



Geist Elementary  
14051 East 104<sup>th</sup> Street  
Fishers, IN  
317-915-4260

School Improvement Goals and Strategies  
2022-23

School DOE number: 2474  
Corporation number: 3005

# GES: SIP 2022-23

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## **SIP Team**

Christine Dawdy, Caroline Scott- K  
David Baldock, Jenn Knox- 1<sup>st</sup>  
Sharlie Friedle, Elicia Diamond- 2<sup>nd</sup>  
Sara Biggs, Michelle Dahl- 3<sup>rd</sup>  
Dani Dobbins, Jeanine Scott- 4<sup>th</sup>  
Erin Green, Kelly Pidcock- Related Arts  
Lakin Greaves- Resource Teacher, Co-Lead Exceptional Learners  
Jen Koenig- Equity Lead  
Lisa Keller- School Counselor  
Kayla Rago- Teacher Development Specialist (TDS)  
Christi Thomas- Principal  
Lynn Laffey- Assistant Principal  
Angie Commorato- PTO Co-President and parent  
Amy Klus- PTO Co-President and parent

The GES committee consists of stakeholders of our school family that are eager to see us fulfill our mission and vision. Our team represents different grades, related arts, special services and our community. The SIP team takes information comprised from focused teams at GES and compiles and focuses our efforts to assure we are addressing concerns evident in our present data.

## **Mission and Vision**

**Mission-** Geist Elementary School is dedicated to establishing meaningful relationships with students, families, and the community by assuring a safe and supportive environment. We provide real-world experiences utilizing students' strengths and interests to foster a growth mindset, social and emotional wellbeing, and academic achievement.

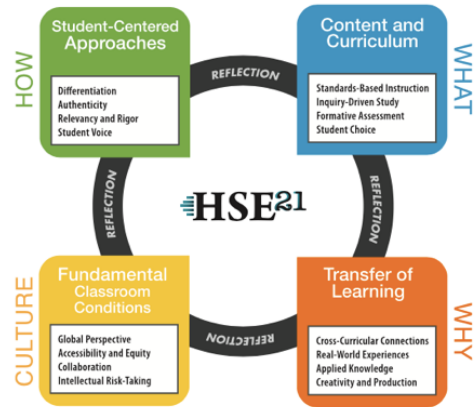
**Vision-** Our vision is for all students to be critical thinkers and collaborative learners who apply knowledge and skills to impact their community.

## **Core Commitments at Geist**

- 1) Love First Teach Second
- 2) Standards-Based Instruction
- 3) HSE 21
- 4) Foster collaborative relationships with students, staff and families
- 5) Growth Mindset
- 6) Future Ready Skills

# HSE 21 use of Best Practices for Teaching and Learning

Hamilton Southeastern Schools  
Best Practices for Teaching and Learning



Update Approved 6/24/2017 HSE Administration - View related content at <http://www.hs21.in.us> or visit [hs21.in.us](http://hs21.in.us)

## Board Goals

Academic: All students will demonstrate growth in academic achievement and proficiency.

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.

## Data Resources Utilized

1. ILEARN 2018-19 school data (does not reflect re-districting), 20-21, 21-22
2. NWEA 20-21, 21-22
3. Universal Early Literacy Screener

## A. Academic

### Goal #1 (ILEARN 3-4):

ILEARN data from 2021-22 shows overall proficiency and achievement gaps between the subgroups listed below for ILEARN.

