



2021-24 COMMITMENT PLAN

Board of Education Work Session
February 28, 2022

2021-2024 District Commitment

Hilliard City Schools will implement innovative approaches to building students' academics, interests, and mindset, increase student achievement, and strengthen well-being, as measured by state and local assessments, to ensure students are ready for tomorrow.



HCSD Three Year Goals

Raise the district's Achievement, Progress, Improving K-3 Readers,
and Prepared for Success component grades to a
**B or better as indicated on the state report card by the end
of the 2023-24 school year.**



HCSD Three Year Goals

Increase students' sense of belonging, as measured by the Panorama student survey to **at least 80% of students responding favorably to the sense of belonging questions.**



Achievement SMART Goals

Increase the number of students on benchmark for STAR reading and math by 10%.

STAR Reading/Math - Percent of students on Benchmark

Historical correlation between HCSD students on benchmark on STAR tests passing the corresponding State Tests



Achievement SMART Goals

Earn an 80% on the performance index measure on the Achievement Component of the state report card.

State Report Card - Performance Index Percentage

Measures learner achievement at all levels - ability to maximize the potential achievement level of all students



Achievement SMART Goals

Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.

State English Learner Proficiency Assessment (OELPA)

Overall proficiency status levels (emerging, progressing, proficient)

Measures students' English language acquisition

5 years of historical data





Panorama Surveys

- ❖ *Staff Survey* - 3 years of historical staff responses for educating all students (diversity, equity, & inclusion)
- ❖ *Student Diversity, Equity, & Inclusion Survey* - 1.5 years of historical student responses for grades 6-12 (added grade 5 last year)

Well-Being SMART Goals

Diversity Equity & Inclusion (choose one)

- ❑ Increase staff's strategies for responding to current events and cultural issues by 10% as indicated on the 2022 Panorama Staff Survey.
- ❑ Increase students' cultural awareness by 15% as indicated on the 2022 Panorama Student Equity and Inclusion survey.



Panorama Surveys

- ❖ 5 years of historical student responses for grades 3-12 on sense of belonging
- ❖ Added staff student relationship questions at 6-12 last spring

Well-Being SMART Goals

Social Emotional Learning (SEL) (choose one)

- ❑ Increase student relationships with staff by 10% as indicated on the Panorama student survey.
- ❑ Increase peer to peer relationships by 10% as indicated on the Panorama student survey

District Priorities for 2021-22



Refine **quality instruction and learning experiences** provided to all students.

Implement the revised **response to intervention framework** across the district.

Improve school culture and communities through **restorative and culturally responsive practices**.

Improve students' mastery of **phonics, informational, and complex texts**.

Improve **English Language Learners'** language acquisition and achievement.



2021-22 Building Commitment Plan Process

- Review building data & existing resources
- Select goals and priorities
- Develop actions steps and progress measures
- Identify support and resources needed
- Share the school commitment plan

2021-22 COMMITMENT PLAN	
Ready for Tomorrow	
School/Department: _____	
GOALS	
Achievement SMART Goal: (All schools) <ul style="list-style-type: none"> <input type="checkbox"/> Increase the number of students on benchmark for STAR reading and math by 10%. <input type="checkbox"/> Increase the number of EL students who improve their Proficiency Status on OELPA by 5%. <input type="checkbox"/> Earn an 80% on the performance index measure of the state report card's Achievement Component. 	Well-Being SMART Goals: DEI (choose one) <ul style="list-style-type: none"> <input type="checkbox"/> Increase staff's strategies for responding to current events and cultural issues by 10% as indicated on the 2022 Panorama Staff Survey. <input type="checkbox"/> Increase students' cultural awareness by 15% as indicated on the 2022 Panorama Student Equity and Inclusion survey. SEL (choose one) <ul style="list-style-type: none"> <input type="checkbox"/> Increase student relationships with staff by 10% as indicated on the Panorama student survey. <input type="checkbox"/> Increase peer to peer relationships by 10% as indicated on the Panorama student survey.
Building Priorities and Data Driven Rationale	
What is working well (structures, resources, staffing) in your building that you plan to continue to support this commitment plan?	



