

Harrison Parkway Elementary

School Improvement Plan

2023-2024



School Improvement Plan Committee

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Brandy Wilkinson	Teacher
Angie Bender	Teacher
Kelly Mikels	Teacher
Angie Hampton	Teacher
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Tally Loper	Equity Coach/Teacher
Missy Lowstetter	Parent
Carla Sklorenko	Parent

Hamilton Southeastern Schools serves over 21,000 students in pre-kindergarten through 12th grade. We provide a student-driven, academically challenging education that prepares youth for higher education, careers, and life.

HSE's Mission

Hamilton Southeastern Schools, as a forward-thinking school district, provides excellence in education and opportunities to ensure the success of each and every student, to become a responsible citizen and to positively influence an ever-changing world community.

HPE Snapshot

Harrison Parkway is a neighborhood school that serves 582 students. We are a Title One school that proudly serves a 40% free and reduced population. We have 48 certified staff members, along with 20 classified staff members. Our diverse population is what makes HPE so special. Our student population is made up of 5% Asian, 14% Black, 20% Hispanic, 7% Multi-Racial, 54% White, 12% Exceptional Learners, 14% HA Learners, and 18% ENL Learners, including 58 newcomers and Level 1 students. It is an honor to serve the Harrison Parkway Community.

HPE's Mission

Inspired by our learners, Harrison Parkway Elementary School provides an innovative, authentic learning experience that values all members of our school community. Through a student-centered environment based on inquiry learning and 21st century skills, we empower our students to succeed as problems solvers in our ever-changing world.

HPE's Vision

Harrison Parkway strives to be a school that:

- Believes that ALL students are capable of learning at high levels, while honoring each individual's diverse needs.
- Develops meaningful relationships/partnerships with students, families, and community members.
- Fosters a culture of trust, collaboration, and mutual respect as a professional learning community.
- Provides authentic, relevant instruction with a focus on rigor, creativity, and critical thinking.

HPE's Image of a Child

We believe children are Unique, Excited, Curious and Inquisitive, Capable, Creative, and Social, Active Learners who have a Voice. Our children are Our Future.

Hamilton Southeastern Schools

HPE School Improvement Goal and Strategies

2023-2024 School Year

Goal #1: Academic Achievement in Reading/Language Arts – Closing the Achievement Gap

Problem Statement with Baseline Data: A Language Arts achievement gap between the highest performing student groups and the lowest performing student groups exists at HPE according to the ILEARN pass proficiency rates.

<u>3rd Grade ELA</u>	<u>Overall (124)</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	<u>Low Socio-Economic Status</u>	<u>Sped</u>
2023 Outcome	65%	(7) 57%	(21) 43%	(20) 40%	(7) 71%	(69) 78%	(57) 53%	(19) 37%

HSE District 58%

<u>4th Grade ELA</u>	<u>Overall (115)</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	<u>Low Socio-Economic Status</u>	<u>Sped</u>
2023 Outcome	64%	(6) 100%	(14) 50%	(19) 26%	(13) 77%	(63) 73%	(42) 33%	(16) 31%

HSE District 61%

<u>ILEARN ELA Results</u>	<u>2021 Students Demonstrating Proficiency</u>		<u>2022 Students Demonstrating Proficiency</u>		<u>2023 Students Demonstrating Proficiency</u>		<u>2023 3rd grade Students Demonstrating Proficiency</u>		<u>2023 4th grade Students Demonstrating Proficiency</u>	
	<u>Paid</u>	<u>F/R</u>	<u>Paid</u>	<u>F/R</u>	<u>Paid</u>	<u>F/R</u>	<u>Paid</u>	<u>F/R</u>	<u>Paid</u>	<u>F/R</u>
ELA 3-4	67%	39%	75%	48%	79%	43%	75%	53%	82%	33%
<i>Difference</i>	-28		-27		-36		-22		-49	

IREAD Results

<u>Year</u>	<u>Pass Percentage</u>
2021	99%
2022	97%
2023	94%

Our attendance rate over the last 3 years is represented in the following chart. We plan to increase student attendance and decrease absences through the plan described below. We recognize the increase in student academic achievement and growth, as well as closing the achievement gap is greatly impacted by student attendance.

