# 2022-2023 HCSD Commitment Plan

HCS Academic Team Presentation
August 22, 2022

## 2021-24 COMMITMENT PLAN

### Ready for Tomorrow

Hilliard City Schools will implement innovative approaches to develop students' academics, interests, and mindset to ensure that *every student, without exception,* is ready for tomorrow.

**Commitments:**
- ❖ **All students** learn through rigorous curriculum design, responsive instruction, and intentionally designed learning environments.
- ❖ All students engage in experiences within and beyond the classroom that integrate their interests and strengths.
- ❖ All students are equipped with the necessary skills and mindsets to personally connect and positively contribute to their community.

**Three-Year Goals:**
- ❖ Students will be physically, intellectually, and socially safe.
- ❖ Students will raise all district component grades to four stars or higher as indicated on the state report card by the end of the 2023-24 school year.
- ❖ Students will access experiences and opportunities aligned to their strengths and interests during and beyond their time in Hilliard Schools.
- ❖ Students will be connected to peers, adults, and the curriculum.

**Instructional Priorities:**
- ❖ Develop and sustain positive, respectful, and caring relationships for everyone throughout our classrooms, schools, and district.
- ❖ Design learning opportunities and environments with regard to students' assets, perspectives, experiences, and culture.
- ❖ Engage students as innovators, critical thinkers, and problem solvers.
- ❖ Implement personalized instruction based on student strengths, needs, and interests.
- ❖ Measure student learning through diagnostic, formative, and summative assessments.
- ❖ Use evidence as part of a cycle of ongoing reflection, feedback, and response.

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## Strategies and Action Steps

**Strategies:**

- ❖ School environments are developed and sustained as places where all are cared for, valued, and respected.

- ❖ Rigorous learning opportunities, educational resources, and social support are accessible to all students.

- ❖ Evidence- and data-based systems of academic, physical, social, and emotional support are used to meet the individual needs of each student.

- ❖ Substantive, specific, and timely feedback is given to support the learning of every student.

- ❖ Student needs are met by analyzing student learning and thinking, anticipating obstacles, and personalization of instruction and intervention.

- ❖ Instructional design reflects students' experience, culture, and developmental characteristics and provides engaging opportunities for students to demonstrate learning and thinking.

### 2022 - 2023

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### Assessment, Feedback, Reflection

| Guiding Questions | District Action Steps | Evidence of Impact |
|---|---|---|
| ❖ What do I need to know about my students? <br><br> ❖ Who are my students as individuals? <br><br> ❖ What do I know about each student as a learner? <br><br> ❖ What do I know about each student's thinking? <br><br> ❖ How do I know this about my students? <br><br> ❖ How do I use feedback to communicate relationship, rigor, and support? <br><br> ❖ How do I create time for students to work on using the feedback to improve their work? <br><br> ❖ What do I do when a student doesn't master the content? <br><br> ❖ How do I create opportunities for enrichment and extension? <br><br> ❖ How do I utilize the RtI process to support students? | *Assessment, feedback, and reflection* <br> ❖ The District will provide ongoing support to principals and staff in utilizing disaggregated data to analyze the progress of student groups and identify instructional priorities to move students forward in their learning. <br><br> ❖ The District will provide ongoing support to principals and staff in designing and implementing effective feedback practices to support student growth and create intellectual and social relationships with students. <br><br> ❖ The District will provide ongoing support to principals and staff in meeting the diverse needs of students through intentional instructional design. <br><br> ❖ The District will provide ongoing support to principals and staff in consistently implementing the RtI process throughout all schools. | **Required For All Buildings With Grades 3-12:** <br><br> ❖ Increase the percent of students who achieve proficiency or above on each Ohio State test by 5%. <br><br> **Required For All Buildings With Grades K-12:** <br><br> ❖ Increase the percent of students on benchmark on the STAR Early Literacy/Reading/Math by _____% from fall to spring of the 2022-23 school year. <br> ➢ *suggested 10-15% or other, justified by your data* <br><br><br> **Choose up to TWO additional Evidence of Impact from the Options Menu based on your student data:** <br><br> ❖ Additional data measure to be monitored. <br><br> ❖ Additional data measure to be monitored. |

