



**FISHERS JUNIOR
HIGH SCHOOL**

**SCHOOL
IMPROVEMENT
THREE YEAR
PLAN
2021-24**

MR. TIGE BUTTS

&

DR. CRYSTAL MURFF THORPE

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- Dr. Crystal Murff Thorpe – Principal
 - Mr. Tige Butts – Asst. Principal
 - Ms. Kitti Gal – Guidance Director
 - Mr. Steve Heiniger – Social Studies Department Chair
 - Mrs. Robin Keerns – Math Department Chair
 - Mrs. Deb Kletch – Science Department Chair
 - Mr. Tony Sturgeon – Language Arts Department Chair
 - Mrs. Tabbatha Collier – PTO President
-

SCHOOL IMPROVEMENT PLAN COMMITTEE

FISHERS JUNIOR HIGH SCHOOL MISSION STATEMENT



Fishers Junior High School, in partnership with the community, is committed to academic excellence and talent development in a safe, supportive environment. It is our mission that every student will possess the academic and social skills necessary to be a responsible citizen and a life-long learner in a rapidly changing, diverse world.

STAFF

The Fishers Junior High School faculty consists of 60 full-time junior high teachers, 1 part-time staff, a full-time librarian and assistant, three teachers who teach part of the day in the building (from 1 to 5 classes), nine instructional assistants, two receptionists, a guidance secretary, treasurer, and in-school reassignment monitor. FJH has a full-time nurse, two guidance counselors, one assistant principal, one principal, one athletic director, a speech and hearing therapist, and a psychologist. In 2017, a part-time mental health therapist was added. The school also employs a head custodian and Pristine Clean Company, a kitchen manager and 11 kitchen workers. FJH is proud that over the last several years, two teachers from FJH have been named the Hamilton Southeastern Schools Teacher of the Year for the district.



WE BELIEVE THAT ALL STUDENTS DESERVE:

- Equal opportunities towards effective curriculum and education. We believe all students deserve to have teachers and parents set proper expectations for schoolwork and results. We believe that all students deserve clear and communicated expectations that challenge them but are reasonable for them. We believe that all students deserve peers, teachers, and parents who have high expectations for them and who believe in their academic success and wellbeing. We believe that all students deserve to know that whether at home or school, there are caring, dependable role models to guide them. We believe that all students deserve access to adults who can counsel them as to the best pathway and coursework to achieve their goals, interests, and strengths. We believe that all students deserve help in developing a four-year plan for high school. We believe that all students deserve classroom environments that will allow them to learn the way they learn best; using content, methods, and terminology that they can understand.
- We believe that all students deserve qualified, knowledgeable, compassionate teachers who treat everyone fairly with adequate access to materials, tutoring, and individualized instruction. We believe that all students deserve to have a personal, safe, and emotionally secure relationship with adults who understand their individual teaching needs and can empower them with the tools needed. We believe that all students deserve teachers who are passionate about and experts in subject matter, creative ways to learn, and truly want to see students succeed. We believe that all students deserve more choices and electives that help them jump into high school. We believe that all students deserve a learning environment that is both culturally sensitive and that is able to meet and challenge their individual needs. We believe that all students deserve an environment that promotes equality where staff and students are accepting, respectful, and inclusive. We believe that all students deserve to have parents who are plugged in and who provide loving, caring environments that will push them to their greatest potential and toward academic excellence.

EDUCATIONAL PROGRAM AND CURRICULUM

The Hamilton Southeastern curriculum is aligned to state standards to ensure that students have the necessary content knowledge, skills, and processes to be successful in preparing for college and careers. Broad themes and concepts have been identified in science and social studies and supported within the reading curriculum as well providing links to language arts and mathematics, which allows for an in-depth study of content. Additionally, Curriculum committees have worked to augment content area maps to assure that students will continue to demonstrate proficiency of the Indiana Academic Standards. Curriculum planning in 2013-14 focused on planning for implementation of the literacy standards for science, social studies, and technical subjects. Copies of the academic standards and curriculum maps are available at the schools, the Administrative Office at 13485 Cumberland Road, and posted electronically on the staff intranet. Copies of the Indiana Academic Standards are available on the Indiana Department of Education's website