	<b>ELA: 3<sup>rd</sup> and 4<sup>th</sup> 2021-22</b>	<b>Math: 3<sup>rd</sup> and 4<sup>th</sup> 2021-22 Results</b>
<b>Baseline 2022</b>	Current Proficiency Rate: 71.8% (3 <sup>rd</sup> grade- 68%, 4 <sup>th</sup> Grade 76%)	Current Proficiency Rate: 80.5% (3 <sup>rd</sup> grade 81%, 4 <sup>th</sup> grade 80%)
<b>Historical</b>	2021 Proficiency Rate: 69.9% (3 <sup>rd</sup> grade- 75%, 4 <sup>th</sup> Grade 65%) 2019 Proficiency Rate: 70% 2018 Proficiency Rate: 86.3%	2021 Proficiency Rate: 79% (3 <sup>rd</sup> grade 82%, 4 <sup>th</sup> grade 76%) 2019 Proficiency Rate: 79% 2018 Proficiency Rate: 86.1%
<b>Exceptional Learner</b>	Current Proficiency Rate: 25% (3 <sup>rd</sup> grade-33 %, 4 <sup>th</sup> grade-14%)	Current Proficiency Rate: 43.8% (3 <sup>rd</sup> grade- 44%, 4 <sup>th</sup> grade- 43%)
<b>Black</b>	Current Proficiency Rate: 71.4% (3 <sup>rd</sup> grade-67 %, 4 <sup>th</sup> grade-73 %)	Current Proficiency Rate: 81% (3 <sup>rd</sup> grade-67 %, 4 <sup>th</sup> grade- 87%)
<b>Multi</b>	Current Proficiency Rate: 45.5% (3 <sup>rd</sup> grade- 50%, 4 <sup>th</sup> grade- 40%)	Current Proficiency Rate: 63.6% (3 <sup>rd</sup> grade- 83%, 4 <sup>th</sup> grade-40 %)
<b>504</b>	Current Proficiency Rate: 66.7 % (3 <sup>rd</sup> grade-64 %, 4 <sup>th</sup> grade- 67%)	Current Proficiency Rate: 90.5% (3 <sup>rd</sup> grade- 100%, 4 <sup>th</sup> grade-80 %)

### Expected Goal Outcome:

To increase the overall proficiency rate over the next two years in each category.

<p>Year 2 (2022-23) Although we did grow in both cumulative outcomes, we did not make our year 1 projection. We achieved 71.8% cumulative for ELA and 80.5% cumulative for Math. We aim for the goal of Cumulative Outcome Proficiency range of 75%-77% for ELA and range of 82%-84% for Math.</p>
<p><b>ORIGINAL TARGETS-</b> (2021-22) Expected Cumulative Outcome Proficiency range of 75%-77% for ELA and range of 82%-84% for Math. (2022-23) Expected Cumulative Outcome Proficiency rate of range of 76%-78% for ELA and range of 83%-85% for math</p>

To increase the subgroup population passing rates by grade.

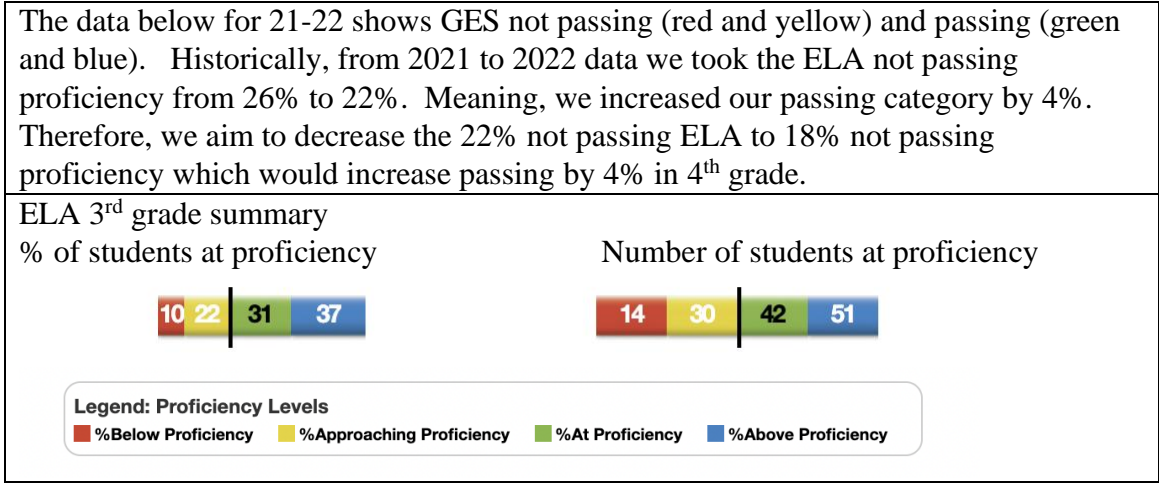
<p>Year 2 (2022) We were able to achieve that goal of above 50% pass rate in 5 of the 8 subgroups/subjects. We grew in SPED ELA and Math, and 504 ELA and Math. We dropped in multi ethnicities in 3<sup>rd</sup> grade in ELA. The population is under 10 but will be monitored.</p> <p>Currently the following groups are within 10% or above the current pass proficiency</p> <ul style="list-style-type: none"> <li>● 3<sup>rd</sup> and 4<sup>th</sup> grade 504 subgroups for Math and ELA</li> <li>● 3<sup>rd</sup> and 4<sup>th</sup> grade black students' subgroups for ELA and 4<sup>th</sup> grade Math</li> <li>● Our 3<sup>rd</sup> grade Multi-ethnic subgroup for Math</li> </ul>
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We aim for all subgroups to be over 50% (increase of 3 subgroups) and within 8% of expected pass proficiency.

