

Harrison Parkway Elementary

School Improvement Plan

2024-2025



School Improvement Plan Committee

Rebekah Landez	Principal
Michael Perry	Assistant Principal
Sara Agee	Instructional Coach
Bethany Williams	Counselor
Kristen Morgan	Teacher Librarian
Karen Haskett	Exceptional Learners Teacher
Amber Devenport	ENL Teacher
Julie Redar	MTSS Coordinator
Melissa Carty	Teacher
Ashlee Bachmann	Teacher
Brandy Wilkinson	Teacher
Angie Bender	Teacher
Kelly Mikels	Teacher
Angie Hampton	Teacher/High Ability Coordinator
Sarah Baker	ENL Teacher
Jamie Davis	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 570 students. We are a Title One school that proudly serves a 44% free and reduced population. We have 49 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, 22% Hispanic, 5% Multi-Racial, 54% White, 14% Exceptional Learners (including 2 Focus Programs), 12% HA Learners, and 22% MLL Learners, including 61 newcomers and Level 1 students - that is more than 1/2 of our MLL learners. It is an honor to serve the Harrison Parkway Community!

HPE's Mission

At Harrison Parkway, our mission is to foster an inclusive environment where our students are valued, achieve at a high level, and positively contribute to their community.

HPE's Vision

We believe the most promising strategy for achieving our school's mission is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Unite to achieve a common purpose - families, staff, students
- Work together interdependently in collaborative teams
- Seek and implement research-based strategies for student learning on a continuous basis
- Monitor each student's progress on a frequent basis with intentional feedback
- Demonstrate a personal commitment to the academic success and general wellbeing of each student.

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

2024-2025 School Year

Goal #1: Academic Achievement in Reading/Language Arts – Closing the Achievement Gap for ALL student groups.

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

3rd Grade Data 2023-2024 Overall Pass Rate – 52% (Number of Students)								
3rd Grade ELA	Overall (121)	Asian (6)	Black (16)	Hispanic (23)	Multiracial (9)	White (67)	Low Socio- Economic Status (50)	Sped (14)
2024 Outcome	52%	17%	25%	17%	56%	73%	32%	14%
Differential	-13%	-40%	-18%	-23%	-15%	-5%	-21%	-23%
2023 Outcome	(124) 65%	(7) 57%	(21) 43%	(20) 40%	(7) 71%	(69) 78%	(57) 53%	(19) 37%

2023-HSE District 58% (+7)

2024-HSE District 62% (-10)

4th Grade Data 2023-2024 Overall Pass Rate – 48% (Number of Students)								
4th Grade ELA	Overall (121)	Asian (4)	Black (21)	Hispanic (23)	Multi-racial (8)	White (68)	Low Socio-Economic Status (56)	Sped (22)
2024 Outcome	48%	50%	24%	17%	63%	60%	32%	18%
Differential	-16	-50	-26	-9	-14	-13	-1	-13
2023 Outcome	(115) 64%	(6) 100%	(14) 50%	(19) 26%	(13) 77%	(63) 73%	(42) 33%	(16) 31%

2023-HSE District 61% (+3)

2024-HSE District 63% (-15)

ILearn ELA Results	2021 Students Demonstrating Proficiency		2022 Students Demonstrating Proficiency		2023 Students Demonstrating Proficiency		2024 Students Demonstrating Proficiency		2024 3rd grade Students Demonstrating Proficiency		2024 4th grade Students Demonstrating Proficiency	
	Paid	F/R	Paid	F/R	Paid	F/R	Paid	F/R	Paid	F/R	Paid	F/R
ELA 3-4	67%	39%	75%	48%	79%	43%	Paid (133) 67%	F/R (109) 29%	Paid (68) 72%	F/R (53) 26%	Paid (65) 62%	F/R (56) 32%
<i>Difference</i>	-28		-27		-36		-38		-46		-30	

IREAD Results

<u>Year</u>	<u>Pass Percentage</u>
2021	99%
2022	97%
2023	94%
2024	87%

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	(593)	(30)	(52)	(42)	(51)	(418)	(147)
	% of Pop	5%	9%	7%	9%	70%	25%
		13%	10%	17%	10%	6%	-
2021/22 Outcome	(587)	(28)	(47)	(56)	(61)	(395)	131
	Overall	5%	8%	10%	10%	67%	22%
	96.12%	36% (-23%)	30% (-20%)	27% (-10%)	28% (-18%)	22% (-16%)	-
2022/23 Outcome	(591)	(34)	(65)	(64)	(53)	(375)	(241)
	Overall	6%	11%	11%	9%	63%	41%
	94.26% (-1.86%)	32% (+4%)	48% (-18)	91% (-64)	17% (+1%)	29% (-7%)	-
2023/24 Targeted Outcome	(582)	(31)	(80)	(114)	(40)	(316)	(239)
		5%	14%	20%	7%	54%	40%
		22% (-10%)	25% (-23%)	25% (-66%)	10% (-7%)	15% (-14%)	-
2023/24 Outcome	(589)	(30)	(82)	(121)	(39)	(316)	(249)
	Overall	5%	14%	21%	7%	54%	42%
	95.27%(+1.01%)	11.8% (+20.2%)	7.3% (+40.7%)	20.2% (+70.8%)	8.9% (+1.1%)	7.3% (+7.7%)	-
2024/25 Targeted Outcome	(569)						
	Overall						
	98%	10% (+1%)	10% (+34%)	15% (+79%)	5% (+12%)	5% (+19%)	-
2025/26 Targeted Outcome							
	100%	0% (+32%)	0% (+46%)	0% (+91%)	0% (+17%)	0% (+29%)	-