<u>HPE Attendance</u>		<u>Overall</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	<u>Low Socio-Economic Status</u>
2020/21 Outcome	Total	(593)	(30)	(52)	(42)	(51)	(418)	(147)
	% of population		5%	9%	7%	9%	70%	25%
	% of subgroup with 10 or more absences	97.6% (overall attendance)	13%	10%	17%	10%	6%	
2021/22 Outcome	Total	(587)	(28)	(47)	(56)	(61)	(395)	131
	% of population		5%	8%	10%	10%	67%	22%
	% of subgroup with 10 or more absences	95.7% (overall attendance)	36%	30%	27%	28%	22%	
2022/23 Outcome	Total	(591)	(34)	(65)	(64)	(53)	(375)	(241)
	% of population		6%	11%	11%	9%	63%	41%
	% of subgroup with 10 or more absences	94.6% (overall attendance)	32%	48%	91%	17%	29%	
2023/24 Targeted Outcome	Total	(582)	(31)	(80)	(114)	(40)	(316)	(239)
	% of population		5%	14%	20%	7%	54%	40%
	% of subgroup with 10 or more absences	97% (overall attendance)	22% (-10)	25% (-23)	25% (-66)	10% (-7)	15% (-14)	
2024/25 Targeted Outcome	Total							
	% of population							
	% of subgroup with 10 or more absences	98% (overall attendance)	12% (-20)	12% (-34)	12% (-78)	5% (-12)	10% (-24)	-
2025/26 Targeted Outcome	Total							
	% of population							
	% of subgroup	100%	0%	0%	0%	0%	0%	-

	with 10 or more absences	(overall attendance)	(-32)	(-46)	(-91)	(-17)	(-34)	
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Expected SMART Outcome 1: The Language Arts ILEARN proficiency rate between the highest performing student group and the lowest performing student groups will be reduced in three academic years by the following:

<u>ELA</u>	<u>Overall</u> <u>(124)</u>	<u>Asian</u> (7)	<u>Black</u> (21)	<u>Hispanic</u> (20)	<u>Multiracial</u> (7)	<u>White</u> (69)	<u>Low Socio-Economic</u> <u>Status</u> (57)	<u>Sped</u> (19)
2023 Outcome	65%	57%	43%	40%	71%	78%	53%	37%
2024 Target	75% (+10)	72% (+15)	65% (+22)	60% (+20)	80% (+9)	84% (+6)	65% (+12)	60% (+23)
2024 Outcome								
2025 Target	80% (+15)	78% (+21)	75% (+33)	70% (+30)	85% (+14)	90% (+12)	73% (+20)	68% (+31)
2026 Target	85% (+20)	85% (+28)	85% (+43)	85% (+45)	90% (+19)	95% (+17)	85% (+32)	75% (+38)

Professional Development Focus: (Academic – Language Arts Achievement)

Professional Development Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Identify next steps for students who are at risk of not passing the ELA portion of ILEARN.	2023 ILEARN Scores NWEA Projected Proficiency Summary Reports NWEA Student Profile Report CFAs Small Group Targeted Instruction with Research Based Interventions Benchmarking Tools AIMSweb	Reading NWEA WIDA CFAs based on Priority Standards IRL Benchmarks Conferring data Tier 2 PM Tools – Targeted to individual point of need Student Action Plans CST Notes AIMSweb	Yearly beginning 2023-2024 School Year and continuing through the 2026 School Year -Targeted students by October	Certified Teaching Staff MTSS Coordinators Instructional Team TDS School Administrators
Examine instructional teaching practices and skills and strategies of foundational reading skills.	HMH Into Reading Foundational Skills Heggerty Small Group Targeted Instruction Structured Literacy Practices Words Their Way Decodable Texts Peer Observations <i>Shifting the Balance</i> book study	Reading NWEA Benchmarking Tools WTW inventory and assessments Early Literacy Screener Heggerty CFAs Collaboration time agenda/notes	Yearly beginning 2023-2024 School Year and continuing through the 2026 School Year	Certified Teaching Staff Instructional Team Title One Teachers Teacher Librarian TDS School Administrators
Focused PLC work in the areas of reading, writing, and phonics to create targeted	Indiana’s Priority Standards (ELA)	WTW Inventory NWEA Dyslexia Screener (K-2) Weekly and Module Assessment Data	2023-2026 School Years	Certified Teaching Staff Guiding Coalition Instructional Team