**ORIGINAL TARGETS-**  
 (2021-22) achieve over 50% pass scores as we have some subgroups below 50%.

(2022-23) to be within 10% of expected baseline cumulative proficiency of 69.9% ELA and 79% Math proficiency rates for all subgroups there were above 50% but below current proficiency.

To increase overall passing by decreasing below proficiency percentages.



**Goal #2 (NWEA K-2):**

NWEA data from 2021-22 shows needed growth in our overall proficiency and subgroups for grades K-2 as compared to historical data.

**BASELINE 2021-22**  
 NWEA demonstrates that 72% of our students are making their math goal projections for the 21-22 school year. That is 283 students out of 389. That is up 14% from last year.

NWEA demonstrates that 66% of our students are making their ELA goal projections for the 21-22 school year. That is 253 students out of 386. That is up 8% from last year.

**Historical Data:**  
 2020-21: NWEA 189/325 - 58% of our students made their reading and math goal projections for the 20-21 school year.  
 2019-20: pandemic started and there was no spring data  
 2018-19: NWEA 373/483= 77% of students made their reading goal and 403/480 = 84% of students made their math goal  
 2017-18: NWEA 333/468= 71% of students made their reading goal and 406/469 = 87% of students made their math goal

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<b>Math K-2 NWEA 20-21 Subgroup Results</b>	
<b><u>Baseline 2022:</u></b> Black student results: 69% Multi-racial student results: 88% Exceptional learner results: 86%	<b><u>Historical Data 2020-21:</u></b> Black student results: 64% Multi-racial student results: 69% Exceptional learner results: 36%
<b>Reading K-2 NWEA 20-21 Subgroup Results</b>	
<b><u>Baseline 2022:</u></b> Black student results: 56% Multi-racial student results: 87% Exceptional learner results: 71 %	<b><u>Historical Data 2020-21:</u></b> Black student results: 54% Multi-racial student results: 58% Exceptional learner results: 55%

**Expected Goal Outcome:**

The percentage of students making their growth goal will be 84% within three years as measured by NWEA.

<p>Year 2 (2022-23) - We grew from 58% of our students making their growth goal to 72% in Math and 66% in ELA. We aim to meet our expected outcome of 76%-78% of students meeting their math goal and 69%-71% of our students meeting their ELA goal.</p>
<p><b>ORIGINAL TARGETS-</b>            (2021) Expected Outcome is 69-71% of students meeting their reading and math target.            (2022) Expected Outcome is 76-78% of students meeting their reading and math target.            (2023) Expected Outcome is 83-85% of students meeting their reading and math target.</p>

To increase the % of students in the subgroup population meeting their growth goal.

