Hamilton Southeastern Schools
Sand Creek Elementary

School Improvement Plan 2023-2024
(Year 3 of 3)

Sand Creek Elementary is one of 13 elementary schools located in Fishers, Indiana. SCE serves 541 PK-4th grade students in one of the largest Indiana districts. Hamilton Southeastern Schools serves over 21,000 students total. SCE employs about 77 staff members including 28 classroom teachers with an average of 21 students per classroom. SCE is unique because we house Preschool of Natural Sciences and Communication for Foundations of Learning classrooms that serve a variety of students with special needs. Our highlights with achievement include growth in both focus subgroups of Black and Hispanic students from 3rd to 4th grade on ILEARN Reading. All primary focus subgroups increased overall proficiency from spring to spring NWEA and 2022-2023's fall to spring NWEA. 80% of our enrolled 3rd graders passed IREAD in spring of 2023 which increased to 90% after summer school 2023.

(Updated 10.1.23)

Hamilton Southeastern Schools District Goals	School Improvement Team Members
Academic: All students will demonstrate growth in academic achievement and proficiency.	Makaelah Stockel Teacher Chelsea Elmore Teacher Kelly Staples Teacher Kara Horras Teacher Kelsey Newman Teacher Amanda Kelly Teacher Laura Bearce Teacher Lorena Forbes Teacher Jayne Passon Teacher J Golando RA Teacher Darla Nolan Teacher Allie Hollowell EXL Teacher Emily Ahlfeld ENL Teacher Tiffany Zaleski Librarian Jennifer Jacks Counselor Sara Agee Teacher Dev Spec Whitney Byrnes Literacy Cadre Christina Vetter AP Fatima Rich Principal Emily Ramquist Parent Julie Micheal Parent
Operation: All divisions of HSE Operations will evidence efforts to effect support for student academic success.	
Communication: Access to HSE information by internal and external stakeholders, and those exploring HSE, will be assessed and redesigned, if necessary, for greater ease and consistency.	

Goal #1: Achievement Gap
Focus: Intermediate Grades over 3 years in ELA in Reading using ILEARN Measure

Problem Statement 1 with Baseline Data 2021:	*3rd grade students demonstrated an overall proficiency rate of 52% (64 out of 124 students).* *4th grade students demonstrated an overall proficiency rate of 43% (51 out of 120 students.)*
Spring 2022 Data:	3rd grade students demonstrated an overall proficiency rate of 49% (67 out of 138 students). 4th grade students demonstrated an overall proficiency rate of 44% (50 out of 113 students.)
Spring 2023 Data:	3rd grade students demonstrated an overall proficiency rate of 44% (53 out of 120 students). 4th grade students demonstrated an overall proficiency rate of 54% (65 out of 121 students.)
Spring 2024 Data:	
Problem Statement 2 with Baseline Data 2021:	*Intermediate Black students demonstrated a proficiency rate of 7% (2 out of 27 students).* *3rd grade Black students demonstrated a proficiency rate of 15% (2 out of 13 students).* *4th grade Black students demonstrated a proficiency rate of 0% (0 out of 14 students.)*
Spring 2022 Data:	Intermediate Black students demonstrated a proficiency rate of 23% (5 out of 22 students). 3rd grade Black students demonstrated a proficiency rate of 33% (4 out of 12 students). 4th grade Black students demonstrated a proficiency rate of 10% (1 out of 10 students.)
Spring 2023 Data:	Intermediate Black students demonstrated a proficiency rate of 23% (6 out of 26 students). 3rd grade Black students demonstrated a proficiency rate of 7% (1 out of 15 students). 4th grade Black students demonstrated a proficiency rate of 45% (5 out of 11 students.)
Spring 2024 Data:	
Problem Statement 3 with Baseline Data 2021:	*Intermediate grade Hispanic students demonstrated a proficiency rate of 33% (9 out of 27 students).* *3rd grade Hispanic students demonstrated a proficiency rate of 17% (2 out of 12 students.)* *4th grade Hispanic students demonstrated a proficiency rate of 47% (7 out of 15 students.)*
Spring 2022 Data:	Intermediate grade Hispanic students demonstrated a proficiency rate of 26% (10 out of 38 students). 3rd grade Hispanic students demonstrated a proficiency rate of 31% (8 out of 26 students.) 4th grade Hispanic students demonstrated a proficiency rate of 17% (2 out of 12 students.)
Spring 2023 Data:	Intermediate grade Hispanic students demonstrated a proficiency rate of 52% (15 out of 29 students.) 3rd grade Hispanic students demonstrated a proficiency rate of 56% (5 out of 9 students.) 4th grade Hispanic students demonstrated a proficiency rate of 50% (10 out of 20 students.)
Spring 2024 Data:	

