Riverside Intermediate School #2500
Hamilton Southeastern Schools
Fishers, IN
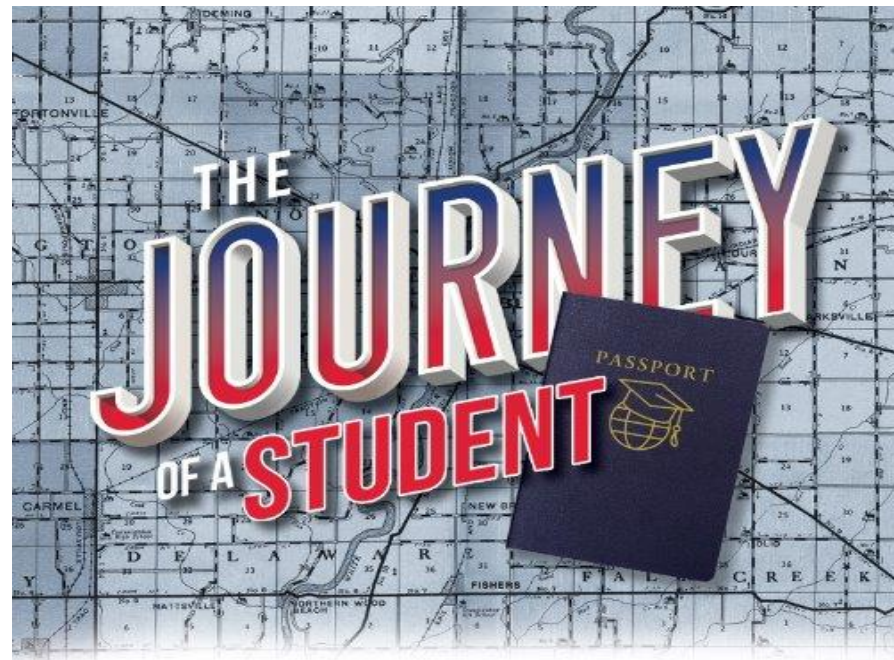
School Improvement Plan
2024-2025

Committee Members

Dana Kaminski - Principal
Emily Stout – 6th Humanities
Brie Toste– 6th Humanities
Fallon Cuthrell – 6th STEM
Christine McClaren – 6th STEM
Megan Keenan – 5th STEM
Hollie Vessels– 5th Humanities
Becky Floetker – 5th STEM
Aaron Pickett – 5th Humanities
Jeff Johnson – Physical Education
Darla Ayers – Resource
Morgan Anderson – Parent

Hamilton Southeastern Schools is committed to providing each student with learning experiences that are deep and relevant, and that integrate the knowledge, skills, and attributes needed to thrive as adults in today's world.

RSI Demographic Data – Current

Riverside Intermediate

Active Students
888

Grade Level

Grade	Students
06	437
05	451

Student Race/Ethnicity

Race/Ethnicity	Count	Percentage
White	562	63.3%
Hispanic	116	13.1%
Asian	81	9.1%
Black/African Amer	67	7.5%
Multiracial	61	6.9%
Nat Haw/Oth Pac Isl	1	0.1%
Total	**888**	**100.0%**

Student Language
33

Language	Count
ENGLISH	770
SPANISH	52
ARABIC	19
GUJARATI	4
MANDARIN	4
TAMIL	3
TELUGU	3
HINDI	2
JAPANESE	2
KOREAN	2
MON	2
ORIYA	2
PORTUGUESE	2
TURKISH	2
027-American S	1
BANGLADASHA	1
BERBER	1
ENGLISH NOT USA	1

Home Language
35

Language	Count
ENGLISH	728
SPANISH	59
ARABIC	28
TELUGU	7
MANDARIN	5
VIETNAMESE	5
GUJARATI	4
HINDI	4
TAMIL	4
URDU	4
BERBER	3
DARI	3
KOREAN	3
PORTUGUESE	3
FRENCH	2
HINDUSTANI	2
JAPANESE	2
MON	2

Gender
F 49.9... / M 50.1...