2021-22 Building Commitment Plan Timeline

- **Commitment Plan Creation** - July-August 2021
- **Review with District Leaders** - September 13 - October 1
 - *Building principals share their commitment plan with district leaders during an in-person meeting at Central Office.*
- **Instructional Rounds** - November 2021
- **Mid-Year Review/Instructional Rounds** - February/March 2022
 - *Building principals update district leaders on the status of their commitment plan goals based on mid-year data.*
- **End of Year Review** - June 2022
 - *Building principals share final data review of commitment plan goals and reflect on goals for the following school year.*

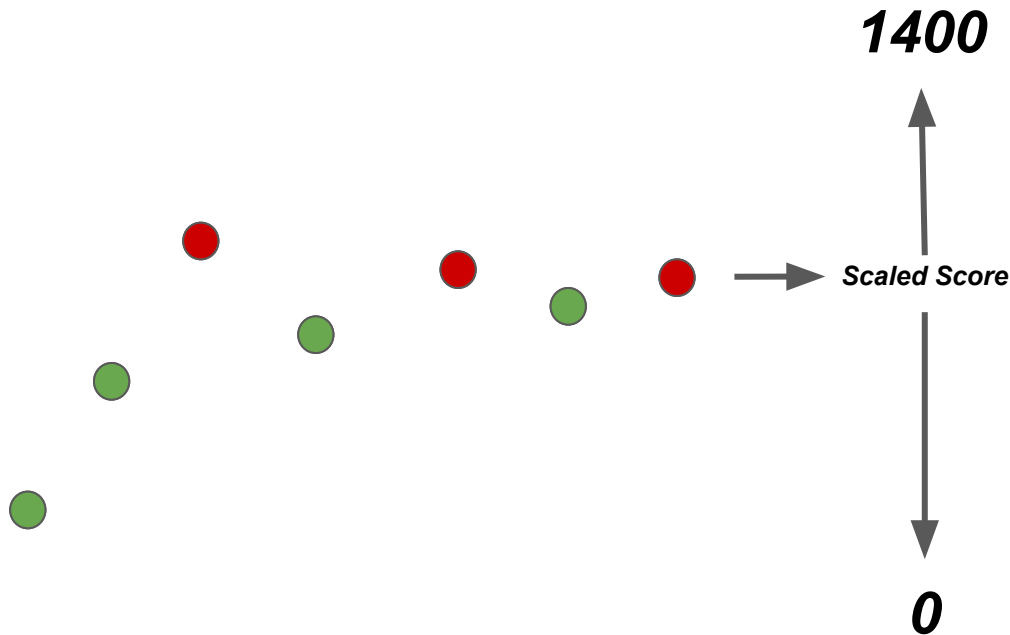
ADDITIONAL SUPPORT
Consider the reflective questions below when developing your plan. Beyond the general district provided support in the areas below, what are the potential implications that will need to be considered and what additional needs exist?
(Only fill in the space where additional district support is requested)

COMMUNITY COMMUNICATION IMPLICATIONS & NEEDS (Shane Raterman) What key messages will need to be communicated? Which stakeholders will need to be involved, how, and when?	EQUITY IMPLICATIONS & NEEDS (Molly Stiel) Who is positively and potentially negatively impacted by this plan? How will equity be ensured? What additional support will be needed?	CURRICULUM IMPLICATIONS & NEEDS (Cari Ford, Sam Johnson and Leah Higginbotham) How will teaching and learning need to be adjusted? What additional curricular supports are needed?
PROFESSIONAL DEVELOPMENT IMPLICATIONS & NEEDS (Mindy Wozniak) What additional professional development will be needed to reach specific goals? When and how will the PD be provided?	DATA IMPLICATIONS & NEEDS (Molly Wiles) How will data teams be used to support reaching specified goals? What additional support will be needed?	PERSONALIZATION/INNOVATION IMPLICATIONS & NEEDS (Mark Tremeau) How will personalized instruction continue to be fostered? What additional support will be needed?
SPECIAL EDUCATION IMPLICATIONS & NEEDS (Cristina Cuthary) How will special education be impacted? What additional support will be needed?	ENGLISH LANGUAGE LEARNER IMPLICATIONS & NEEDS (Cari Ford, Eric Cuthary, Joe Burt) What adjustments will need to be made to increase EL acquisition and achievement? What additional support will be needed?	WELLNESS IMPLICATIONS & NEEDS (Hae Alkham, Molly Wiles) How will improved relationships and increased cultural awareness be fostered? What additional support is needed to reach the Wellness goals?
TECHNOLOGY IMPLICATIONS & NEEDS (Rick Bortner, Mark Pohlman) How will instructional technology be used to reach the goals? What additional IT support will be needed?	FINANCIAL IMPLICATIONS & NEEDS (Brian Wilson, Anita Dallag) What is the estimated cost of the funds/resources needed to reach specified goals? How will the costs be covered?	OTHER IMPLICATIONS & NEEDS



