

**Reynolds School District 7**  
**Reynolds Middle School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

## Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

## Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Comprehensive Needs Assessment Data Documentation	4
Goals	5
Goal 1: We will remove barriers and hold high expectations in order to increase the number of students who meet benchmark standards on the STAR reading and math assessments.	6
Goal 2: We will work in Professional Learning Communities to increase the effective use of culturally responsive teaching strategies.	10
Goal 3: We will promote a safe and healthy learning environment by providing SEL opportunities and enhancing our PBIS program to celebrate student successes and creating tier two data teams.	11
Goal 4: We will support Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes.	14
Title I Components (ORIS Domains)	17
Question 1. COMPREHENSIVE NEEDS ASSESSMENT	18
1.1: Comprehensive Needs Assessment	18
Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.	18
Question 3. Please respond to the following:	18
3.1: Leadership	18
3.2: Talent Development	18
3.3: Stakeholder Engagement	18
3.4: Well-Rounded Learning System	19
3.5: Instructional Strategies	19
3.6: Inclusive Policy and Practice	19

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Reynolds Middle School

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements


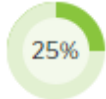
# Goals

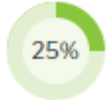






**Goal 1:** We will remove barriers and hold high expectations in order to increase the number of students who meet benchmark standards on the STAR reading and math assessments.

**Performance Objective 1:** By June 2023, all 8th grade students will increase from 28% to 35% scoring at/above benchmark level, students with EL needs will increase from 3% to 13%, and students who receive special education services will increase from 7% to 15% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 25% to 32% scoring at/above benchmark level and all Latinx 8th grade students will increase from 14% to 21% scoring at/above benchmark on STAR-Math.

**Evaluation Data Sources:** STAR

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> STAR will be administered 3 times per year. <b>Staff Responsible for Monitoring:</b> Shelly Hamness, Tracy Vanden Berg, Stephanie Lynch	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Teachers will collaborate in department PLCs to develop common scope and sequence, units, and assessments. <b>Staff Responsible for Monitoring:</b> PLCs, Instructional Coaches  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				


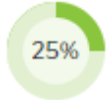
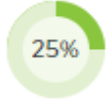
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Teachers will collaborate in department PLCs to review data, check on student academic progress and implement appropriate interventions. <b>Strategy's Expected Result/Impact:</b> PLCs will use STAR data to drive instructional decisions in respect to how best support our most marginalized students. PLCs will follow supported data cycle processes with the support of the instructional coach. By working through the four PLC question as part of data cycles, teaching staff will be able to deftly and purposefully use differentiation to support standards mastery for all students. <b>Staff Responsible for Monitoring:</b> PLCs, Instructional Coaches  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 4 Details	Reviews			
<b>Strategy/Action 4:</b> Students will receive targeted math support through Math enrichment courses. <b>Strategy's Expected Result/Impact:</b> Students identified as three or more years below grade level benchmark on the STAR Benchmark assessment will participate in a rich, data driven, math acceleration class where the focus is building skills that support mastery. <b>Staff Responsible for Monitoring:</b> PLCs, Instructional Coaches, Math Teachers, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 5 Details	Reviews			
<b>Strategy/Action 5:</b> The Math Department will hold a Family Math Night in the Spring of 2023. <b>Strategy's Expected Result/Impact:</b> Create a space to build community, <b>Staff Responsible for Monitoring:</b> Math Department, Events Committee, Admin Team  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** We will remove barriers and hold high expectations in order to increase the number of students who meet benchmark standards on the STAR reading and math assessments.




**Performance Objective 2:** By June 2023, all 8th grade students will increase from 20% to 30% scoring at/above benchmark level, students with EL needs will increase from 2% to 10%, and students who receive special education services will increase from 12% to 20% scoring at/above benchmark on STAR-Reading.






By June 2023, all Black/African American 8th grade students will increase from 6% to 15% scoring at/above benchmark level and all Latinx 8th grade students will increase from 13% to 22% scoring at/above benchmark on STAR-Reading.