HAMILTON SOUTHEASTERN SCHOOLS PROVIDE LEARNING OPPORTUNITIES THAT CHALLENGE STUDENTS TO EXCEL THROUGH THE FOLLOWING INSTRUCTIONAL PHILOSOPHIES:

- **LITERACY:** Best instructional practices include a comprehensive approach to literacy through the implementation of readers and writers across the curriculum through best practice instruction in nonfiction reading strategies, composition instruction, and vocabulary development. Indiana State Standards provide the foundation for the language arts and composition curriculum.
- **MATHEMATICS:** The Indiana State Standards provide the learning targets for math instruction. Conceptual understanding is non-negotiable and occurs best through the integration of the content, skills, and mathematical practices defined in the new standards. Students understand, demonstrate, communicate and apply a variety of solutions to rigorous and challenging mathematical problems. Big Ideas Math, an interactive textbook was adopted in 2018.
- **SCIENCE:** The Indiana Academic Standards for Science require students to actively engage in answering by inquiry-based instruction by creating their own questions and teacher directed questions about the world around them. Content and process are equally important. Learning activities focus on life, earth, and physical science as well as engineering and technology. In 2018, Discovery Science was adopted as an interactive textbook.
- **SOCIAL STUDIES:** Instruction requires in-depth and extended inquiry and problem solving organized around social, political, economic, and historical concepts about the most precedent-setting human events in order to promote understanding of the world around them, how they “fit” into their world, and selected opportunities that promote their participation.

ASSESSMENT INSTRUMENTS

- **ILEARN** – 2018 new adaptive standardized test from the Indiana Department of Education
- **7th Grade:** District/local Common Assessments, second semester final exams, NWEA, and WIDA.
- **8th Grade:** District/local Common Assessment, Semester final exams, End of Course Assessments for High School courses, NWEA, and WIDA. New in 2018 – ILEARN state test.
- ECA, Common Assessments & Final Exams , End of Course Assessments are administered in Honors Algebra all high school-level courses complete final exams in May based upon the high school curriculum maps. Common nine-week assessments are administered in Wellness, math, English, science, World Languages, and social studies classes. Most courses have semester exams with either a portion or all of it being a district-wide common assessment.
- **RTI** Based upon student progress in math and language arts, previous years' ILEARN reports, students are placed into tiers for Response to Instruction. Once students achieve grade level success, they are removed from the tier. Remediation takes place in Lab classes, Exceptional Learners classes, ENL Resource classes, math extension block classes, and B.E.S.T period.
- **NWEA** The NWEA is an adaptive test that provides progress scores as well as national norms. All students are tested three times a year in language arts and math for growth data information to help drive instruction.
- **WIDA** A statewide test given to establish levels of proficiency to ENL students.



ATTENDANCE 2019-2020

Fishers Junior High School (2476)



Corporation



Indiana



SCHOOL DEMOGRAPHICS – 2020-21

Fishers JH	%	Hamilton Southeastern Schools	%
Asian	6.8% (-1.2)	Asian	8%
Black	12.1% (+4.3)	Black	7.8%
Hispanic	9.9% (+2.1)	Hispanic	7.8%
Multi-racial	5.8% (-.9)	Multi-racial	5.9%
White	65.3% (-4.7)	White	70%
Free/Reduce	23% (+8)	Free/Reduce	15%
Exceptional Learners	10.4% (+.1)	Exceptional Learners	10.3%
ENL	4.6% (-.3)	ENL	4.9%

2020 MATH ILEARN DATA

***2018-19 DATA**

7 th Math Student Group	% Pass rate (67.3)	# Of students tested		8 th Math Student group	% Pass rate (59.9)	# Of students tested
All students	50%	445		All students	38%	460
Exceptional Learners	14%	37		Exceptional Learners	6%	53
Free/Reduced Lunch	28%	116		Free/Reduced Lunch	22%	116
White	59%	294		White	45%	294
African American	25%	57		African American	17%	52
Hispanic	26%	35		Hispanic	23%	53
Multi-racial	38%	24		Multi-racial	27%	30
Asian	53%	34		Asian	40%	30
ENL	23%	22		ENL	0	26