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>(121)</u>	<u>Asian</u> <u>(7)</u>	<u>Black</u> <u>(21)</u>	<u>Hispanic</u> <u>(20)</u>	<u>Multiracial</u> <u>(7)</u>	<u>White</u> <u>(69)</u>	<u>Low Socio-</u> <u>Economic</u> <u>Status</u> <u>(57)</u>	<u>Sped</u> <u>(19)</u>
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	(121) 52% (-13)	(6) 17% (-40)	(16) 25% (-18)	(23) 17% (-23)	(9) 56% (-15)	(67) 73% (-5)	(50) 32% (-21)	(14) 14% (-23)
2025 Target	70% (+18)	70% (+53)	70% (+45)	50% (+33)	75% (+19)	90% (+17)	65% (+32)	55% (+41)
2026 Target	85%	85%	85%	70%	90%	95%	75%	65%

Professional Development Focus: (Academic – Language Arts Achievement)

Professional Development Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Identify the next steps for students who are at risk of not passing IREAD3 and the ELA portion of ILEARN.	IREAD Data ILEARN ELA Data WIDA Data NWEA Projected Proficiency Report CFAs Small Group Counselor Instruction 10 Success Factors for Literacy Intervention – Susan Hall	NWEA AIMSweb DIBELS CFAs based on Essential Standards UFLI PM Sound Partners PM	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Examine instructional practices around the 5 components of literacy.	PLC Cluster Cycles Hattie’s High Impact Teaching Strategies Teacher Efficacy Survey Anita Archer Vocabulary Resources HMH UFLI Heggerty Flyleaf Intentional Coaching Cycles Peer Observations	Learning Walks Peer Observation Reflective Feedback Teacher Evaluation and BOY, MOY, EOY Goal Conferences Benchmarking Tools PM Data NWEA Data DIBELS Data	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators NIET Coach
Launch of Cluster Cycles to increase student achievement	CFAs-Student Data Application of New Learning Coaching Cycles Field Testing Hattie’s High Impact Teaching Strategies NIET Learning to ILT by Administration Explicit Teaching Book Study Acceleration for All –Book Study	CFAs with Rubrics Student Observational Data Learning Walks with Feedback Teacher Evaluations NWEA IREAD ILEARN WIDA DIBELS	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators NIET Coach

	10 Success Factors for Literacy Intervention – Susan Hall	AIMSweb		
Co-teaching and coaching models during literacy blocks in classrooms.	Curriculum Resources Essential Standards Peer Observations Co-Teaching New Learning through Articles and Specific Co-Teaching Models	Collaboration Time Agendas and Notes	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Create structures and routines/ environments and practices to support high student achievement and growth.	WIN Time Differentiated Small Group Instruction Core Literacy Block – Scarborough's Rope Student Data Tracking Implementing SEL Curriculum	Peer Observations with feedback Student Data	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Build teacher knowledge and capacity around embedding strategies and explicit teaching to close student group achievement gaps.	Bite size PDs on 5 components of literacy, scaffolds, SIOP strategies, UDL strategies UPar Snap and Read CoWriter 10 Success Factors for Literacy Intervention – Susan Hall	Peer Observations with feedback Collaboration Time Team Meetings Cluster PLC Cycles	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Develop and engage in community partnerships with HPE families.	Basic Needs Survey Family Nights at HPE Academic Family Evenings Coffee Chats	MOY/EOY Survey Attendance at Family Nights Attendance at Coffee Chats	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Restructure and implement Multi-Tiered Systems of Support (MTSS) process, including CST (Child Study Team).	WIN Time – Tiered Targeted Interventions CST Meetings to Analyze Student Needs and Data ILT Collaboration to Analyze Student Data Cluster Cycles with Student Data	WIN Data MTSS CST Notes Tier 3 Intervention PM Essential Standard Checks Exit Tickets (Core Instruction) DIBELS Data	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators

	Tier 2 – Essential Standards with Supportive Scaffolds Small Group Counselor Instruction 10 Success Factors for Literacy Intervention – Susan Hall	AIMSweb Data NWEA Data		
Monitoring of demographic groups; knowing and naming students.	Skyward Enrollment Reports Family Surveys NWEA MTSS PM Tools Engagement Surveys Small Group Counselor Instruction	Monitor RTI/MTSS PM and Data Analyze Family Surveys Behavior Data NWEA Data Engagement Inventories	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators
Intentional focus on attendance.	Skyward Attendance Data Early Teacher Communication Office Communication Home Visits SRO Welfare Checks Attendance Audits- Look at our data to determine find patterns for attendance Early Intervention- Before the district deadlines, engage with families to see what support they may need Individualized Plans for Chronic Absentees Incentive Attendance Small Group Counselor Instruction	Skyward Data Communication Family Engagement	2024-2025 School Year	Certified Teaching Staff Office/Registrar School Administrators SRO

