



# Systemic Instructional Review (SIR) Priorities At a Glance

## SIR Background

The Systemic Instructional Review (SIR) was initiated to address multiple years of underperformance among various student groups within Hayward Unified School District (HUSD). As a result, the district received intensive support to identify and implement strategies for systemic improvement. The full report is available [here](#).

## Community Engagement with the SIR Recommendations

The SIR recommendations were presented to the Board, emphasizing the importance of transparency and collaboration in shaping the district's path forward. View the Board presentation [here](#).

## SIR Recommendations Prioritization Process

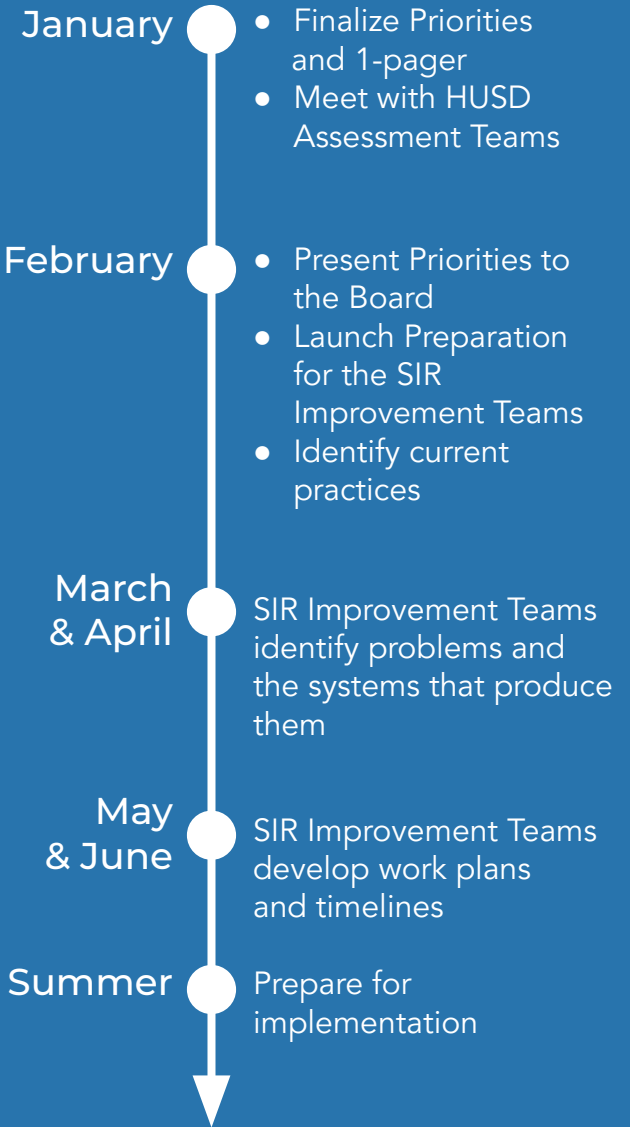
We presented the findings to multiple groups that participated in the input phase of the district review and collected feedback on priorities from:

- Labor Partners-HEA/SEIU/AEOTE
- Cabinet, Administrators
- District Advisory Committee and Parents

## Equity Frame for the Priorities

HUSD recognizes that equity, including anti-bias and anti-racism (AB/AR) work, is essential to achieving systemic improvement, and supports access and opportunities for our students. AB/AR is a critical equity lens for selecting and implementing the initial priorities, focusing on academics, data, and the use of data to drive and reflect on the impact of our district initiatives and improvement strategies.

## SIR Timeline 2025



## Priorities from SIR Recommendations

### Academics

Focus on academic instruction by implementing district wide professional development for teachers, emphasizing best first instruction. This includes site-based follow-up using a walkthrough observation tool to measure the impact on schools and teachers.

### Data Assessment

Identify and use common content assessments across schools and classrooms. Integrate continuous improvement and cycles of inquiry when collaborating, analyzing data for shifts in instruction, and developing site interventions.

### Use Data to Drive District Operations

Develop a district system for collecting and using student academic and social-emotional data to support instruction, setting goals, and identifying students for interventions and programming.