2020 LANGUAGE ARTS ILEARN DATA

***2018-19 DATA**

7 th Lang. Arts Student Group	% Pass rate (57.7)	# Of students tested		8 th Lang. Arts Student group	% Pass rate (62.1)	# Of students tested
All students	54%	448		All students	54%	461
Exceptional Learners	18%	39		Exceptional Learners	13%	53
Free/Reduced Lunch	29%	118		Free/Reduced Lunch	39%	108
White	62%	297		White	60%	295
African American	33%	57		African American	40%	52
Hispanic	17%	35		Hispanic	38%	53
Multi-racial	58%	24		Multi-racial	43%	30
Asian	53%	34		Asian	57%	30
ENL	9%	22		ENL	4%	26

7th Language Arts

Lo	LoAvg	Avg	HiAvg	Hi
7%	13%	21%	33%	26%

8th Language Arts

Lo	LoAvg	Avg	HiAvg	Hi
7%	12%	27%	33%	21%

7th Math

Lo	LoAvg	Avg	HiAvg	Hi
8%	18%	22%	29%	22%

8th Math

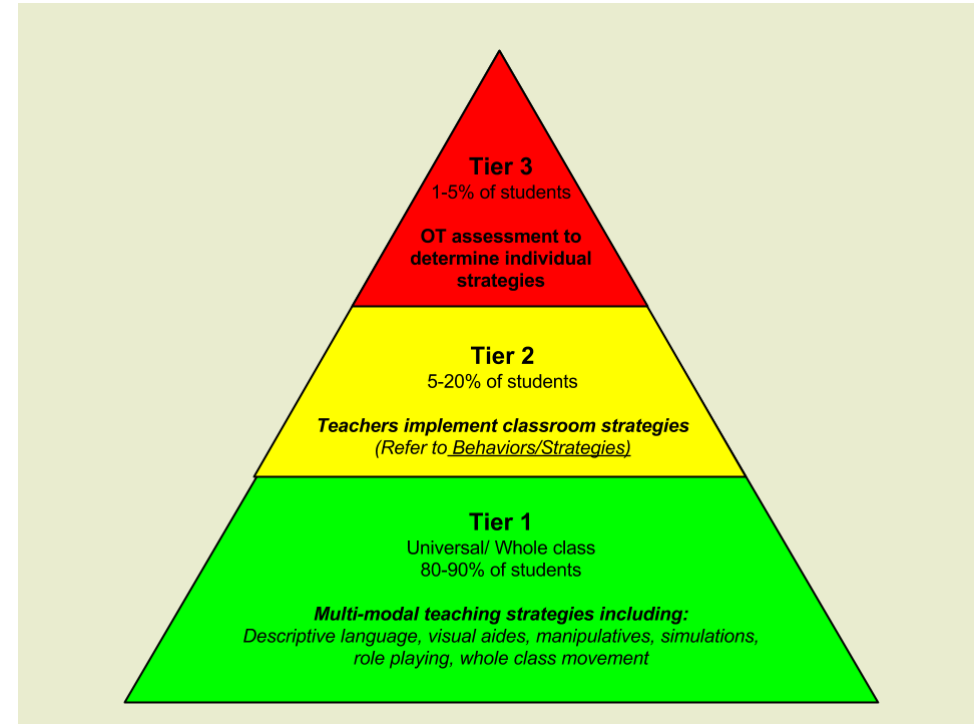
Lo	LoAvg	Avg	HiAvg	Hi
9%	21%	26%	34%	11%