**Evaluation Data Sources:** STAR

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: STAR will be administered 3 times per year.	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Teachers will collaborate in department PLCs to develop common scope and sequence, units, and assessments.	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> Teachers will collaborate in department PLCs to review data, check on student academic progress and implement appropriate interventions. <b>Strategy's Expected Result/Impact:</b> PLCs will use STAR data to drive instructional decisions in respect to how best support our most marginalized students. PLCs will follow supported data cycle processes with the support of the instructional coach. By working through the four PLC question as part of data cycles, teaching staff will be able to deftly and purposefully use differentiation to support standards mastery for all students. <b>Staff Responsible for Monitoring:</b> PLC, Instructional Coaches  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				









Strategy/Action 4 Details	Reviews			
<b>Strategy/Action 4:</b> Students will receive targeted reading support through Reading courses. <b>Strategy's Expected Result/Impact:</b> Students identified as three or more years below grade level benchmark on the STAR Benchmark assessment will participate in a rich, data driven, math acceleration class where the focus is building skills that support mastery. <b>Staff Responsible for Monitoring:</b> PLCs, Instructional Coaches, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 5 Details	Reviews			
<b>Strategy/Action 5:</b> RMS Newcomer program for students who have been in the country for less than 2 years. <b>Strategy's Expected Result/Impact:</b> Students new to the country will receive 4 academic classes from a trained and licensed ELD teacher. Having this time to acclimate to US schools and receive targeted intervention will enhance English development and support ELPA21 assessments. <b>Staff Responsible for Monitoring:</b> Newcomer teacher, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 6 Details	Reviews			
<b>Strategy/Action 6:</b> Students identified as ELL will attend an English Development Class. <b>Strategy's Expected Result/Impact:</b> Four levels of ELD will focus on students receiving appropriate instruction at their English Language Development level. Students are assessed using ELPA21 and/or classroom assessments. Students will receive an average of 45 minutes a day of direct instruction that will impact English development and support ELPA21 assessment. <b>Staff Responsible for Monitoring:</b> ELD Teachers, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 7 Details	Reviews			
<b>Strategy/Action 7:</b> RMS will hold a Title I Literacy night to celebrate our students and their personal literacy growth. <b>Strategy's Expected Result/Impact:</b> The RMS community strengthen ties for students and families by hosting a dinner and event. Students and families will participate in a guest speaker, learn about supporting literacy at home and receive books for the family. <b>Staff Responsible for Monitoring:</b> Shelly Hamness, Alyson Drain  <b>Characteristics:</b> Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** We will work in Professional Learning Communities to increase the effective use of culturally responsive teaching strategies.







**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE survey prompt " We are provided training to meet the needs of a diverse student population in our school" will increase from 19% to 29%. (67% the year before)

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Instructional coaches will engage in coaching cycles to support culturally responsive teaching strategies. <b>Staff Responsible for Monitoring:</b> Instructional coaches, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. <b>Strategy's Expected Result/Impact:</b> Students will find books that are a just right fit. Students will be more engaged in their reading. <b>Staff Responsible for Monitoring:</b> ELA teachers, Coaches, Shelly Hamness  <b>Characteristics:</b> Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** We will promote a safe and healthy learning environment by providing SEL opportunities and enhancing our PBIS program to celebrate student successes and creating tier two data teams.

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "We have a system for celebrating student success" will increase from 38% to 48%. (63% the year before)



By the end of the 2022-2023 school year, the percentage of students who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Student success is celebrated at the school" will increase from 61% to 70%. (70% last year)







Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Monthly CODE days will include a grade-level assemblies to recognize students. <b>Strategy's Expected Result/Impact:</b> Students will feel connected to the school by being a part of the school community. <b>Staff Responsible for Monitoring:</b> PBIS committee, Tracy Vanden Berg, Shelly Hamness  <b>Characteristics:</b> High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Daily announcements will include students who win shield drawings, random shout-outs, athletic updates, and highlight student achievements. <b>Strategy's Expected Result/Impact:</b> Students will feel part of the community, be knowledgeable of activities, and take part in celebrating peers. Students can earn prizes with shield drawings and use them in the student store to purchase items. <b>Staff Responsible for Monitoring:</b> Counseling team, Diane Bowlby, Barb Casey, Administration  <b>Characteristics:</b> Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** We will promote a safe and healthy learning environment by providing SEL opportunities and enhancing our PBIS program to celebrate student successes and creating tier two data teams.