STAR Scaled Score

- STAR is an **adaptive** test, which means the test adjusts based on the student's answers
- The **STAR Scaled Score** can be used to compare student performance over time and across grade levels
 - Ideally, this score should increase with each test administration

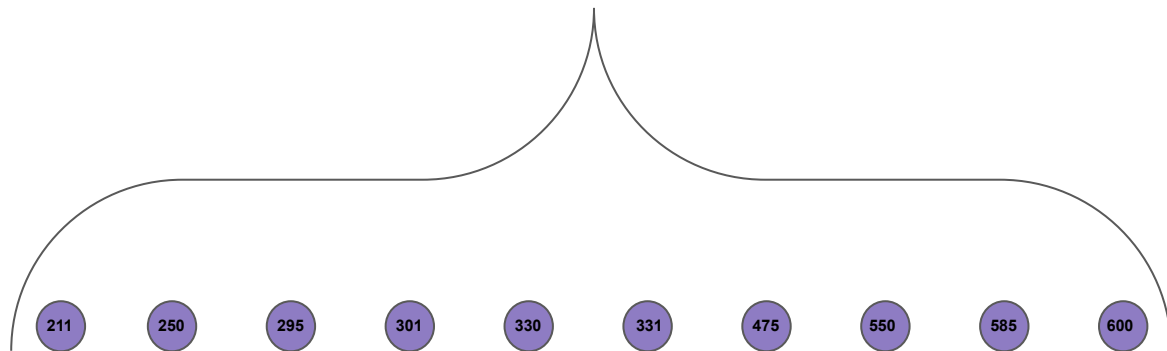








STAR Percentile Rank

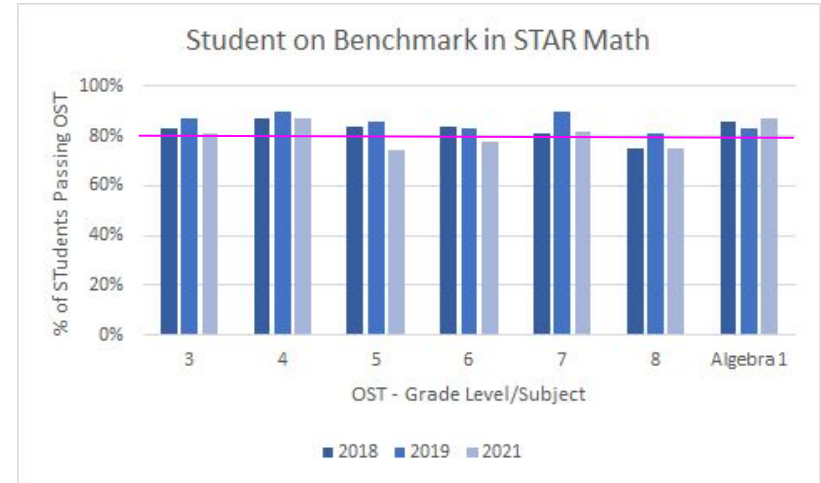
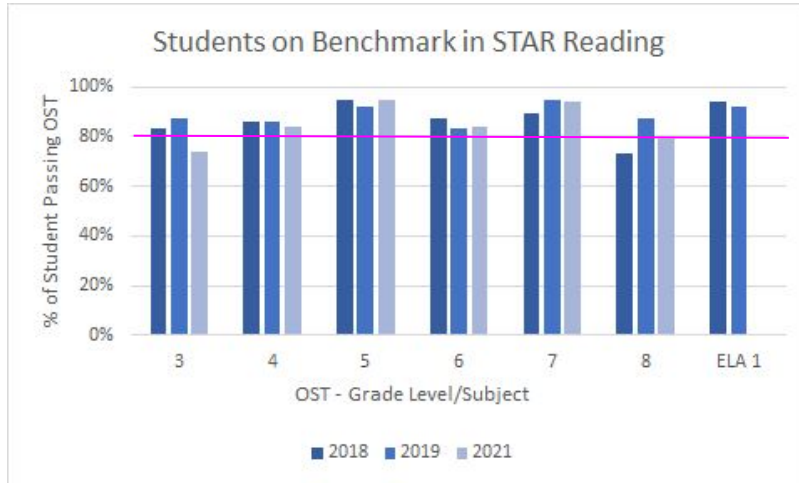
- STAR uses national percentile rankings to establish score classifications