Goal #1: Expected Outcomes

1. The overall 3rd grade ELA ILEARN pass proficiency rate will increase by 13% over next 3 years to at least 65%. (52%, 49%, 44%)
2. The overall 4th grade ELA ILEARN pass proficiency rate will increase by 21% over next three years to at least 64%. (43%, 44%, 54%)
3. The ELA ILEARN overall pass proficiency rate will increase to at least 60% or higher in 2 subgroups with a focus on Black and Hispanic students over the next three years. (Black: 7%, 23%, 23%, Hispanic: 33%, 26%, 52%)

3-4 ILEARN Expected and Actual Outcomes									
Subgroup		**Year 1** **2021-2022**				**Year 2** **2022-2023**			**Year 3** **2023-2024**
		Base	*Goal*	**EOY**		*Goal*	**EOY**		*Goal*	**EOY**
3rd Grade		52%	*58%*	49%		58%	44%		65%	
3rd Black		15%	*50%*	33%		60%	7%		60%	
3rd Hispanic		15%	*50%*	31%		60%	56%		70%	
4th Grade		43%	*50%*	44%		58%	54%		64%	
4th Black		0%	*33%*	10%		50%	45%		60%	
4th Hispanic		47%	58%	17%		58%	50%		70%	

Achievement Gap

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
A: All students receive daily 90-minutes of core reading instruction that includes all five essential components (PA, Phonics, Fluency, Vocabulary, Reading Comprehension).	• Master schedule creation to support 90-minute block • Systematic and consistent use of all pathways within reading curriculum (Heggerty K-1, Structured Literacy Pathway K-2, HMH Into Reading K-4). • Standards and assessment alignment to the 5-pillars of reading instruction • Small group/1-1/whole group instruction responsive to needs	Classroom observations Coaching Cycles HMH Module Assessments	BOY and ongoing	-Classroom teachers (K-4) -Resource Team -ENL Team -Admin -TDS -Literacy Cadre
*A: Develop deeper level comprehension strategies and vocabulary acquisition for readers at all levels	• Explicit vocabulary instruction paired with interactive and shared reading experiences • Lean/clear teaching point with scaffolds and support such as anchor charts, text selection, and visuals for readers • Engage readers questioning, collaborative discussion, critical thinking, and using text evidence using prompts from My Teaching Pal and Junior Great Books • Design targeted small Group work with support of new resources (Tabletop Minilessons, Rigby Guided Reading, Book Club discussions)	Walk through observations My book reading responses F&P About/Beyond Comprehension results HMH Module Assessments	Ongoing	-Classroom Teachers -RA teachers -EXL teachers -Teacher Librarian -TDS -Literacy Cadre
*A: Direct Instruction and practice of Foundational Skills (phonemic	• Systematic phonemic awareness instruction through Heggerty (K-1), Structured Literacy Pathway (K-2), and HMH Foundational Skills lessons (3-4).	F&P Benchmark Assessments HMH Module Assessments	Ongoing	-Classroom Teachers -TDS -Admin -Literacy Cadre