lessons or interventions in response to data collection	Hattie's Visible Learning and Resources PLC Training provided to the Guiding Coalition by Administration Learning By Doing book study for the GC Solution Tree PD for admin team CFAs created by grade-level teams NWEA Continuum Assessments from HMH Into Reading Instructional Team focus on Writing Scope and Sequence	NWEA Data Running Record and Benchmarking Data Writing Samples Classroom Walkthrough Data CFAs with Rubrics		Teacher Librarian TDS School Administrators
Create Literacy Rich Learning Environments	Relevant Curriculum Culturally Responsive and Diverse Learning Materials Individualized Resource Tools for all Students Diverse Classroom Book Collections Environmental Print and Accessible Materials Positive Relationships Between Teachers and Students	Reading NWEA IRLs Engagement Inventories Classroom Discipline Data Walk Through Observations Literacy Look Fors Small Group/Conferring Data CFAs	2023-2026 School Years	Certified Teaching Staff Guiding Coalition Instructional Team Teacher Librarian TDS School Administrators
Build Cultural Responsiveness in All Classrooms	SEL/Equity Team Training and Gathering Resources to gain self-awareness of one's own culture and implicit biases Focus on ways to change attitudes and behaviors Build awareness of children's cultural	NWEA Relationships with Students Observations and Notes Discipline Data CFAs	2023-2026 School Years	Equity Coaching and Team ENL Collaborative Teachers Certified Teaching Staff Guiding Coalition TDS School Administrators

	<p>backgrounds and acknowledge and affirm differences</p> <p>Ensure curricula and instructional approaches are rigorous and culturally responsive, especially for children of color</p> <p>Maintain high expectations for all students</p> <p>Diverse book collections</p>	<p>Walk Through Observations</p> <p>Student Agency Observation</p> <p>Student Surveys</p>		
Continuation of Restorative Practices	<p>Culturally Responsive Classroom Practices</p> <p>HPE Historical Discipline Data</p> <p>Current Discipline Data</p> <p>District resources</p>	<p>Discipline Data</p> <p>MTSS Data</p> <p>Culture/Climate Surveys</p>	2023-2026 School Years	<p>Certified Teaching staff</p> <p>HPE Equity Coaches</p> <p>School Counselor</p> <p>School Administrators</p>
Continuation of Multi-Tiered Systems of Support (MTSS) process, including CST (Child Study Team)	<p>Utilize HPE's MTSS Described Document</p> <p>Continued CST meetings to analysis student need and data</p> <p>Targeted Tiered Interventions</p> <p>AIMSweb</p>	<p>NWEA Data</p> <p>IRL's</p> <p>PLC agenda/notes</p> <p>MTSS data</p> <p>Discipline Data</p> <p>AIMSweb</p>	2023-2026 School Years	<p>Certified Teaching Staff</p> <p>MTSS Team</p> <p>School Counselor</p> <p>Teacher Librarian</p> <p>TDS</p> <p>School Administrators</p>
Monitoring of Demographic Groups; Knowing and Naming Students	<p>Student Background Form</p> <p>Power BI</p> <p><i>We Got This</i> by Cornelius Minor</p>	<p>RTI and MTSS Data</p> <p>PBIS Data</p> <p>NWEA Data</p> <p>Work Samples</p> <p>Observations</p>	<p>2023-2026 School Years</p> <p>-Monthly Checks</p>	<p>MTSS Team</p> <p>Certified Teaching Staff</p> <p>Equity Team</p> <p>School Counselor</p> <p>Teacher Librarian</p> <p>TDS</p> <p>School Administrators</p>
Develop and Engage in Community	<p>Community Book Study, <i>Engage Every Family</i></p>	<p>Participation Data</p>	2023-2026 School Year	<p>HPE Equity Coaches</p>