<p>Year 2 (2022-23) - We met the goal of having all groups over 50% of reaching their goal.</p> <p>The school outcome was 72% for math and exceptional learners and multi ethnic students exceeded the goal. The black students results were at 69%.</p> <p>The school outcome was 66% for Reading and exceptional learners and multi ethnic students exceeded the goal. The black students results were at 56%.</p> <p>We aim to have all sub-groups to within 5-10% of the total school outcome of students making their growth goal.</p>
<p><b>ORIGINAL TARGETS-</b></p>

(2021) Expected Outcome is over 50% for groups currently below 50% and to within 5-10% of the overall total percentage of students making their growth goal

<b>GOAL #2 Strategy</b>	<b>Resources Needed</b>	<b>Progress Monitoring</b>	<b>Timeline</b>	<b>Person Responsible</b>
ACADEMIC:				
SLP member of K PLC and will provide monthly letter sound lessons for kindergarten classrooms ** Applies to K only- NWEA READING GOAL ONLY	Results from initial screener of students in K	Pre data to determine letters of most concern  K sound assessment	21-23	SLP K teachers

**BASELINE 2021-22 Universal Early Literacy Screener**

Our MTSS model for students and families is a specific structure led by our GES MTSS Leadership Team to help every child realize success. Teachers provide feedback to students and families on in-class performance through assessments and on quarterly or semester report cards. They also select specific assessment data and topics to discuss in data cycles with their colleagues each week during their Professional Learning Community (PLC) time. This is an important time for teachers to discuss instructional techniques and build plans to support students with enrichment or remediation.

Various screeners, informal and formal, or standardized assessments are also administered to gather more information to support discussions for potential interventions. Several pieces of data are needed to develop interventions. Some assessments are performed in class and other assessments, or screeners are performed by specialists.

<b>Universal early literacy screener</b>	
<b>389 students were screened with our universal Early Literacy Screener. 54 students were flagged.</b>	<b>5 students received advanced screener</b>

<b>Goal #1 and Goal #2 Strategies</b>				
	<b>Resources Needed</b>	<b>Progress Monitoring</b>	<b>Timeline</b>	<b>Person Responsible</b>
ACADEMIC:				

<p>MTSS implementation including:</p> <p>Assure Core Instruction -teach protocol and unpacking of our reading curriculum -continuity from grade to grade and classroom to classroom</p> <p>Provide Multi-Tier Systems of Support</p> <p>Utilize Child Study Team</p> <p>Read- Kids 1<sup>st</sup> from Day 1</p> <p>Extension work on Problem Solving in Math</p> <p>Global Read Aloud comparing two texts</p> <p><i>** Works toward HSE Equity IEP- Diversity and Curriculum</i></p>	<p>Resources:</p> <p>HMH, Units of Study Reading, Writing and Phonics; Words Their Way (WTW); Heggerty, my Pal and Rigby work; EDM</p> <p>Extensions and Interventions for Tiered Support</p> <p>Early Literacy Screeners</p> <p>District MTSS Meetings</p> <p>K-2 NWEA Oral Reading Fluency Assessment</p> <p>Co-teaching opportunities with TDS</p>	<p>Reading Benchmarks and students making a minimum of a year's worth of growth</p> <p>WTW inventory- F, W, S</p> <p>End of Unit of Assessments Reading (3,4)</p> <p>Writing Rubric (K-4)</p> <p>SFS observations</p> <p>Tiered support progress monitoring data</p> <p> Screener results flagged 73 students in 2021-22. Support was already being provided or was added based on the data and needs.</p>	<p>20-21 (Child Study and Screeners)</p> <p>21-22 (Continue Early Lit Screeners, Child study, new letters for Tiered 2 and 3); Summer book studies</p> <p>22-23 Committed time for HMH work as a staff and team; continuation of book studies</p> <p>Vertical Articulation on problem solving</p> <p>Training on Jr. Great Books</p>	<p>MTSS Team-specific training and meetings with individual teachers</p> <p>Grade level teams of teachers</p> <p>Teacher Librarian</p> <p>Teacher Development Specialist (TDS)</p>
<p>Implement co-teaching model with Resource teacher in two classrooms</p>	<p>Universal Design Daily book, Co-teaching Book</p> <p>Specifically designed instruction</p>	<p>Feedback in November and March on Co-Teaching model classroom teachers</p>	<p>19-20 (K and 4th) 20-21 (4th) 21-22 (3<sup>rd</sup> and 4th) 22-23 (3<sup>rd</sup> and 4<sup>th</sup> grade)</p>	<p>Resource and General Education teacher</p>
<p>Develop curriculum teams to build capacity among faculty in our</p>	<p>Survey to determine interests</p>	<p>Feedback at the end of the year to determine effectiveness</p>	<p>21-22 met once to start discussion</p>	<p>All GES teachers</p>



