HCSD Coherence Document 2021-22 Goals, Priorities & Action Steps

October 13, 2021
HCSD Board Presentation

Goal: A desired result that a group of people envision, plan, and commit to achieve in 3-5 years.

Priority: An action that is more important than other actions or things. An area of focus.

Action Step: A well defined description of what will take place to reach the desired goal.

Definition of Terms/Acronyms

- **MTSS** - Multi-Tiered System of Support - MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the **alignment of systems** necessary for all students' academic, behavioral, and social success.

- **UDL** - Universal Design for Learning - An MTSS-aligned framework to understand lesson design and instruction that is aimed at designing lessons for the wide range of learners in any given classroom. UDL is based on the following main ideas:
  - Learner variability is the norm, not the exception
  - Expert learning is the goal
  - Problems are in the environment, not in the child

  Universal design for learning (UDL) is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs. Grounded in research of learner differences and effective instructional settings, UDL principles call for **varied and flexible ways** to ● Present or access information, concepts, and ideas (the "what" of learning), ● Plan and execute learning tasks (the "how" of learning), and ● Get engaged—and stay engaged—in learning (the "why" of learning) **UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities. (**Source: https://www.cast.org/impact/universal-design-for-learning-udl**)**

Definition of Terms/Acronyms

- **SEL** - Social-Emotional Learning -Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Source: https://casel.org/what-is-sel/)
- **Professional Growth** - the growth that occurs when a professional learns something new by putting learning into practice; different from Professional Development that is provided to staff. PD can happen without PL happening.
- **Professional Learning Communities** - an ongoing process in which educators work **collaboratively** in recurring cycles of collective inquiry and action research(learning by doing) to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.Examples: Grade Level PLCs, Department PLCs, Job Alike PLCs. (Source: https://www.allthingsplc.info/about)

Definition of Terms/Acronyms

- **School Plans for Student Achievement**
  - SPSAs should be aligned with the HCSD Goals and Priorities for the 2021-2022 school year. They should also be aligned with the LCAP.
- **Diversity, Equity, and Inclusion**
  - **Diversity** is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been-and remain- underrepresented among practitioners in the field and marginalized in the broader society.
  - **Equity** is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.
  - **Inclusion** is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group. (Source: https://dei.extension.org/)

HCSD Goals and Priorities over Time

2018

- Students Learning at their Full Potential
- Professional Learning for All Staff
- Providing Safe, Welcoming and Innovative Learning Environments

Effective Classroom Teaching and Learning
Collaboration at all Levels of the Organization
Social-Emotional Learning and Development

2019

- We will define innovation for HCSD, and as educators, engage students with innovative learning experiences
- We will focus on the academic, social-emotional, and physical needs of our students
- We will develop comprehensive professional growth plans for all staff focused on research-based, responsive, and innovative teaching and learning methods
- We will provide our students with flexible learning spaces and responsive learning environments
- We will ensure that every student has the opportunity to experience beneficial risk-taking and productive struggle

Innovation
Instructional Practices
Multi-Tiered Systems of Support

HCSD Goals and Priorities over Time

2020

- We will adopt <u>Diversity, Equity, and Inclusion</u> practices that promote a greater sense of belonging for our students, creating a positive change in the world.
- We will focus on the academic, social-emotional, and behavioral needs of our students through Multi-tiered Systems of Support
- We will develop comprehensive professional growth plans for all staff focused on instructional practices that are research-based, responsive, and innovative.
- We will provide our students with flexible learning spaces and responsive learning environments
- We will ensure that every student has the opportunity to experience beneficial risk-taking and productive struggle

Health, Safety and Well being of our Community
Diversity, Equity and Inclusion Practices
Instructional Practices for Remote and In-Person Learning

2021-22 HCSD Goals and Priorities

2021
- Focus on the academic, social-emotional, and behavioral needs of our students through Multi-Tiered Systems of Support, (MTSS) Universal Design for Learning (UDL) and a lens of Diversity, Equity, and Inclusion (DEI)
- Develop comprehensive professional growth plans for all staff focused on research-based, responsive, and innovative instructional practices
- Provide our students with flexible, safe, and up-to-date learning spaces and environments

Health and Wellness for Students/ Educators (Goals #1 and #2)
Operationalize MTSS- systematic and district-wide alignment (Goal #1, #2)
Build Universal Design for Learning (UDL) awareness as an instructional practice framework (Goals #1, #2 and #3)

2021-22 HCSD Priorities and Action Steps

Health and Wellness for Students/ Educators
(Goals #1 and #2)

- Review Spring 2021 California Healthy Kids Survey by school sites and district-wide; identify celebrations and focus areas; readminister survey in January 2022
- Develop and define Tier 1 SEL curriculum/practices
- Plan and begin implementation of SEL curriculum
- Curate and provide resources to staff to support student and staff health and wellness through a Health and Wellness Padlet or other resource
- Embed Health and Wellness learning into curriculum and PD/meetings throughout the year
- Identify culturally responsive practices that support student/staff social/emotional health and wellness

2021-22 HCSD Priorities and Action Steps

Operationalize MTSS- systematic and district-wide alignment
(Goals #1 and #2)

- Curate and develop MTSS Padlet/Hyperdoc to provide resources to staff
- Define Tier 1, 2, 3; develop entry and exit criteria for each tier; develop plan for documenting movement between tiers; define progress monitoring procedures
- Decide on one communication tool for all things MTSS
- Build a balanced district-wide learning team to work in consultation with Branching Minds to develop HCSD's MTSS playbook
- Develop Professional Learning Communities as a core collaboration structure
- Identify resources in HCSD to support systematic district-wide alignment and structures; decide upon and implement systems
- Embed MTSS learning into instructional practices and PD/meetings throughout the year
- Complete curriculum adoption for elementary science and social studies
- Deepen understanding of culturally and linguistically responsive and inclusive teaching practices

2021-22 HCSD Priorities and Action Steps

Build Universal Design for Learning (UDL) awareness as an instructional practice framework (Goals #1, #2 and #3)

- Provide ongoing professional development on UDL to all staff
- Connect the throughline between learning environments and UDL
- Highlight how UDL supports student voice and choice; why it matters
- Understand how UDL acts as an Instructional Practice and Design framework and is aligned/connected with MTSS
- Embed UDL learning into instructional practices and PD/meetings throughout the year
- Identify ways in which UDL supports connectedness, inclusion, and student learning outcomes in HCSD

Questions, Comments & Feedback