Scaled Scores for 4th Graders Nationally



-  Urgent Intervention: 1st-9th percentile
-  Intervention: 10th - 24th percentile
-  On Watch: 25th - 39th percentile
-  On Benchmark: 40th+ percentile

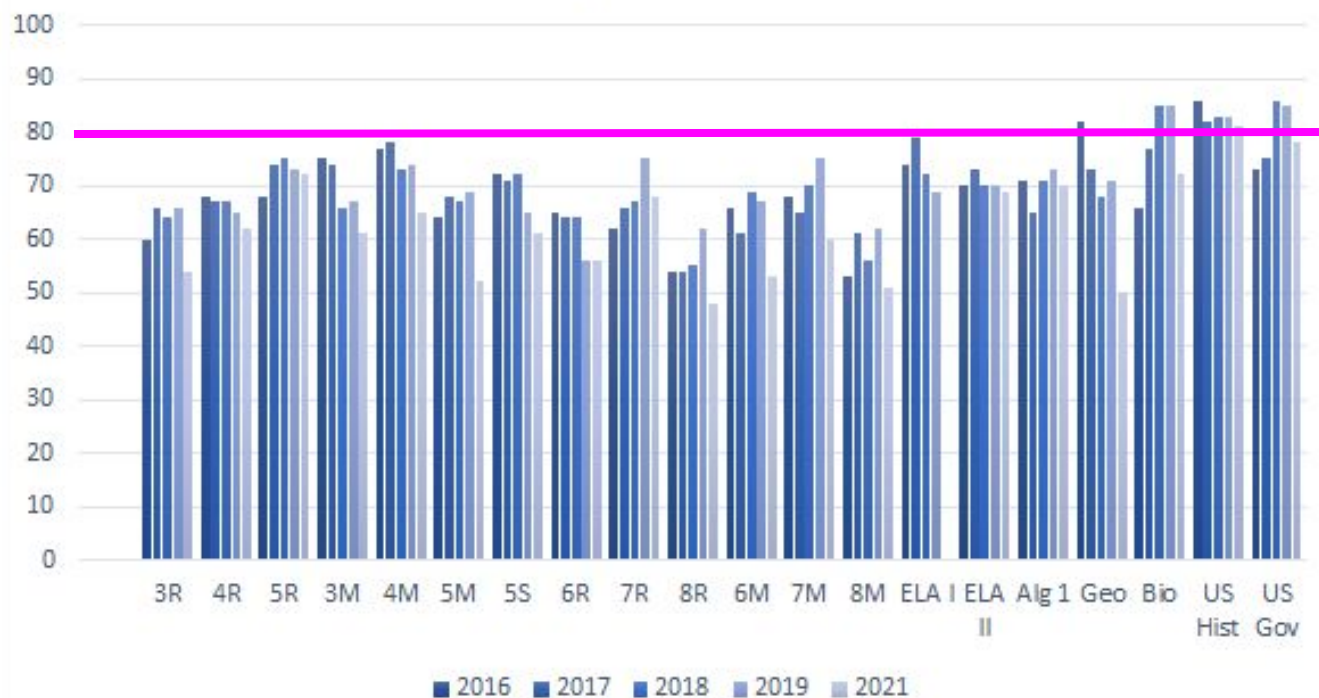
HCSD Students' Historical STAR Correlation to Ohio State Assessments



**HCSD historical data shows, students who reach “On Benchmark” have an 80% or greater chance of being proficient on Ohio Achievement tests*