awareness, phonics, fluency).	• Opportunities for applying phonics skills in decodable text (K-2)- FlyLeaf, Start Right Readers, Blend It Readers • Fluency practice at all grades through explicit repeated readings. • Targeted small group instruction	Classroom observations		
*O: Effectively use K-4 collaboration process to increase number of students meeting grade level goals with focus on inclusivity within CORE Tier 1.	• Standards and data driven cycles focused on supporting all readers to grade level proficiency • Inclusive practices • MTSS strategies • Differentiation through HMH Into Reading resources • Conferring/Small Groups	Universal screening and regular data check-ins using data grids Observation Coaching Cycles PLC Agenda	1st Semester and then ongoing	-Admin -TDS -Inclusion representatives -Teachers -Child Study team -ENL Teacher -Literacy Cadre
*A: Daily instruction and application of student writing with a focus on developing ideas, revising & editing, and writing in response to reading.	• HMH Into Reading discussion and response options within My Book • HMH Into Reading Writing Workshop resources	HMH Module Assessments Writing Celebrations	Ongoing	-Teachers -Admin -TDS -Literacy Cadre
*C: Create a community of readers by partnering with k-4 families to strengthen literacy connection	• Module Celebrations, Invitations, and family invites • Communicate "Ask me about" in newsletters • Positive basic academic language to families	Newsletters Social Media Cougar Chronical Parent Square HMH Parent Square Classroom Observations	ongoing	-All teachers -Admin/School newsletter -Teacher Librarian -Literacy Cadre

between school and home	• Include photos and book recommendations in school-home communication • Share with families the vocabulary and comprehension benefits of reading at home. • Digital texts via HSE & HEPL ebooks, audiobooks, digital magazines & encyclopedias • Examine Classroom collections for windows/mirrors • Daily standards-focused interactive or shared reading experiences			
We strive to make sure all students served are given equal access to learning experiences and related arts.	• Inclusive community circles between special education and CFL classrooms. • Adaptive related arts experiences with access to entire related arts team. • Increasing opportunities for inclusive peer interactions through recreation and academics	Monitoring of minutes to increase once success criteria is met. Best Buddies Programming	Ongoing	-Ged Ed teachers serving students receiving special educ services -CFL teachers -Admin -Families

Goal #2: Achievement Gap
Focus: Primary Grades over 3 Years in ELA using NWEA Measure Fall to Spring