<p>building and focus our efforts on reading, writing, math, PLTW, and UDL/SEL/Equity</p> <p><i>** Works toward HSE Equity IEP- Curriculum; learning and development</i></p>	<p>Survey or discussion to collect needs</p>	<p>PD provided and progress shared by each curriculum team</p>	<p>22-23 meetings to narrow down focus areas and to provided specifically designed PD for our staff from our leaders on these teams</p>	
<p>Utilize Universal Design for Learning strategies and Hattie’s most effective influences.</p> <p><i>** Works toward HSE Equity IEP- Climate</i></p>	<p>UDL strategies; UDD book, John Hattie Influences and Effect size data</p>	<p>Exit ticket (reflections) via email of a strategy that was implemented within a one-week timeframe following the staff training</p>	<p>19-20- co-teaching and intro to UDL &amp; Summer workshop of 8 staff on UDL</p> <p>20-21 presentation with teams on UDL</p> <p>21-23 Accountability for UDL in the classroom</p> <p>19-23 Discussion and work around Hattie’s effective influences</p>	<p>Early Literacy Team</p> <p>MTSS team</p> <p>Grade level teachers</p>

<p>Data analysis to target our instruction and set instructional and student goals: students who are progress monitored in SPED, ENL, MTSS, 504</p> <p>All students in 1<sup>st</sup>-4<sup>th</sup> grade will establish a reading goal with their teacher</p> <p>Students reflect and write steps they can take to achieve their target goal</p> <p><b>** READING GOAL ONLY</b></p>	<p>Goal Sheet for progress monitoring; emphasis on grit and growth mindset</p>	<p>Review of goal sheet by General education teacher</p> <p>Resource/ENL/MTSS/General Education teacher/ School Counselor</p> <p>Students create and discuss with teacher:</p> <ul style="list-style-type: none"> <li>- By Oct</li> <li>- review in Nov</li> <li>- update in December/January</li> <li>- revisit in February</li> <li>- Revisit in April</li> <li>- Finalize &amp; celebrate in May</li> </ul>	<p>19-20 Goal setting with students on NWEA</p> <p>20-23 Reading goal with all students</p>	<p>General education teachers, MTSS team, Resource Teacher, ENL teacher</p>
<b>Communications:</b>				
<p>Students will share their goals with their parents.</p>	<p>Goal setting sheets</p>	<p>Share out by November; February; May</p>	<p>21-23</p>	<p>Classroom teachers</p>
<p>Bring parents into the building to share their culture and experiences to broaden perspectives</p> <p><i>** Works toward HSE Equity IEP- Intercultural Engagement; Climate</i></p>	<p>Communicate with parents regarding the opportunity and learn what they can share</p>	<p>Pictures to show opportunities</p>	<p>19-23</p>	<p>Classroom teachers and school team</p>
<b>Operations:</b>				
<p>Teacher librarian is a member of the third grade PLC; small group instruction; trained</p>	<p>Wilson intervention for students in need</p>	<p>Teacher feedback from Kids 1<sup>st</sup> from Day 1</p>	<p>21-22</p>	<p>Teacher Librarian Staff</p>