Partnerships with Families	<p>Parent/Family Panel Discussions</p> <p>PTO Family Events</p> <p>Family Nights at School and in the community</p> <p>Accessible and strengths-based parent-teacher communication that is positive and ongoing</p>	<p>Family Surveys</p> <p>Collaboration and Community Conversation Records</p>	-Quarterly Events	<p>Certified Teaching Staff</p> <p>School Counselor</p> <p>School Administrators</p>
Intentional Focus on Attendance	<p>Skyward Attendance Data</p> <p>Early Teacher Communication</p> <p>Office Communication</p> <p>Home Visits</p> <p>SRO Welfare Checks</p> <p>Family Teams for Relationships</p> <p>Peer Mentorships</p> <p>Positive Lunch Incentives for Attendance</p> <p><i>Engaging Every Family</i> Book Study</p>	<p>Skyward Data</p> <p>Home Visit %</p> <p>Family Involvement %</p> <p>Student Engagement Surveys</p>	<p>2023-2026 School Years</p> <p>-Weekly Checks and Reports</p>	<p>Certified teaching staff</p> <p>Office/Registrar</p> <p>School Counselor</p> <p>School Administrators</p> <p>SRO</p>
Continued Support of Core Instruction in the areas of Conventions, Phonics, Phonemic Awareness, and Word Study	<p>Heggerty Phonemic Awareness Resources</p> <p>Foundational Skills Lessons from HMH Into Reading</p> <p>Structured Literacy (K-2)</p> <p>Grammar Lessons from HMH Into Reading</p> <p>Words their Way</p>	<p>WTW Inventory</p> <p>Weekly and Module Assessments</p> <p>Classroom Walkthrough Data (K-4)</p> <p>Classroom Observations (K-4)</p> <p>Peer Observations</p>	<p>2023-2026 School Year</p> <p>-23-24 school year, building capacity</p>	<p>TDS</p> <p>Teacher Librarian</p> <p>Title One Teachers Administration</p> <p>Certified Teaching Staff</p>
Co-Teaching Models during Literacy Blocks in Classrooms	Designated Collaboration/Planning Time for Co-Teachers	Reading NWEA	2023-2026 School Years	Certified teaching staff

	Curriculum Resources Continued Learning/Reading about Co-Teaching Best Practices Peer Observations	WIDA IRLs Small Group/ Conferring Data CFAs Exit Tickets Collaboration time agenda/notes		ENL Collaborative Teachers Teacher Librarian TDS School Administrators
Implement and Plan High Engagement/High Impact Small Group Teaching Practices	HMH Resources PLC Priority Standard Work Cornelius Minor's Work, including <i>We've Got This!</i> Student Panel Reading and Writing Strategies – Jennifer Serravallo Junior Great Books	Reading NWEA IRL's Engagement Inventories Small Group/Conferring Data CFAs Student Panel Data	2023-2026 School Years	Certified Teaching Staff Teacher Librarian ENL Collaborative Teachers TDS School Administrators
Implement Hattie's High Impact Literacy Approaches	<i>Visible Learning for Teachers</i> by Hattie Highly Effective PLC's Peer Observations	NWEA Scores IRL's Small Group/Conferring Data CFA's PLC agenda/notes Observations	2023-2026 School Years	Certified Teaching Staff GC Instructional Team Teacher Librarian TDS School Administrators
Intentional Data-Driven Small Groups	Options for Differentiation from HMH Into Reading Rigby Guided Reading and Skill and Strategy Groups Decodable Readers MARF	Weekly and Module Assessments PLC Notes and CFAs Running Records and Benchmarks NWEA	2023-2026 School Years	Certified Teaching Staff GC Instructional Team Teacher Librarian TDS

	Sunday	Conferring Notes		School Administrators
	Wilson	WTW Inventory		
	Heggerty	AIMsweb PM		
	AIMsweb			

Goal #2: Individual Academic Achievement

Problem Statement with Baseline Data:

100% of students should demonstrate academic growth based on their individual projected growth goals. Recent data indicates the following percentage of students achieving their individual growth:

NWEA Results	2021 Students meeting Project Growth Goal	2022 Students meeting Project Growth Goal	2023 Students meeting Project Growth Goal	2024 Students meeting Project Growth Goal (Targeted Outcome)	2025 Students meeting Project Growth Goal (Targeted Outcome)
Rdg K-2	68%	78%	77%	100%	100%
Rdg 3-4	70%	74%	78%	100%	100%
Math K-2	79%	86%	83%	100%	100%
Math 3-4	71%	91%	94%	100%	100%

Expected SMART Outcome 2:

100% of students will achieve their individual projected growth goals in reading and math as measured by NWEA fall to spring scores in reading and math.