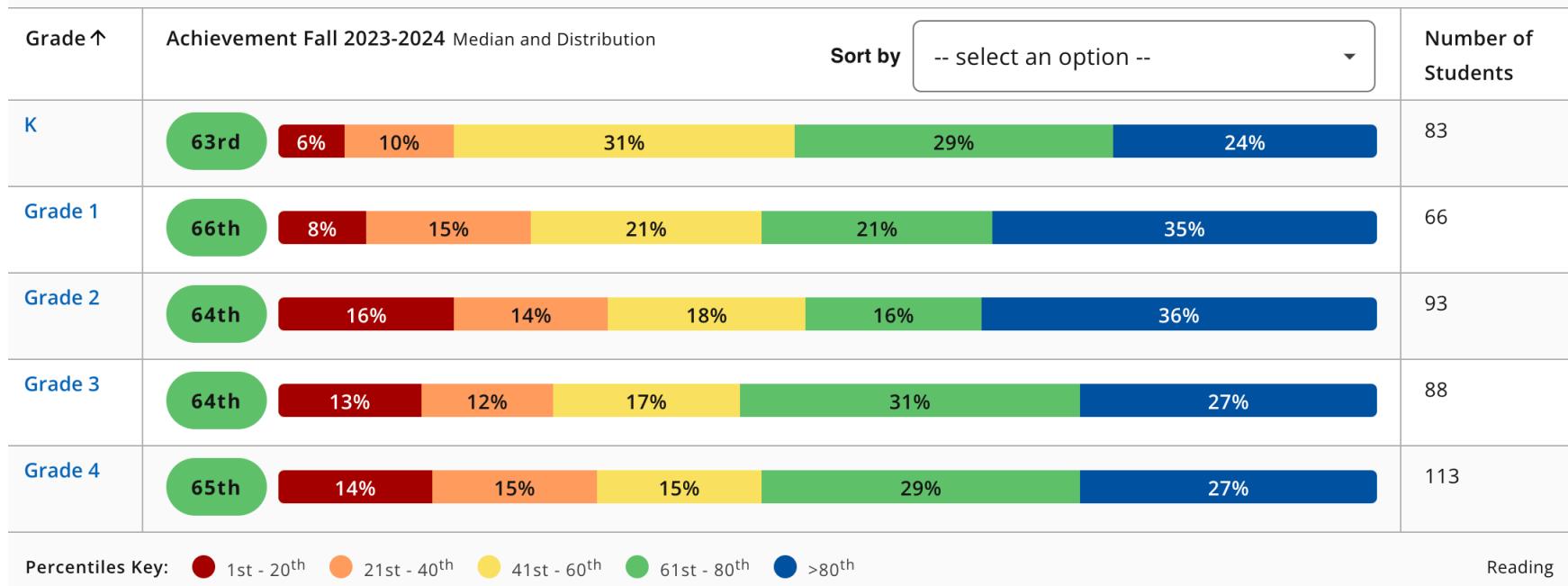|	
Problem Statement 1 with Baseline Data BOY Fall 2021:	*Kinder students demonstrated an overall proficiency rate of 73% that fall in average, high average or high in ELA on NWEA. (93 out of 129 students)*
EOY Spring 2022 Data: EOY Spring 2023 Data: EOY Spring 2024 Data:	Kinder students increased from 73% to 75% overall proficiency rate. (99 students out of 132) Kinder students increased from 75% to 84% overall proficiency rate. (61 students out of 73)
Problem Statement 1 with Baseline Data BOY Fall 2021:	*1st grade students demonstrated an overall proficiency rate of 68% that fall in average, high average or high in ELA on NWEA. (73 out of 106 students).*
EOY Spring 2022 Data: EOY Spring 2023 Data: EOY Spring 2024 Data:	1st grade students decreased from 68% to 65% overall proficiency rate. (67 students out of 103) 1st grade students increased from 65% to 73% overall proficiency rate. (88 students out of 117)
Problem Statement 1 with Baseline Data BOY Fall 2021:	*2nd grade students demonstrated an overall proficiency rate of 64% that fall in average, high average or high in ELA on NWEA. (92 out of 144 students).*
EOY Spring 2022 Data: EOY Spring 2023 Data: EOY Spring 2024 Data:	2nd grade students decreased from 64% to 61% overall proficiency rate. (92 students out of 150) 2nd grade students increased from 61% to 68% overall proficiency rate. (62 students out of 91)
Problem Statement 1 with Baseline Data BOY Fall 2021:	*Exceptional Learners in K-2 demonstrated an overall proficiency rate 43% of meeting or exceeding expected RIT growth. (9 out of 21 students, with projected growth available).*
EOY Spring 2022 Data: EOY Spring 2023 Data: EOY Spring 2024 Data:	K-2 Exceptional Learners increased from 43% to 48% proficiency rate. (12 students out of 25) K-2 Exceptional Learners increased from 48% to 50% proficiency rate. (9 students out of 18 for gr level, 14 students out of 18 for ind exp growth – 83%)

Goal #2: Expected Outcomes

1. The overall ELA NWEA pass proficiency rate will increase to 75% or higher across K-2 grades over the next three years. (Year 2-1st/3rd reached benchmark.)
2. The overall ELA NWEA pass proficiency rate for expected growth will increase to 60% or higher for Exceptional Learners over the next three years.

