



**HANFORD JOINT UNION HIGH SCHOOL DISTRICT**

*Preparing Today's Students for Tomorrow's World*

## MISSION

The Mission of HJUHS D is to provide a positive learning environment that fosters academic and extra-curricular achievement, social-emotional well-being, and the life skills necessary to allow our students to thrive within our community and make our community thrive.

## CORE BELIEFS

**WE BELIEVE**

- ⇒ all students can learn at high levels.
- ⇒ all students thrive in an equitable educational environment.
- ⇒ inspired and well-rounded students can achieve academic excellence.
- ⇒ creating and maintaining healthy relationships with all students, staff, families, and the community fosters a positive school culture.
- ⇒ collaborating with families and the community to educate our students allows us to achieve our goals.
- ⇒ focusing on academic, behavioral, and social-emotional support leads to individual student success.
- ⇒ a commitment to equity ensures diversity and individuality.
- ⇒ in providing a caring, safe, and supportive culture that focuses on respect for all students, staff, families, and community.
- ⇒ in accountability from our students, staff, and families.
- ⇒ we are better together.

## DISTRICT FOCUS AREAS 2021-2022

### Multi-Tiered System of Supports (MTSS)

HJUHS D will continue to focus on overall academic achievement by further developing and expanding our work to create a districtwide Multi-Tiered System of Supports (MTSS). The focus areas for all sites this year include:

1. Training in the MTSS model and development of shared understanding of how RTI is a Multi-Tiered System of Supports.
2. Added support for credit recovery, learning loss mitigation, and Independent Study options.
3. Training and coaching in RTI, Tier 1 instructional strategies to ensure students are receiving the best "First Instruction" possible in all academic areas from core to CTE to reduce the need for interventions.
4. Increase administrative visibility in classrooms during regular instruction.
5. Continued refinement and dissemination of a tiered discipline model with focus on:
  - clear and shared behavioral expectations within the classroom and campus-wide (Tier 1),
  - articulating those expectations to students and parents regularly,
  - developing and utilizing Tier 2 interventions and supports for students who require assistance.
6. Development of a tiered social-emotional support and intervention model with focus on:
  - embedding Social-Emotional Learning (SEL) into regular instruction,
  - ensuring staff, students, and parents are aware of the supports that are available,
  - creating a model for Tier 2 early detection, intervention, and monitoring to mitigate crises (Tier 3) interventions.

### COMMUNICATION & MARKETING

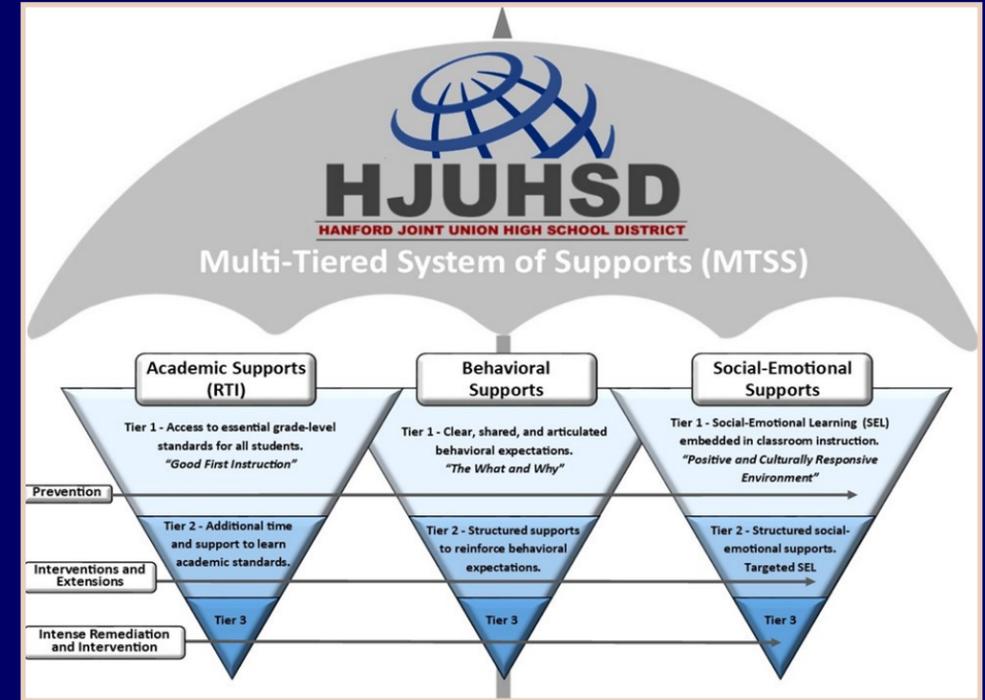
HJUHS D will continue to focus on all facets of communication between all district stakeholders by:

1. Further developing and implementing internal communication protocols with a focus on transparency, efficiency, and accountability.
2. Ensuring staff, students, parents, and the community have ease of access to district and school staff with a focus on transparency, timely response, and resolution.
3. Increased parent and community outreach by the district and schools to increase parent involvement and input.
4. Continuing to use and explore all forms of media designed for communication.
5. Continuing training and implementation of Parent Square.
6. Marketing district and school programs and accomplishments regularly through a variety of mediums including the website, social media, print media, video, and through participation and visibility at school and community functions.

### FACILITIES & GROUNDS

HJUHS D will continue to focus on improving the overall aesthetics of our facilities and grounds, including athletic fields, to better serve our students, staff, parents and community.

1. Reorganization of grounds staff to most effectively service all areas and provide dedicated and consistent service to each site.
2. Assessment of irrigation design, set-up and schedule with adjustments and repairs made as needed as well as schedules for seeding, fertilizing and downtime.
3. Establish communication protocols between site administration, coaches, grounds and maintenance.
4. Update schedule for maintaining site aesthetics including painting, signs, logos, rodent control, flowerbeds, and walkways.
5. Facility upgrades to Neighbor Bowl and general safety upgrades to include lighting of additional athletic fields and speed deterrents within campuses.



### HANFORD ONLINE CHARTER

HJUHS D will focus heavily on Hanford Online Charter (HOC) with a specific goal of further program development, marketing, and branding the school. Increase our outreach to students who have left the district in an effort to significantly expand the school and retain HJUHS D students within the district. We will continue to market HOC as an option for students and parents as we exit the COVID-19 Pandemic.

### SCHOOL SAFETY

HJUHS D will continue to revise and implement the District and Schools' Safety Plan in an effort to better protect students and staff from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents) and to provide a safe and healthy learning environment for our students and staff. This will be revised and completed by March 1, 2022 through collaboration with the District's Safety Committee. The district will further focus on school safety with the addition, training, and monitoring of programs, software, and equipment including:

- School Resource Officers (SROs)
- Development of a Safety Plan Summary or Quick Reference Guide
- Raptor (Emergency Response Program)
- Stop-It (Bullying and Incident Reporting System)
- New clocks, bells, and paging systems
- Cyber Threat and Disaster Recovery Plan
- COVID-19 Safety Plan

### DATA

HJUHS D will increase its capacity to make data-based decisions by:

1. Continuing to evaluate our existing data system's capabilities.
2. Further training in our data systems and appropriate data entry with a particular focus on Aeries Analytics to build internal capacity of users.
3. Building district capacity to extract appropriate data reports along with analysis of those reports to guide instruction in a more timely and relevant manner.