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Analyze Strengths and Needs of Core Reading and Math Instructional Practices	ILEARN Performance by Standard NWEA Learning Continuum HMH Into Reading Words Their Way Heggerty (K-2) Benchmark Materials EDM resources Math in Practice Balanced Math Model	Classroom walk-throughs and Observations BOY, MOY, EOY NWEA Results IRLs CFAs	2023-2026 School Years	Certified Teaching Staff GC Instructional Team Teacher Librarian TDS School Administrators

<p>Improve the Intentional Planning and Implementation of Small Group Instruction</p>	<p>ILEARN Performance by Standard NWEA Learning Continuum HMH Into Reading Words Their Way Benchmark Kits PLCs and Data meetings EDM Resources Math in Practice Balanced Math Model</p>	<p>Classroom walk-throughs and Observations BOY, MOY, EOY NWEA Results IRLs CFAs through PLC Process Informal Classroom Assessment</p>	<p>2023-2026 School Years</p>	<p>Certified Teaching Staff GC Instructional Team Teacher Librarian TDS School Administrators</p>
<p>Review and implement SIOP (Sheltered Instruction Observation Protocol) Strategies to Support all Learners</p>	<p>ENL Collaborative Teachers SIOP activities</p>	<p>Classroom Walk-throughs and Observations BOY, MOY, EOY NWEA Results WIDA results</p>	<p>2023-2026 School Years</p>	<p>ENL Collaborative Teachers Certified Teaching Staff GC Instructional Team Teacher Librarian TDS School Administrators</p>
<p>Refine Co-teaching Practices Collaborative cohort “Lab” Classrooms and Peer Observations</p>	<p>Planning and Collaboration Time Curriculum Resources</p>	<p>Weekly collaboration Monthly check-ins with feedback</p>	<p>2023-2026 School Years</p>	<p>Certified Teaching Staff GC Instructional Team Teacher Librarian TDS School Administrators</p>
<p>Improve MTSS Practices Maintain consistency with the development of individualized action plans for identified students at risk</p>	<p>Early Literacy Screener Student Action Plans with SMART goals Targeted Tier 2/3 Interventions Indiana State Priority Standards Quarterly/monthly communication with Tier 2/3 students’ families</p>	<p>Monthly Progress monitoring of students in Tier 2 through current intervention PM tool Weekly progress monitoring of students in Tier 3 CST Agenda Notes</p>	<p>2023-2026 School Years</p>	<p>Certified Teaching Staff MTSS Team School Counselor School Psych Instructional Team</p>

<p>Improve intentional grade level data meetings</p> <p>Improve communication with and input from families throughout the MTSS process</p> <p>Peer Observations of whole group or small group with reflection on best instructional practices</p> <p>Continue to refine intentional Tier 3 Child Study Team work</p>		<p>Monthly review of MTSS student action plans at data meetings</p>		<p>Teacher Librarian</p> <p>TDS</p> <p>School Administrators</p>
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HPE Professional Development Plan 2023-26

We will use our designated time on Tuesdays, Thursdays, the E-Learning Days, and Teacher Workdays to focus our PD in the following areas:

Curriculum & Instruction-Goal 1 and 2 - Closing the Achievement Gap and Individual Growth Goal

- Reading, Writing, and Phonics
 - Unpacking the Priority Standards-PLC work (2023/24)
 - Developing a Scope and Sequence for Reading and Writing-Instructional Team Work and PD (2023/24)
 - Developing CFA's-PLC Work (2023-2026)
 - What is the Science of Reading? - e-Learning Day (2023/24)
 - Foundational Skills of Reading – e-Learning Day, Thursday PDs (2023/24)
 - HMH Curriculum and Supplemental Resources-PLCs and Thursday PDs (2023-2026)
 - High Engagement/High Impact Small Group Instruction-Thursday PDs (2023/24)
 - How to Build Skilled Readers-e-Learning and Thursday PDs (2023/24)
 - Co-Teaching-Instructional Team PD, Co-Planning sessions weekly (2023-2026)

- Community and Family Engagement
 - How to Close the Achievement Gap - cultural biases and environmental factors-Thursday PDs (2023/24)
 - Culturally Responsive Classrooms-Thursday PDs with walk-throughs (2023-2026)