State Test Report Card Indicators



Achievement SMART Goals

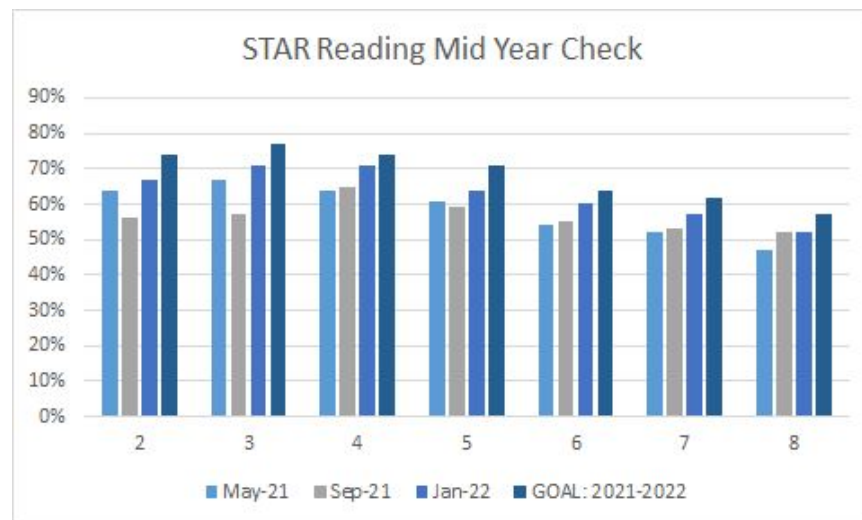
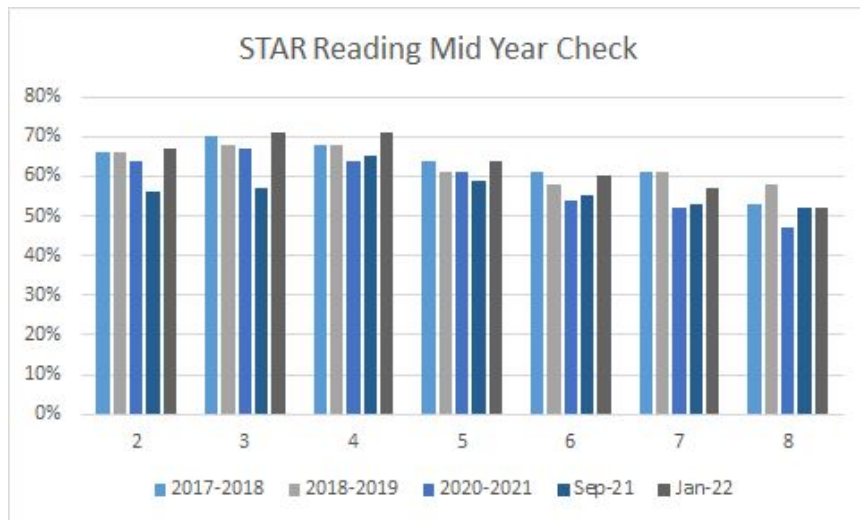
Increase the number of students on benchmark for STAR reading and math by 10%.

STAR Reading/Math - Percent of students on Benchmark

Historical correlation between HCSD students on benchmark on STAR tests passing the corresponding State Tests



Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%



**Previous School Year Scores are Spring/End of Year Scores*

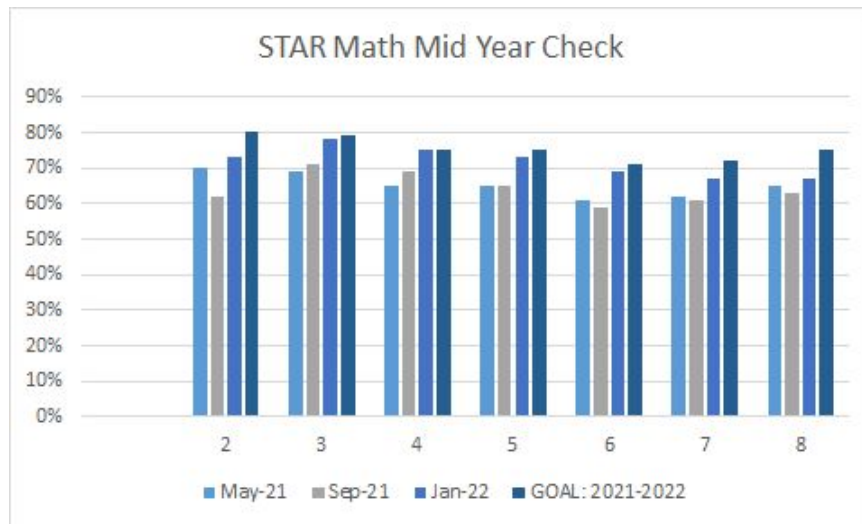
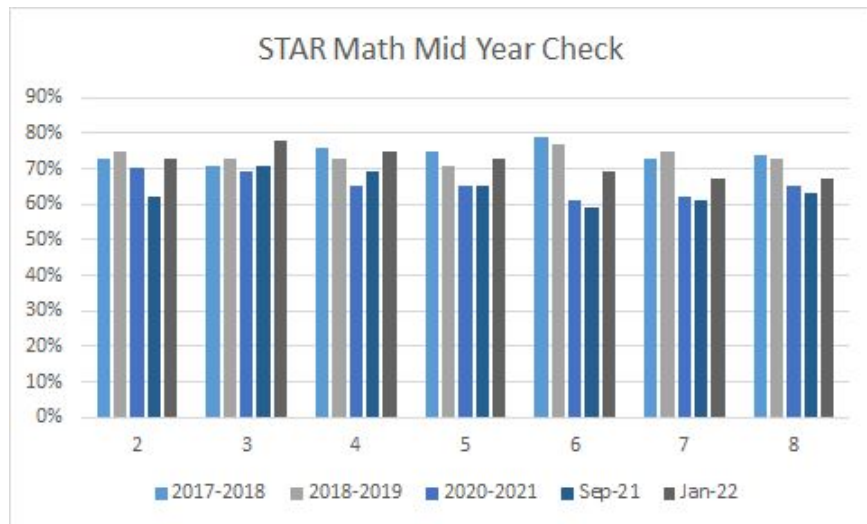


Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

STAR Reading - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	64%	56%	67%		74%
3	67%	57%	71%		77%
4	64%	65%	71%		74%
5	61%	59%	64%		71%
6	54%	55%	60%		64%
7	52%	53%	57%		62%
8	47%	52%	52%		57%



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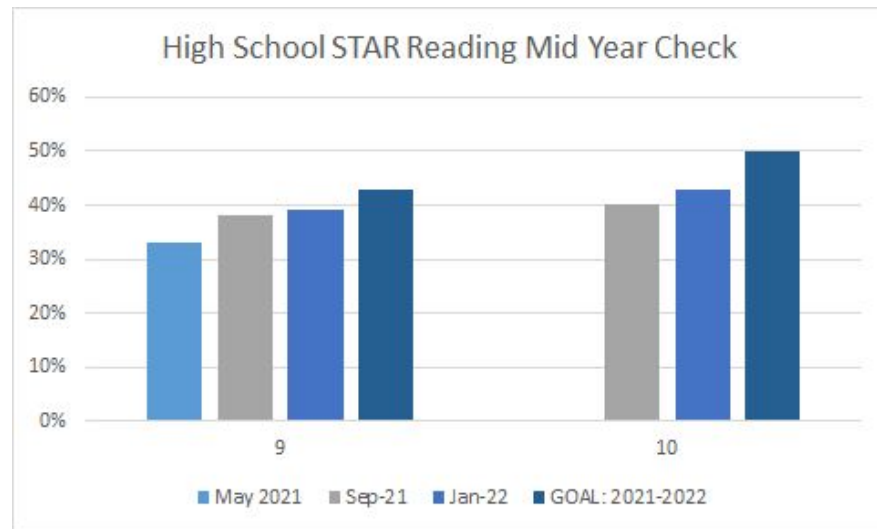
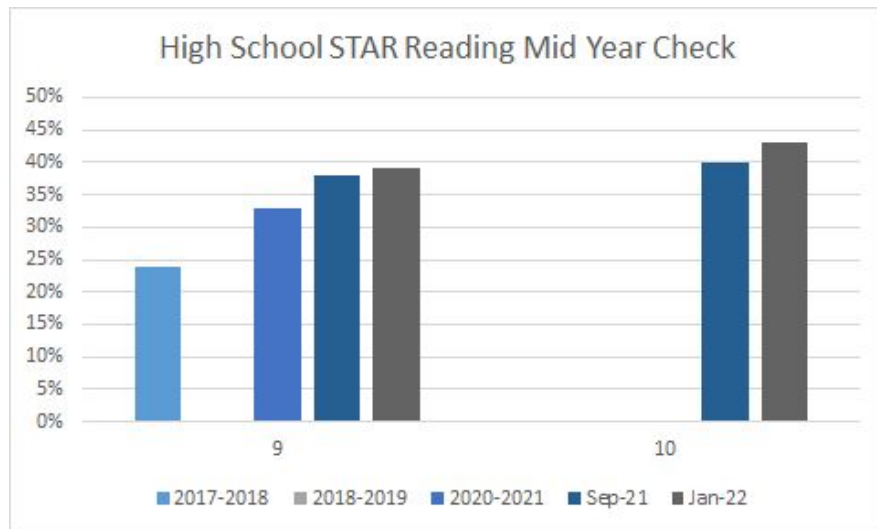


Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

STAR Math - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
2	70%	62%	73%		80%
3	69%	71%	78%		79%
4	65%	69%	75%		75%
5	65%	65%	73%		75%
6	61%	59%	69%		71%
7	62%	61%	67%		72%
8	65%	63%	67%		75%



Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%



**High School Honor's Classes Do Not Take STAR Assessments*



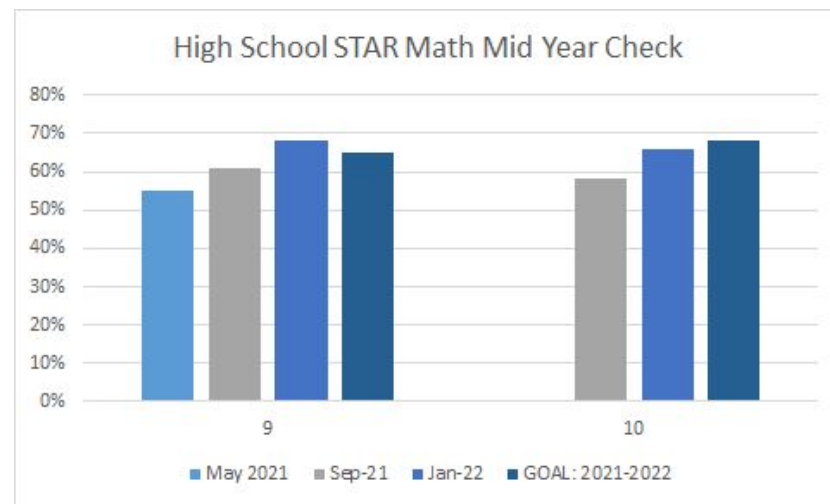
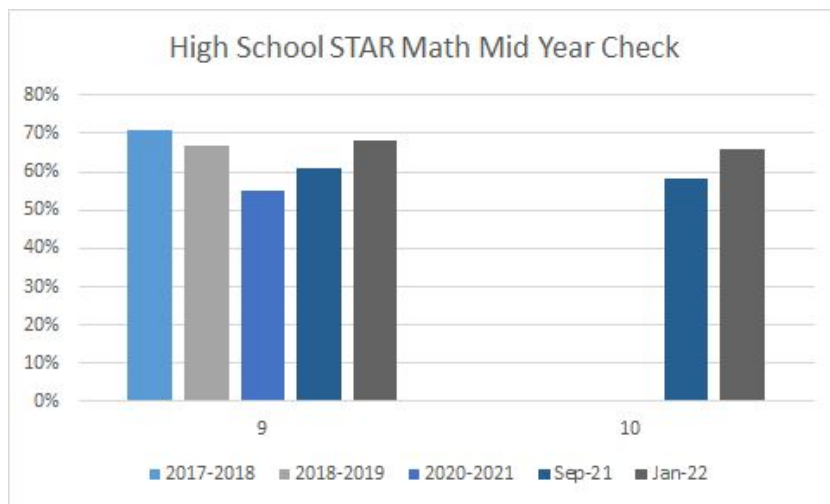
Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

STAR Reading - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	33%	38%	39%		43%
10	N/A	40%	43%		50%

**High School Honor's Classes Do Not Take STAR Assessments*



Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%



**High School Honor's Classes Do Not Take STAR Assessments*



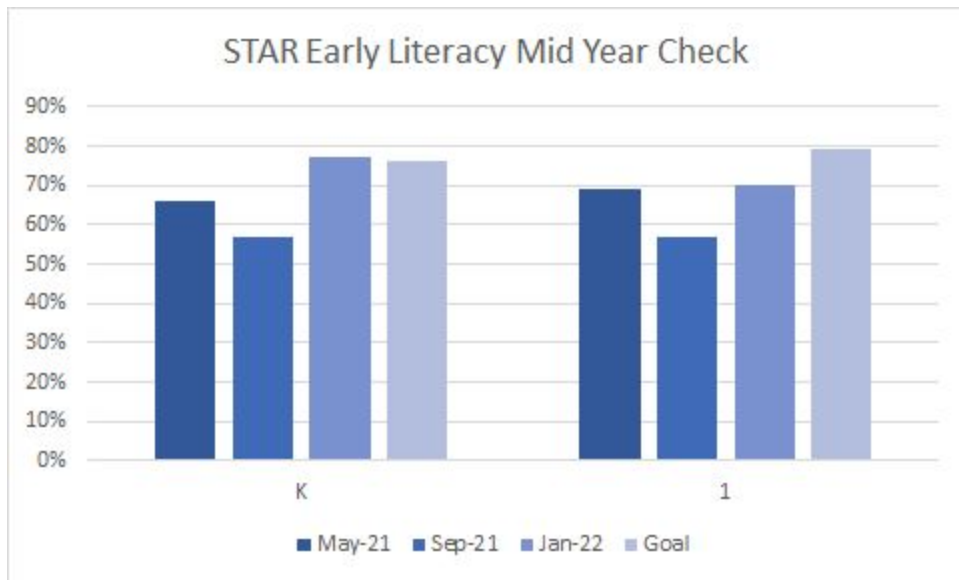
Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