<p>in Wilson; collaborating with teachers and students</p> <p>Work to help lead staff on school book study. <b>** READING GOAL ONLY</b></p>	<p>Literacy Night</p> <p>Kids 1<sup>st</sup> from Day 1</p> <p>Global Read Aloud</p>	<p>Student and staff feedback from Literacy night</p>	<p>22-23</p>	
<p>GES staff mentoring students</p>	<p>identify students who are in need</p>	<p>Observation and success of interaction</p>	<p>19-23</p>	<p>GES staff</p>
<p>School counselors will assist with...</p> <p>Second Step, Mind Up and Growth Mindset/Grit</p> <p>Partner w/Equity Team to provide Equity/SEL- focused School Wide Read Aloud (3:1 book/quarter)</p> <p>Restorative practices (utilized w/behavior events and conflict events in classroom)</p> <p><i>** Works toward HSE Equity IEP- Curriculum; Climate</i></p>	<p>Guidance curriculum, Second Step material, three read aloud books, Mindfulness resources and universal Growth Mindset/Grit Lessons</p> <p>Trainers for Restorative Practices</p>	<p>Accountability to SEL Scope &amp; Sequence 22-23</p> <p>Qualitative discussion with staff and students on impact</p> <p>Pre-post evaluations for Growth Mindset/Grit universal lesson</p> <p>22-23 Change in Panorama Data</p> <p>Follow up with CBH consistently regarding caseload and supports</p> <p>Exit ticket at the Restorative training</p>	<p>19-23</p>	<p>Teachers School Counselor CBH Counselor F &amp; F Instructor Teacher Librarian</p>

### **Chronic Absentees:**

38 out of 733 GES students were absent, more than 10% of the 2021-2022 school year. This averages 5.18% of the student body.

Follow-up protocol: Phone class to families with absences; parent meetings; Doctor documentation required for illness absences; teacher notification

## **Professional Development Plan to support Goal #1 and #2**

MTSS: Core instruction with a focus this year on use of HMH in workshop for ELA and problem solving in math

Instructional strategies: Universal design of Learning and Hattie Effective Influences (goal setting, motivation, etc.)

SEL: restorative practices, read-aloud books, biases, and growth mindset/GRIT

PD will be provided during faculty and full day PD sessions as well as PLC meetings

### **Communication Plan**

To Staff: Initial consolidated plan shared with SIP team in Fall  
Team Leads assist with delivery of initiatives  
Communication will be given out through email, PLC, and staff/PD meetings.

To Parents: Communicating to GES families through office communication of:  
SIP plan posted on website  
School initiatives and HSE21 through the Geist Gazette  
Communicating to parents via classroom newsletters of:  
HSE21 approaches and standards covered within the classroom  
Workshop instruction for Math, Reading and Writing

To Students: Community circles that focus on celebration, relationships, problem solving  
Mindfulness, Growth Mindset, Appreciating Differences, and I statements  
via counselor, teachers, F & F class  
Global integration  
via Art, Music, PE, Global Studies Teachers, Teacher Librarian, and  
classroom teachers  
Student goal setting

### **Follow up**

SIP plan for 22-23 school year is expanded from work started in 19-22. The PLC team and Curricular team will continue to meet throughout the year to communicate the building goals. Teams will meet in late April/May to reflect on the year's progress and prepare a plan to further review and adjust goals for the 2023-24 school year.