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
Rdg K-2	68%	78%	77%	80% (+3)
Rdg 3-4	70%	74%	78%	83% (+5)
Math K-2	79%	86%	83%	80% (-3)
Math 3-4	71%	91%	94%	89% (-5)

Expected SMART Outcome 2:

All 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.	LEARN Performance by Standard NWEA Learning Continuum DIBELS LETRS Assessments Cluster Cycle Data HMH Into Reading UFLI (K-3) Heggerty (K-2) EDM resources Math in Practice Balanced Math Model	Cluster Cycle Data Classroom Walk-Throughs and Observations BOY, MOY, EOY NWEA BOY, MOY, EOY DIBELS LETRS Assessment CFAs	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators

Improve the intentional planning and implementation of small group instruction.	<ul style="list-style-type: none"> Learn Performance by Standard NWEA Learning Continuum HMH Into Reading Cluster Cycles and Data Meetings Planning Organizers EDM resources Math in Practice Balanced Math Model Building Thinking Classrooms – Peter Liljedahl 	<ul style="list-style-type: none"> Classroom walk-throughs and observations BOY, MOY, EOY NWEA results CFAs Informal Classroom Assessment 	2024-2025 School Year	<ul style="list-style-type: none"> Certified Teaching Staff Instructional Coach School Administrators
Review and implement SIOOP (Sheltered Instruction Observation Protocol) strategies to support all learners.	<ul style="list-style-type: none"> SIOOP activities UDL 	<ul style="list-style-type: none"> Classroom walk-throughs and observations BOY, MOY, EOY NWEA results WIDA results 	2024-2025 School Year	<ul style="list-style-type: none"> Certified Teaching Staff Instructional Coach MLL Team School Administrators
Refine Co-teaching Practices Collaborative cohort “Lab” classrooms/peer observations	<ul style="list-style-type: none"> Planning and collaboration time 	<ul style="list-style-type: none"> Weekly collaboration Monthly check-ins with feedback 	2024-2025 School Year	<ul style="list-style-type: none"> Certified Teaching Staff Instructional Coach School Administrators
Improve MTSS Practices Maintain consistency with the development of individualized action plans for identified students at risk Improve communication with and input from families throughout the MTSS process	<ul style="list-style-type: none"> 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 Small Group Counselor Instruction 	<ul style="list-style-type: none"> Monthly progress monitoring of students in Tier 2 Weekly progress monitoring of students in Tier 3 Monthly review of MTSS student action plans at data meetings 	2024-2025 School Year	<ul style="list-style-type: none"> Certified Teaching Staff Instructional Coach School Administrators
Peer Observations of whole group or small group with reflection on best instructional practices	<ul style="list-style-type: none"> Hattie’s High Impact Teaching Strategies Reflective Questioning Targeted Curriculum Resources 	<ul style="list-style-type: none"> Reflective Feedback NWEA Data Classroom Growth CFA’s Teacher Evaluation Walk-Throughs 	2024-2025 School Year	<ul style="list-style-type: none"> Certified Teaching Staff Instructional Coach

				School Administrators
Focus on multi-step problem solving approaches including real world application and DOK.	Building Thinking Classrooms Curriculum Resources Ryan Flessner and Learning Lab Resources DOK articles Building Thinking Classrooms – Peter Liljedahl	Reflective Feedback Cluster PLC Cycles NWEA CFAs	2024-2025 School Year	Certified Teaching Staff Instructional Coach School Administrators

HPE Professional Development Plan 2024-25

We will use our designated time on Tuesdays, Thursdays, and the E-Learning Day to focus our PD in the following areas. We will also use grade level collaboration time and Guiding Coalition Wednesdays to focus on our professional needs.

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

- Reading, Writing, and Phonics
 - Language Arts Essential Standards – Vertical Articulation
 - Developing CFA’s
 - Cluster Cycles w/new learning embedded
 - SOR PD
 - PLC Work with Solution Tree
 - WIN Time
 - MTSS – Restructured
 - Peer Observations
 - Grade Level PD led by Instructional Coach
 - How to Build Skilled Readers
 - Co-Teaching

- Community and Family Engagement
 - How to close the achievement gap - cultural biases and environmental factors
 - Family Nights at HPE
 - Welcome Center for HPE Families
 - Culturally Responsive Classrooms

- Equity and Inclusion

- Breaking down the barriers
- High Engagement Instruction
- SIOP Strategies

- Math
 - Balanced Math Model – Ryan Flessner
 - Building Thinking Classrooms- Peter Liljedahl
 - Peer Observations

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:
 - NWEA
 - ACT
 - PSAT
 - SAT
 - AP/IB Exams
 - IREAD 3
 - ISPROUT
 - IAM
 - WIDA
 - Fountas and Pinnell Reading Levels
- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
 - 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 and surveys about 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.

Assurance that the professional development program complies with the local school board's core principles for professional development.

- 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.