Algebra

Lo	LoAvg	Avg	HiAvg	Hi
0%	0%	3%	16%	81%

Geometry

Lo	LoAvg	Avg	HiAvg	Hi
0%	0%	0%	3%	97%



NWEA FALL 2021 DATA

ADVANCED MATH DATA 2020-21

FJH	Adv. Math (7 th)	Hon. Alg. (Dbl adv 7 th)	Hon. Alg. 1(Adv. Math 8 th)	Hon. Geo (Dbl Adv. 8 th)
Total	101	42	86	33
Male	55 (54%)	28 (67%)	45 (52%)	20 (61%)
Female	46 (45%)	14 (33%)	41 (48%)	13 (39%)
Black	8 (7%)	1 (1%)	6 (7%)	1 (3%)
Asian	3 (3%)	7 (7%)	4 (4%)	4 (12%)
Hispanic	4 (4%)	1 (1%)	6 (7%)	2 (6%)
White	80 (79%)	29 (69%)	66 (77%)	23 (70%)
Multi-racial	5 (5%)	2 (5%)	4 (4%)	2 (6%)
Special Ed	1 (1%)	2 (5%)	1 (1%)	1 (3%)
ENL	0	0	0	0

HONORS LANGUAGE ARTS 2020-21

School: FJH	Adv. Eng. 7	Adv. Eng. 8th
Totals:	151	144
Male	63 (42%)	59 (41%)
Female	88 (58%)	85 (59%)
Am. Indian/Alask. Nat.	0	0
Black	14 (9%)	10 (7%)
Asian	10 (7%)	12 (8%)
Hispanic	4 (3%)	8 (6%)
White	116 (77%)	110 (76%)
Multiracial	7 (5%)	4 (3%)
Nat. Haw/Pac. Islander	0	0
Special Ed.	2 (1%)	0
ENL	0	0

DISCIPLINE DATA 2020-21

Type of Infraction 7th & 8th Grade (92)

Infractions (92)	%
Academic Dishonesty	21 (23%)
Attendance	2 (2%)
Behavior Could Cause Injury	1 (1%)
Disruptive Behavior	6 (7%)
For Record Only	1 (1%)
Inappropriate Behavior Toward Staff	1 (1%)
Inappropriate Behavior	17 (18%)
Inappropriate Language/Profanity	4 (4%)
Insubordination	7 (8%)
Out of the area	5 (5%)
Skipping/Cutting	22 (24%)
Tech/phone	1 (1%)
Vandalism	1 (1%)
Verbal altercation	3 (3%)

Discipline by Race

Asian	4 - 4%
Black/African American	18 - 20%
Hispanic	13 - 14%
Multi-racial	5 - 5%
White	52 - 57%
Girls	26 (28%)
Boys	66 (72%)

PANORAMA SURVEY DATA 2020-21

Topic	% on the survey
Self-management	70%
Social Awareness	63%
Grit	49%
Growth Mindset	49%
Emotional Regulation	45%
Diversity and Inclusion	81%
School Safety	74%
Cultural Awareness	60%
Teacher-Student Relations	58%
Counselor Perceptions	55%
Sense of Belonging	41%

GOAL #1A - IMPROVE ACADEMIC OUTCOMES IN MATH AS MEASURED BY THE ILEARN STATE PROFICIENCY TEST. IN YEAR ONE ALL SUBGROUPS WILL INCREASE BY 6.5 POINTS ON 7TH AND 8TH MATH ILEARN ASSESSMENTS. THIS IS AN AVERAGE POINT VALUE BASED UPON 2018-19 ILEARN DATA. THIS SERVES TO ESTABLISH A BASELINE FOR THE UPCOMING YEAR.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Utilize IXL for remediation and advancement	IXL	Diagnostic test	Checks for Understanding in IXL & Lang. Arts Lab classes	21-22 School Year	Rtl coordinator and Math department
Utilize IXL and Quizziz to support Math	IXL Quizziz	Diagnostic test Weekly data IEP goals	Formative assessments developed by teachers	21-22 School year	Exceptional Learners Department
The math department will develop essential learning and goals for their courses	PLC Time & Professional development	Curriculum Maps	Departments will use PLC time and horizontal articulation time and monitor progress	21-22 School year	Math Department
Slow the pace of teaching content when available	PLC Time	ILEARN data & Formative assessments	Discuss in PLCs and review formative and summative assessment data	21-22 School year	Math Department
Math department will rewrite curriculum maps based upon the Indiana state standards	IDOE standards	Current maps from years ago	Maps will be reviewed and turned in to the principal and posted to shared site	Due October 1	Principal & math department chair
Math teachers and Exceptional Learner Teacher will co-facilitate a math class	Time within the school schedule	Current math ILEARN & NWEA data	Check ins with teachers to adjust class expectation as needed	21-22 School year	Principal, math and exceptional learner teacher
Develop formative assessments and course exams together.	Time, PD, PLC	Current assessments	Ongoing formative assessments	21-22 School year	Math department chair