**Performance Objective 2:** By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Students believe this school is a safe place" will increase from 11% to 20%. (30% last year)

By the end of the 2022-2023 school year, the percentage of students who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "I feel safe at school" will increase from 45% to 55%. (72% last year)




Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Campus Monitors will be trained in de-escalation and conflict resolution strategies. <b>Strategy's Expected Result/Impact:</b> This training will positively impact campus monitor-student relationships which results in resolving conflicts earlier before they escalate. Students will gain skills in conflict resolution as a result. <b>Staff Responsible for Monitoring:</b> Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Counselors and social workers will teach SEL lessons in foundations classes and produce and share "Mind-up Monday" videos for Foundations classes. <b>Strategy's Expected Result/Impact:</b> Students will view a "mind-up" Monday video as well as participate in counselor led activities in foundations. As a result, students will gain strategies for conflict management, self-regulation, etc. <b>Staff Responsible for Monitoring:</b> Counseling Department  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				






Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> School will host multiple affinity groups and clubs. <b>Strategy's Expected Result/Impact:</b> In partnership with our community partners and mental health providers, students will be able to participate in affinity groups and clubs. These groups play a vital role in creating an inclusive environment where students feel valued, included, and empowered to succeed. <b>Staff Responsible for Monitoring:</b> November Phillips, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 4 Details	Reviews			
<b>Strategy/Action 4:</b> The RMS Student Engagement Specialist will develop a robust support plan for students who are struggling with engagement, which will be defined as a combination of grades and attendance rates. The SES will facilitate the tier 2 data team to make sure the students are identified correctly. The SES will develop a caseload to support in increasing their level of engagement. This will include developing partnerships with families, eliminating barriers by working with community partners and social workers, and providing in school mentoring support. <b>Strategy's Expected Result/Impact:</b> Students working with the SES will develop skills and attitudes that will help them succeed in school. The partnership between home and school will be strengthened and attendance rates will increase.	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** We will support Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes.

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "My Professional Learning Community work results in improved student learning" will increase from 35% to 45%. (65% the year before)

**Evaluation Data Sources:** CEE Survey








Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Instructional coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies. <b>Strategy's Expected Result/Impact:</b> Staff will feel better equipped to develop and strengthen lessons, classroom management, etc. Teachers will feel supported and heard as to what areas they want to improve. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Shelly Hamness  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Technology coaches will collaborate with teachers and administration to plan and lead PD sessions focused on the integration of technology to increase student engagement and achievement. <b>Strategy's Expected Result/Impact:</b> Teachers will feel equipped to develop and deliver digital lessons. <b>Staff Responsible for Monitoring:</b> VILS Coach, Garrett Jillesma  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> A Professional Learning Room and Library will provide staff members resources and books on instructional practices. <b>Strategy's Expected Result/Impact:</b> Teachers will have a space to collaborate and access resources.  <b>Characteristics:</b> Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 4 Details	Reviews			
<b>Strategy/Action 4:</b> PLCs will begin a book study "Learning by Doing" published by solution tree. <b>Strategy's Expected Result/Impact:</b> "Learning by Doing: A Handbook for Professional Learning Communities at Work helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This handbook is a guide for action that will: Help educators develop a common vocabulary and consistent understanding of key PLC concepts." <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Shelly Hamness, Department Chairs  <b>Characteristics:</b> Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 4:** We will support Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes.

**Performance Objective 2:** By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction" will increase from 7% to 17%. (35% the year before)

Strategy/Action 1 Details	Reviews			
<b>Strategy/Action 1:</b> Instructional coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies.	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
<b>Strategy/Action 2:</b> Technology coaches will collaborate with teachers and administration to plan and lead PD sessions focused on the integration of technology to increase student engagement and achievement.	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 3 Details	Reviews			
<b>Strategy/Action 3:</b> A Professional Learning Library located in the staff room will provide staff members resources and books on instructional practices.	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Components (ORIS Domains)

## Question 1. COMPREHENSIVE NEEDS ASSESSMENT

### 1.1: Comprehensive Needs Assessment

**Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.**

**Question 3. Please respond to the following:**

### 3.1: Leadership

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.
- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.
- Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

### 3.2: Talent Development

### 3.3: Stakeholder Engagement

### **3.4: Well-Rounded Learning System**

### **3.5: Instructional Strategies**

### **3.6: Inclusive Policy and Practice**