Grade		Year 1 2021-2022				Year 2 2022-2023				Year 3 2023-2024		
		Baseline	*Goal*	EOY		BOY	*Goal*	EOY		BOY	*Goal*	EOY
EXL		43%	*48%*	48%		44%	*54%*	50%		54%	*60%*	
K		73%	*75%*	75%		75%	*80%*	84%		83%	*85%*	
1		68%	*72%*	65%		68%	*72%*	73%		77%	*80%*	
2		64%	*68%*	61%		58%	*68%*	68%		70%	*75%*	
3								72%		75%	*80%*	
4								70%		71%	*75%*	

K-2 Reading NWEA Expected and Actual Outcomes in Average, High Average, or High

2023-2024 NWEA Achievement Data

Achievement by Grade

Sand Creek Elementary | Reading

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option -- ▼	Number of Students
K	**63rd** — 6% | 10% | 31% | 29% | 24%			83
Grade 1	**66th** — 8% | 15% | 21% | 21% | 35%			66
Grade 2	**64th** — 16% | 14% | 18% | 16% | 36%			93
Grade 3	**64th** — 13% | 12% | 17% | 31% | 27%			88
Grade 4	**65th** — 14% | 15% | 15% | 29% | 27%			113

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Reading

Multi-Tiered Support System				
Strategy	**Resources Needed**	**Progress Monitoring**	**Timeline**	**Person Responsible**
*A: Improve results of Tier 1 CORE instruction through foundational skills instruction, reading workshop and differentiated small groups in k-4 classrooms	• HMH Into Reading Core Instruction with a focus on priority standards and differentiation • HMH Foundational Skills instruction • Engaging readers in close Reading Strategies	F&P Data NWEA Data Predictive for IREAD/ILEARN HMH Growth Measure Assessment data	BOY, MOY, EOY Guided Reading Levels	-Classroom teachers (K-4) -Resource Team -ENL Team -Admin -TDS -Teacher Librarian -Literacy Cadre
*O: Support all staff in utilizing MTSS structure and supports to insure all students make at least on year progress each year.	• MTSS Framework • Support from MTSS grade level reps • Targeted small group work in all classrooms	MTSS Data Aimsweb NWEA Data F&P Data Grade level reps	BOY, MOY, EOY Guided Reading Levels Data review days	-Classroom teachers (K-4) -Resource Team -ENL Team -Admin -TDS -Teacher Librarian -Literacy Cadre
*A/O: Use of Remedial Instructional Assistants with literacy focus K-4.	• LLI • Prioritize Students from MTSS • Formal family letters	NWEA F&P Levels in LLI Grade level reps	October – May 2022	-Classroom teachers (K-4) -Admin -TDS -IAs -Literacy Cadre
*C: Strengthen communication with K-4 families to bridge school/home connection with literacy.	• Unit Celebrations, Invitations, and family invites • Communicate "Ask me about" in newsletters • Include photos and books recommendations • Encourage at-home reading	Regular communication including progress monitoring updates. Accessibility within house libraries Parent Square	Ongoing	-Admin -Office staff -Classroom teachers (K-4) -ENL Team -Literacy Cadre

	• Digital texts via HSE & HEPL ebooks, audiobooks, digital magazines & encyclopedias • Focus on getting reading materials to our families identified for additional support			
Support readers through targeted instruction during WIN (What I Need) time	• Formative assessment data through exit tickets, Module Assessments and NWEA data • Targeted small group and Differentiation resources from HMH	Master Schedule MTSS progress monitoring and data grids NWEA Progress F&P Progress HMH Module Assessment progress	2022-2023 1st semester start up	-Building Administrators -Classroom Teachers -Team Leaders -MTSS Team -Support staff -Literacy Cadre
*O: Monitor and support attendance rates to increase our overall rate.	• Skyward reports for weekly monitoring. • Family contact to offer support and resources if needed. • Data tracking including attendance letters after 5/8 days via Parent Square.	Skyward Parent Square Data Tracker	Begins first 10 days of school. Ongoing	-Admin -Office staff -Classroom teachers (K-4) -ENL Team -Literacy Cadre

Professional Development Plan Over Three Years

Redesign of Professional Learning Community:
-**Regularly scheduled data analysis and collaboration planning to improve core instruction results with team facilitators for accountability (Tuesdays).**
-**Development of common formative assessments (Tuesdays).**
-Unpacking and digging deep into revised essential standards in connection to curriculum scope and sequence