GOAL #1B - IMPROVE ACADEMIC OUTCOMES IN LANGUAGE ARTS AS MEASURED BY THE ILEARN STATE PROFICIENCY TEST. IN YEAR ONE ALL SUBGROUPS WILL INCREASE BY 6.5 POINTS ON THE 7TH AND 8TH GRADE LANGUAGE ARTS ILEARN ASSESSMENTS. THIS IS AN AVERAGE POINT VALUE BASED UPON 2018-19 ILEARN DATA. THIS SERVES TO ESTABLISH A BASELINE FOR THE UPCOMING YEAR.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Utilize IXL for remediation and advancement	IXL	Diagnostic test	Checks for Understanding in IXL & Lang. Arts Lab classes	21-22 School Year	Rtl coordinator and Language Arts department
Language Arts departments will develop essential learning and goals for their courses	PLC Time & Professional development	Curriculum Maps	Departments will use PLC time and horizontal articulation time and monitor progress	21-22 School year	Language Arts departments
Slow the pace of teaching content	PLC Time	ILEARN data & Formative assessments	Discuss in PLCs and review formative and summative assessment data	21-22 School year	Language Arts Departments
Language Arts departments will rewrite curriculum maps based upon the Indiana state standards	IDOE standards	Current maps from years ago	Maps will be reviewed and turned in to the principal and posted to shared site	Due October 1	Principal & Language Arts department chair
LA teachers will identify diverse texts to incorporate into classroom curriculum	Access to diverse text, money	Current novels	New reading resources added to the curriculum	20-22 School year	LA Department Chair & principal
Language Arts will incorporate Newsela as a resource for leveled and highly engaging articles	Newsela subscription & PD support	Current LA ILEARN & NWEA Data	Data collected from NEWSELA & Winter and Spring Benchmarks	21-22 School Year	Director of Secondary, Principal, and LA department
Develop formative assessments and course exams together.	Time, PD, PLC	Current assessments	Ongoing formative assessments	21-22 School year	LA department chair

GOAL #2 ALL DEPARTMENTS OF FISHERS JUNIOR HIGH SCHOOL WILL SUPPORT STUDENT ACADEMIC SUCCESS AND A POSITIVE SCHOOL CLIMATE AND CULTURE. THIS WILL BE EVIDENCED BY THE ACTIVITIES IMPLEMENTED BY DEPARTMENTS AND THE IMPACT IT HAS ON THE OVERALL SCHOOL PROGRAMS.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Focused reading with lexile differentiation	Newsela Scholastic Textbook	ILEARN data NWEA data	More written response questions connected to text	21-22 School year	Wellness Department
Provide activities for students to participate in such as Robotics Club, Makerspace Club, and Campus Life	Money Time	Panorama Survey data	Competitions, # of students participating, Connections with kids Student products	21-22 School year	Practical Arts Department
Increase technical reading for all science classes	Newsela Science News Current Sci	ILEARN data NWEA data	NWEA benchmarks from fall, winter, to spring	21-22 School year	Science Department
Implementing an Art Club	Funding Time	Panorama Survey	# of students participating over the year	21-22 School year	Art Department
Provide ILEARN sample problems for math and language arts classes	IDOE website Newsela	Exceptional Learners ILEARN and NWEA test scores	Checks for understanding in Resource classrooms	21-22 School year	Exceptional Learners Department
Build Community in the Classrooms	Magnets Busses District Support	Panorama Survey data	Student engagement Informal Assessments	21-22 School Year	Performing Arts Department
Office Staff - Weekly parent communication highlighting student work	S'more, Twitter, website	Anecdotal parent information	Weekly newsletter is sent and parental concerns	21-22 School Year	Office Manager, receptionist, registrar & Principal
All teachers will incorporate Reading and Writing Across the Curriculum	Newsela subscription & PD	Current LA ILEARN & NWEA data	Data collected from Newsela website & NWEA Winter and Spring benchmarks	21-22 School year	Director of Secondary, Principal and department chairs
Teachers will provide opportunities for 8 th grade students to feel a sense of belonging	Space, time, teacher commitment	Current 8 th grade activities	Implementation of 8 th grade challenges, Geo. Bee, dodgeball game, etc.		Social Studies Department