STAR Math - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
9	55%	61%	68%		65%
10	N/A	58%	66%		68%

**High School Honor's Classes Do Not Take STAR Assessments*



Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

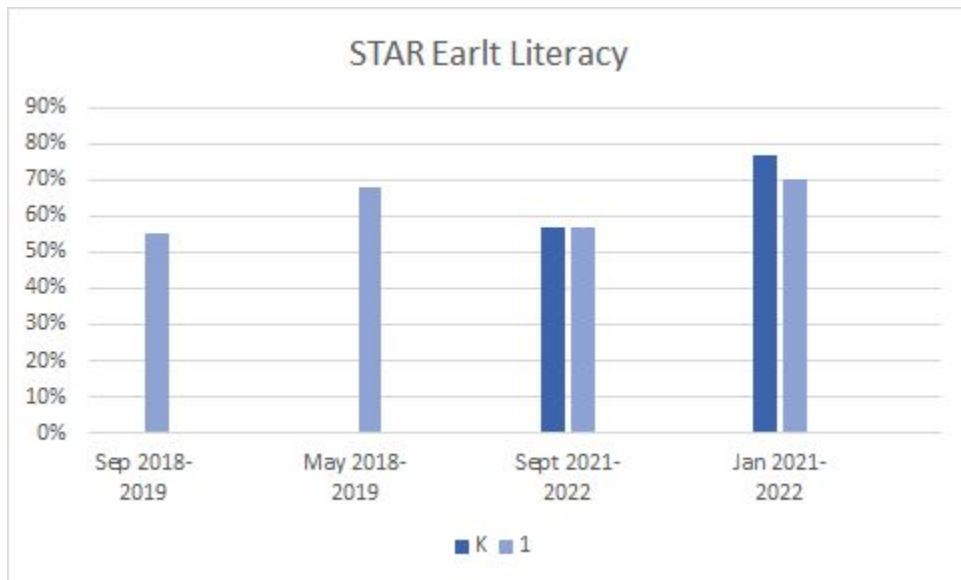


Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%

STAR Early Literacy - % on Benchmark					
Grade	May 2021	September 2021	January 2022	May 2022	GOAL: 2021-2022
K	66%	57%	77%		76%
1	69%	57%	70%		79%



Commitment Plan Goal: Increase the number of students on benchmark for STAR Reading and Math by 10%



STAR Early Literacy - % on Benchmark				
Grade	Sept 2018 - 2019	May 2018 - 2019	Sept 2021 - 2022	Jan 2021 - 2022
K			57%	77%
1	55%	68%	57%	70%



Achievement SMART Goals

Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.

State English Learner Proficiency Assessment (OELPA)

Overall proficiency status levels (emerging, progressing, proficient)

Measures students' English language acquisition

5 years of historical data



Commitment Plan Goal: Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.



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	EL STAR Sept 2021***	EL STAR Jan 2022	EL STAR May 2022
% Needing Urgent Intervention	45% (500)	45% (506)	
% Needing Intervention	16% (180)	17% (194)	
% On Watch	11% (121)	11% (121)	
% Proficient	9% (101)	14% (156)	
% No Score	21% (230)	12%(137)	



Commitment Plan Goal: Increase the number of EL students who improve their Proficiency Status on OELPA by 5%.

Improvements (222 - 25%)

September	January			
	Yellow	Blue	Green	No Score
RED (500)	15% (75)	4% (20)	2% (10)	7% (35)
Yellow (180)		30% (54)	9% (16)	3% (5)
Blue (103)			46% (47)	0%
Green (101)			77% (78)	1% (1)



Next Steps:

- Currently OELPA Testing
- State Testing Grades 3-12 in April
- Spring STAR Testing in May
- Compile All Data Points in June





Ready for Tomorrow
