th-11th grade students will demonstrate proficiency or higher on state achievement tests in social studies and science.
- ❖ 100% of PreK-12 students will have access to and engage in experiences, in and out of the classroom, that integrate curriculum, careers, and student interests.
- ❖ 100% of 7th-12th students will have the opportunity to earn 12 industry-recognized credential points and demonstrate proficiency in core subjects as is reflected in a rating of 4 or more stars on the College, Career, Workforce, and Military Readiness component of the state report card.
- ❖ 100% of students will meet all state-mandated graduation requirements and receive a high school diploma within four years.
- ❖ 100% of students will maintain a satisfactory attendance rate of 95% or better (missing fewer than 10 days per year)

## School Community & Classroom Priorities:

***Relationships with students, colleagues, parents, and the community promote the health, wellness, and learning potential of each individual.***

- ❖ All individuals are safe, cared for, and valued within the community.
- ❖ All members of the learning community proactively incorporate positive behavior supports and the restoration of the community.
- ❖ All environments are designed for the community to collaborate and think deeply together.
- ❖ All staff leverage partnerships that enhance the experiences and assets of students.
- ❖ All staff foster meaningful communication and engagement with families to create a positive, inclusive, accessible experience.

***Rigor integrates researched curriculum and evidence-based practices, that challenge students' thinking in new and interesting ways.***

- ❖ All staff implement Board adopted curriculum that sparks student curiosity and enables them to apply their learning in novel ways.
- ❖ All staff employ instructional practices and learning opportunities that challenge and engage every student with advanced skills and knowledge.
- ❖ All staff utilize formative assessments to monitor the effectiveness of instructional practices and respond to student learning in a timely manner.
- ❖ All staff design for academic achievement and experiential learning that embeds real-world applications and student interests.
- ❖ All staff leverage career-connected and discipline-specific technologies to redefine learning opportunities that allow for collaboration, deep thinking, and application of prior knowledge.

***Readiness ensures that all students have the foundational skills necessary to navigate curriculum learning progressions and access opportunities of interest and graduation success in and beyond the classroom.***

- ❖ All staff provide equitable access to grade-level instruction, personalized support, and resources that result in success for all students.
- ❖ All staff use multiple assessment measures, gather student data, and respond with appropriate classroom interventions and accommodations.
- ❖ All staff leverage culturally and community-responsive practices to identify and respond to all student learning profiles.
- ❖ All staff collaborate using district-wide multi-tiered systems of support to ensure all students are on track for promotion and graduation.

***Relevance empowers students to connect their past, present, and future within the curriculum and learning experiences.***

- ❖ All staff design opportunities for students to demonstrate the skills and mindsets of the Portrait of a Learner Competencies.
- ❖ All staff integrate individuals' unique experiences, perspectives, and personal interests to build a positive learning community.
- ❖ All staff center students' daily lives, communities, families, and culture as part of instructional design.
- ❖ All staff provide opportunities for students to explore future careers and connect learning pathways to their aspirations and interests.
- ❖ All staff ensure students are aware of and develop an appreciation for what they are learning today through integrated, purposeful experiences.