Literacy Curriculum:
-**Structured Literacy and Core 5 introduction orientation.**
-Continued deeper understanding of HMH Into Reading and additional literacy resources provided by district
-Prioritizing, pacing and planning instruction to identify learning targets and assess outcomes
-Foundational Skills including phonemic awareness, phonics, decoding, spelling, and fluency
-Deep comprehension and close reading strategies (questioning through interactive read aloud, collaborative conversations, writing in response to reading, Junior Great books)
-Explore options for formative assessments in HMH Reading

Diversity, Equity & Inclusion Support:
-**Adjust structures in order to create access for all K-4 students to develop and demonstrate learning with communication and social skills (RA in comm circles and adaptive PE, WIN time, mentorship)**
-**Restorative Practices Level 2 full staff.**
-Environment inventory and field trip to partner schools.
-Identify affirming spaces around the building.
-Supporting engagement with a variety of diverse texts and digital collections through Cornelius Minor's literacy PD We've Got This.
-Sense of Belonging and Teacher Efficacy
-Reaching and Teaching Black Boys follow up with Dr. Nataki Pettigrew
-Strategies for Supporting All Students follow up with Emily Ahlfeld, Abby Campbell and Jennifer Jacks.

Multi-Tiered System of Supports:
-**Baseline Data Grid analysis data from GRL combined with NWEA**
-**Remediation review of documentation, action plans, progress monitoring.**
-MTSS Team representatives use monthly meetings to engage grade level work with a supportive wrap around approach for individual teachers and teams.
-Aimsweb refresher with addition of including family connection for regular updates.
-Addition of math benchmark being used combined with NWEA Baseline Data Grid analysis

Empowering Student Goal Setting/Student Led Conferences:
-**Increasing opportunities to partner with families regarding achievement data with academic showcases, celebrations and gallery walks**
-Empowering learners with student goal setting
-Variety of methods for family conferences including student led conferences or classroom open house style conferences

Technology:
-**Best Practice with Parent Square to increase frequency of at home and school connection with Jeff Harrison Level 1 and 2.**
-**Kelly Moore training Level 1 & 2 with Microsoft Teams.**
-Using digital platform to engage students to transfer learning and practice typing written responses to reading in Canvas with Kelly Moore.

Optional Book Clubs:
From Behaving to Belonging
Being the Change
Shifting the Balance
Dare to Lead
Using Restorative Circles in Schools
EPIC Classroom
Your Students My Students Our Students
Help for Billy

*2023-2024 PD is marked in bold under each category.

| **Appendix: IDOE School Improvement Plan Components** |
| **2023-2024 School Year** |

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

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, 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.
  - Data for each school in the district can be found here.

- 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
  - A link to the Indiana Academic standards can be found here.

- Description and name of the assessments that will be used by the school in addition to ILEARN.
  - *NWEA*
  - *Dyslexia Screener*
  - *IREAD 3*
  - *ISPROUT*
  - *IAM*
  - *WIDA*
  - *Fountas and Pinnell Reading Levels*

- Provision to maximize parental participation in the school.
  - Sand Creek Elementary encourages, supports, and promotes parental involvement through formal and informal opportunities. Sand Creek Elementary has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the

school. Additionally, the staff provides opportunities for parents or guardians to support the school for fundraisers, conference, community partnership experiences, galleries and showcases, and performances.
- o Parents also serve on SIP committees.

- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
  - Hamilton Southeastern Schools 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 supports. 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 supports become 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, and 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 indicate the accommodations necessary.

- 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. Sand Creek Elementary uses 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.
  - Sand Creek Elementary 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.
  - Sand Creek Elementary is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.
  - Sand Creek Elementary 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.
  - The goals for each school include data that outlines the need for the stated goal. Each goal includes desired outcomes and interventions to achieve those outcomes which include professional development listed above.
  - Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.
- Assurance that the professional development program complies with the local school board's core principles for professional development.
  - Sand Creek Elementary's PD 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.