- Equity and Inclusion
 - Breaking Down the Barriers (Closing the Achievement Gap)-Thursday PDs (2023/24)
 - High Engagement Instruction-Peer Observations, PLC work (2023-2026)
 - Restorative Practices-Modules (2023/24)
 - SIOP Strategies (Closing the Achievement Gap)-Teacher Workday PD (2023/24)

- Math
 - Balanced Math Model – Ryan Flessner-Teacher Workday PD (Jan.2024)
 - Math Inquiry – Peer Observations (2023/24)

Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school improvement plan contain the following components. This document addresses each of the plan requirements.

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives.
- The goals and interventions established for continuous improvement in the school plan address this requirement.
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
- The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.
 - Information about the curriculum can be found at hseschools.org.
- Each school provides instruction based on the Indiana Academic Standards.

- Description and name of the assessments that will be used by the school and district in addition to ILEARN:
 - o NWEA
 - o ACT
 - o PSAT
 - o SAT
 - o AP/IB Exams
 - o IREAD 3
 - o ISPROUT
 - o IAM
 - o WIDA
 - o Fountas and Pinnell Reading Levels
- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
 - o HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or support. This data includes but is not limited to, course grades, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN. If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental support becomes more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE

places an emphasis on early identification through universal screenings, supplemental supports, and self-advocacy supports for student learning. If a student is determined to be eligible for special education services, an individual education plan is developed to support their unique needs considering their disability. English as a New Language collaborative teachers and instructional assistants to work with language learners that qualify for the ENL program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicates the accommodation necessary.

- Provision to maximize parental participation in the school.
 - Each school encourages, supports, and promotes parental involvement through formal and informal opportunities. Each school has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, each school staff provides opportunities for parents or guardians to support the school. HPE invites families in for many learning opportunities, as well as “get to know you” events. Families are encouraged to volunteer in the classroom, library, and cafe. Families are also encouraged to share their knowledge with the classroom and teach as experts. There are multiple family evenings and events that promote family involvement at HPE. Classrooms often invite families into the building for end of unit celebrations, as well as learning walks. Families are also welcome to meet with the teacher or administration in order to best meet individual student and family needs. HPE families are encouraged to join our book study, Engage Every Family, this fall, as well as be a part of our parent discussion panel. Families are always welcome at HPE.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.

- Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school’s handbook is provided annually to parents, available on the district’s website, and clearly defines the guidelines and expectations for students and families. HSE Schools use positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students’ behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system “HSE Report It.” School Safety is a mindset that we build into the school climate emphasizing the “See Something, Say Something, Do Something” mindset. We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation. We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.
- Provision for the coordination of technology initiatives.
 - The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to

be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.

- Provision for implementing career awareness and career development education curriculum.
 - HSE Schools is committed to providing work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have guaranteed, meaningful career coursework and experiences that lead to employment, enrollment, and enlistment after graduation. These experiences include Community-based experiential learning in partnership with the City of Fishers and Conner Prairie, Career Days, Guest Speakers, Career Fairs, Career Simulations, Career-focused Clubs, Community Service Days and Clubs, Interactive/ Hands-On Experiences, Online and Digital Career Exploration tools, Job Shadowing, Mock Interviews, Internships, Career course work including Advanced Career/ Technical Education Courses in 28 different Next Level Programs of Study (NLPS), Work-Based Learning, and Apprenticeships. Through the support of multiple IDOE 3E grants, these experiences will exponentially grow throughout the district with community engagement and support.
- Methods to improve cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.
 - Harrison Parkway will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "the ability of individuals and

systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow. Harrison Parkway's tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners. To improve the cultural competencies of our stakeholders and the academic growth of our students, we have identified five focus areas that align with the goals and objectives of our School Improvement Plan (SIP). These focus areas are: Access and Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Learning and Development, and Intercultural Engagement.

- A professional development program that includes: a narrative of student learning data; strategies, programs, and services to address student learning needs; activities to implement such strategies; and an evaluation of the impact of such strategies. Each school's professional development plan is reviewed by their building and the corporation exclusive representatives. In addition to the review by the exclusive representative, the superintendent and district administration also review the professional development plans. The signed corporation document is housed at the district office and with each school.