GOAL #3 FISHERS JUNIOR HIGH SCHOOL WILL MAINTAIN A POSITIVE SCHOOL CLIMATE/CULTURE CONDUCTIVE TO LEARNING AND ACHIEVEMENT. IN THIS FIRST YEAR, WE WILL INCREASE OUR SCORE OF CREATING SENSE OF BELONGING BY 10 PERCENTAGE POINTS AS MEASURED ON THE PANORAMA SURVEY

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
2/10 Activity	Human capital	Panorama Survey Data	Student check ins	10 days	All staff
Students will participate in SEL curriculum	Secondstep.org	Panorama Survey Data	Student responses to SEL curriculum	21-22 School year	SEL committee
Teachers will provide opportunities for students to develop a sense of belonging by implementing more opportunities for students to participate in.	Time	Panorama Survey Data	Check # of students participating in extra-curricular activities, clubs, etc. Asst. Principal Student Advisory Group	21-22 School year	Principal, Asst. Principal, and all staff
School will utilize community-based resources to support ALL students	YMI, Fishers Youth Assistance, Fishers Snack Attack, Community Health Network, PTO support	Panorama Survey Data	# of students needing assistance	21-22 School year	Principal & Guidance Department
Staff will create a safe and inclusive environment for ALL students by re-establishing norms and expectations	Time, Professional Development provided by Equity Committee, ENL, Exceptional Learners & PBIS and SRO Officer	Panorama Survey Data and School Climate Survey	School drills, discipline data, HSE Report It!, HSEquity Plan rubric, announcements	21-22 School year	Principal/Assistant Principal and all staff
Teams, departments, and teachers will send newsletters highlighting academic accomplishments	S'More account, list serve information, Canvas	Previous # of teachers communicating with parents	Number of newsletters sent to families	21-22 School year	Principal
Counselors will develop small groups to support students	Time	Small groups currently offered.	Number of groups created and number of student participants.	21-22 School year	School counselors

Supports Goal #1a & b

- Reviewing RIGOR
- Reviewing PLCs
- Curriculum Writing – developing new maps & scope and sequence
- Universal Design for Learning
- Newsela – Reading Across the Curriculum
- School Data and the School Improvement Plan –What, Why, How, When?

Supports Goal #2

- ENL Training
- Growth Mindset 2.0
- Day of Service
- Inequities in Education
- Multi-tiered Systems of Support
- Teacher Evaluation Plan and what to expect

Supports Goal #3

- School Safety Training
 - ALICE Training
 - Restorative Justice
 - Cultural Competency
 - Socio-Emotional Learning – Second Step
 - Practicing Self-Care
 - Us vs. Them – Creating a positive school culture
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PROFESSIONAL DEVELOPMENT FOR 2021-22

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.
 - 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.
 - 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.
 - 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.
- 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).

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).

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.

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.

Parents also serve on SIP committees.

Provision to maximize a safe and disciplined learning environment for all students and teachers.

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.

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.