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### Designing the Student Experiences and Environment

| Guiding Questions | District Action Steps | Evidence of Impact |
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| ❖ How do I design an intellectually and socially safe environment? <br><br> ❖ How do I integrate content with student strengths and interests to design engaging instruction? <br><br> ❖ How do I integrate students' academic, personal, and social goals in the design of instruction? <br><br> ❖ What practices do I use to engage my students to master standards and skills? <br><br> ❖ How do I ensure that all students see themselves in the curriculum? <br><br> ❖ What are my students doing, and what am I doing? <br><br> ❖ How do I include all learners? | *Environments* <br> ❖ The District will provide ongoing support in developing inclusive communities where all members feel safe, valued, seen, heard, and positively contribute. <br><br> ❖ The District will provide ongoing support in developing practices and routines that reflect a culture of learning in which all learners experience high expectations and high support. <br><br> *Engaging Experiences* <br> ❖ The District will provide ongoing support to principals and staff in designing high-interest experiences that provide students with opportunities to apply deep thinking and solve real-world problems. | ☐ All staff will establish an environment with students that is respectful, supportive, and caring. <br> ☐ All staff will demonstrate consistent regard for student perspectives, experiences, and culture. <br> ☐ Each school will utilize student focus groups to understand the student experience and perspective. <br> ❖ Other data measures to be monitored. <br><br> ❖ All students will have access to and engage in rigorous experiential learning activities. <br> ❖ All 6-12 students will utilize career & interest resources in SchooLinks to increase awareness, explore areas of interest, and provide support in future planning. <br> ❖ All K-5 teachers will regularly integrate opportunities for career awareness and exploration in a variety of professions. Students will see themselves reflected in these career opportunities. <br> ❖ Other data measures to be monitored: <br> ● Prepared for Success Metrics - 12 pt. Credentials, Honors Diploma, Remediation Free ACT/SAT, AP (3 or Higher), CCP (3 + Credits) <br> ● PSAT 10 Data <br> ● Participation Rates - IDC Metrics; Arrow; AP; CCP; Honors; Innovation Campus; Pathway Programming - ex. PLTW, EDU, Mentorship, etc.; Afterschool Enrichment; Tolles, etc. |

# Overview of the Process

❖ Built upon the District's Commitment Plan from 2021 – 2022

➢ Year 2, Digging Deeper

❖ Brought clarity and balance to the student experience with a focus on academics, interests, and mindset.

❖ Reviewed evidence of progress to date

❖ Captured changes to the State evaluation system (****)

❖ Prepared for the Portrait of a Graduate focus: Every student, without exception!

# Progress Monitoring

❖ The Commitment Plan progress of each school was monitored formally three times in the 2021-22 school year which included a review of student data.

❖ Quick Highlights:
➢ Our K Early Literacy Scores were up 13% from the previous year
➢ Our State Assessments showed growth on 18 of 20 tests
➢ We met all of our subgroup increment goals in ELA & Math

❖ We noticed groups of students were showing different achievement gains and participation rates.

# Feedback and Reflection

- We reflected on student and parent feedback through our curriculum review process
  - The power of student focus groups!
  - The impact of parent feedback in the ELA curriculum review.

- We studied what it meant to develop a learning culture and learning partnerships that would prepare all students to be ready for tomorrow.

- We surveyed staff and principals to identify professional development needs and interests regarding district instructional priorities.

# Professional Development
## Instructional Practice Interests

| PRINCIPALS' IDENTIFIED SCHOOL NEED | STAFF IDENTIFIED PERSONAL NEED |
|---|---|
| Assessment, Feedback, and Reflection | Assessment, Feedback, and Reflection |
| Response to Learning | Response to Learning |
| Student Learning Experience | Student Learning Experience |
| Relationships | Relationships |
| Lesson design | Lesson design |

# 2021-24 COMMITMENT PLAN

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**Instructional Priorities:**
- ❖ Develop and sustain positive, respectful, and caring relationships for everyone throughout our classrooms, schools, and district.
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- ❖ Implement personalized instruction based on student strengths, needs, and interests.
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- ❖ Use evidence as part of a cycle of ongoing reflection, feedback, and response.

# Ready for Tomorrow Commitments

## *Every student, without exception*

❖ Has access to rigorous curriculum design, responsive instruction, intentionally designed environments

❖ Engages in learning experiences that integrate their strengths and interests

❖ Is equipped with the skills and mindsets to connect and contribute to their community

# If We Focus on Our Commitments..

❖ Students will raise all district component grades to four stars or higher as indicated on the state report card by the end of the 2023-24 school year.

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❖ Students will be connected to peers, adults, and the curriculum.

# Instructional Priorities

❖ (Relationships) Develop and sustain positive, respectful, and caring relationships for everyone throughout our classrooms, schools, and district.

❖ (Lesson Design) Design learning opportunities and environments with regard to students' assets, perspectives, experiences, and culture.

❖ (Student Experience) Engage students as innovators, critical thinkers, and problem solvers.

❖ (Response to Learning) Implement personalized instruction based on student strengths, needs, and interests.

# Instructional Priorities

❖ (Assessment, Feedback, Reflection)Measure student learning through diagnostic, formative, and summative assessments.

❖ (Assessment, Feedback, Reflection) Use evidence as part of a cycle of ongoing reflection, feedback, and response

# Strategies and Action Steps

**Strategies:**

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**2022 - 2023**

# Our Strategies

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# Guiding Questions

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❖ What do I need to know about my students' thinking?

❖ How do I include all learners?

❖ How do I integrate students' academic, personal, and social goals in design of the instruction?