### **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.

- o The goals and interventions established for continuous improvement in the school plan address this requirement.
  - o 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.
  - o 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).
  - o 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.
  - o Each school provides instruction based on the Indiana Academic Standards. A link to the Indiana Academic standards can be found [here](#). Resources used in the instruction of the standards can be found [here](#).
- Description and name of the assessments that will be used by the school 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 Hamilton Southeastern Schools provides excellence in education and opportunities that ensure the success of each student. Throughout their educational journey, all students are taught a robust curriculum. Students are regularly assessed through formative and standardized opportunities and have the opportunity to produce authentic products which demonstrate their learning. The results of these assessments and other student examples of learning are used to ensure that the learning needs of all students are met, including exceptional learners.
- Provision for courses that allow all students to become eligible to receive an academic honors diploma (secondary only).
  - o Prior to the beginning of their high school career, all students are made aware of the different diplomas available and the requirements necessary for their attainment. Information about academic honors diplomas is included in that information. Students meet in large groups and in individual sessions with school counselors. Parents/guardians are included in all scheduling conversations if they choose to attend.
- Provision to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum (secondary only).

- o Prior to the beginning of their high school career, all students are made aware of the different diplomas available and the requirements necessary for their attainment. Information about academic honors diplomas is included in this information. Students meet in large groups and in individual sessions with school counselors. Students not pursuing an academic honors diploma are scheduled (with their input) in the necessary courses to complete the Core 40 curriculum. Parents/guardians are included in all scheduling conversations if they choose to attend.
- Provision to maximize parental participation in the school.
  - o 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.
  - o Parents also serve on SIP committees.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
  - o Hamilton Southeastern Schools (HSE) is committed to providing a safe and welcoming learning environment. Comprehensive all-hazard safety plans are collaboratively developed with members of each building's multi-professional safety team, including INDOE certified Safety Specialists along with City of Fishers police officers serving as SROs. These safety plans are audited each year by the district safety team and certified to the INDOE. SROs assist our schools in conducting State required drills involving fire, tornado, and man-made incidents. HSE believes that no single initiative will produce safe schools; rather, it takes a multitude of safety layers to ensure safe schools. HSE Schools will continue to emphasize prevention training and awareness of trauma informed best practices. HSE utilizes a web-based training platform to educate all staff members of a variety of safety topics. The modules that the staff are required to complete are tracked to ensure compliance on a variety of all-hazards topics including bullying, harassment, suicide prevention, child abuse, bloodborne pathogens just to name a few. Table-top discussions led by building-based safety team members are completed at the building levels during staff meetings to reinforce the web-based training requirements.
- Provision for the coordination of technology initiatives.
  - o Students in HSE School Corporation are expected to master the following objectives: demonstrate a sound understanding of the nature and operation of technology systems; become proficient in the use of technology; understand the ethical, cultural, and societal issues related to responsible use of technology systems and software; develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity; and use technology tools to enhance learning, increase productivity, promote academic achievement, promote creativity, increase technology capacity, and become information literate.

Students are also expected to use productivity and educational tools to collaborate in constructing technology enhanced models, prepare publications, produce creative works, and use telecommunications to collaborate, publish, exchange, and interact with peers, experts, and other audiences, and use an assortment of technologies to communicate information and ideas effectively to multiple audiences. They are also expected to use technology to research, locate, evaluate, and collect information from a variety of online academic sources, use technology tools to process, analyze, and report data, publish report results, evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks, use technology resources for solving complex problems and making informed decisions and employing technology in the development of strategies for solving real world problems.

- Provision for implementing career awareness and career development education curriculum.
  - Counselors in grades K-6 develop lessons and support instruction in career development. Students in junior high are made aware of career opportunities and participate in direct instruction on the topic as per IDOE requirement. At the high school level, students are made aware of options to obtain their diploma by participating in work-based learning opportunities, obtaining industry certifications, or CTE concentrators. Students are also taught skills that will prepare them for success in their future careers.
- 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.
  - Each school has developed an *Inclusive Excellence Plan* intended to guide the efforts of the school to address cultural competency, access and opportunity, and professional development. The *Inclusive Excellence Plan* is developed by the school's equity team in collaboration with the building administration and supports this requirement.
- 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.
- 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.