Exceptional Learners
Yes 15.0% / No 85.0%

Primary Exceptionality

PrimExcp	Students
SLD	55
OHI	32
AUT	24
LSI	9
MIL	5

Socioeconomic Status
F/R 28.9% / Paid 71.1%

ENL
Yes 9.5% / No 90.5%

ENL Level

Level	Students
	5
1	13
2	10
3	22
4	34

High Ability
Yes 24.5% / No 75.5%

High Ability Area

HA Area	Students
MATH	107
G/T	71
ELA	40

ENL 2024-2025

RSI Level 1	11
RSI Level 2	9
RSI Level 3	23
RSI Level 4	33
RSI Total Level 1-4	75
RSI Total Monitors	44
RSI Special Services	7
RSI Complete Total	**127**

ILEARN PERFORMANCE DATA

ILEARN ELA PASSING PERCENTAGE 2024

RSI   District

Grade 5: RSI 59, District 60
Grade 6: RSI 67, District 63
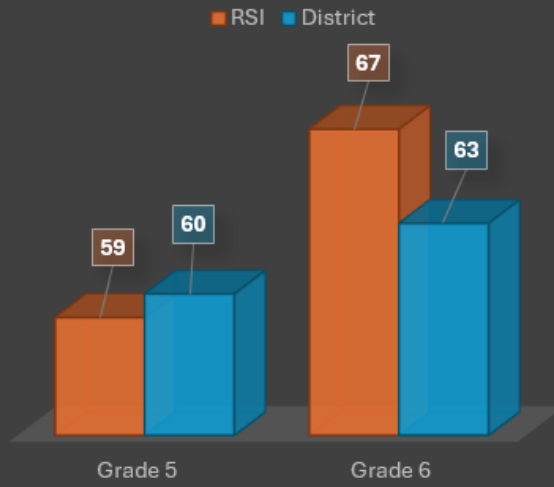
ILEARN MATH PASSING PERCENTAGE 2024

RSI   District

Grade 5: RSI 61, District 63
Grade 6: RSI 72, District 64

ELA ILEARN TRENDS 2019 - 2024

5TH GRADE: 70.93% (2019), 49.29% (2021), 58.05% (2022), 58.00% (2023), 59.00% (2024)
6TH GRADE: 67.94% (2019), 50.11% (2021), 63.57% (2022), 66.00% (2023), 67.00% (2024)
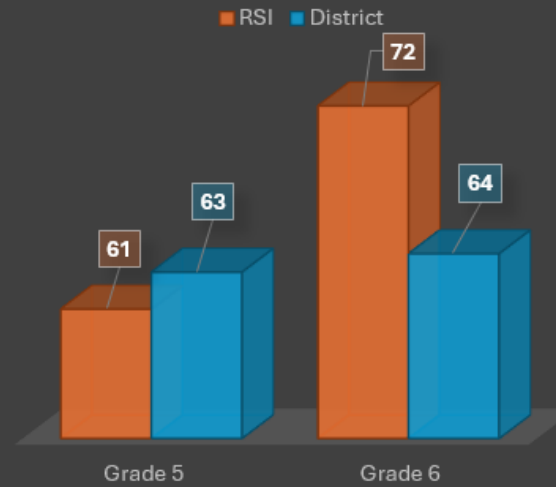
Legend: 2019 | 2021 | 2022 | 2023 | `2024

MATH ILEARN TRENDS 2019 - 2024

5TH GRADE: 74.45% (2019), 54.39% (2021), 68.03% (2022), 60.00% (2023), 61.00% (2024)
6TH GRADE: 67.49% (2019), 57.69% (2021), 72.73% (2022), 76.00% (2023), 72.00% (2024)

Legend: 2019 | 2021 | 2022 | 2023 | 2024
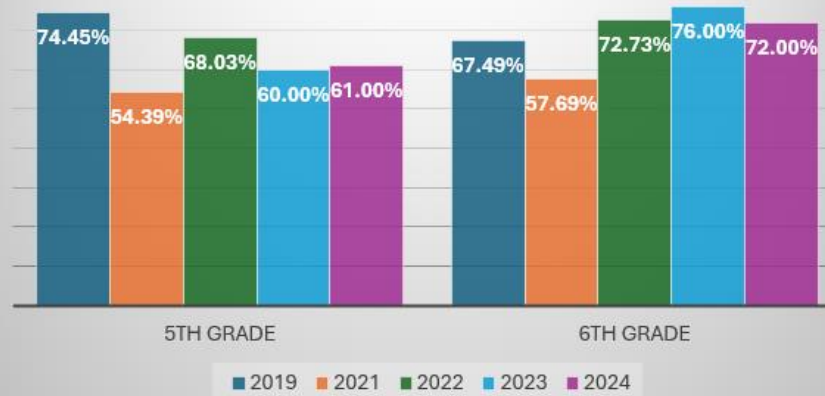
NWEA PERFORMANCE DATA

6th grade NWEA Math - 2024
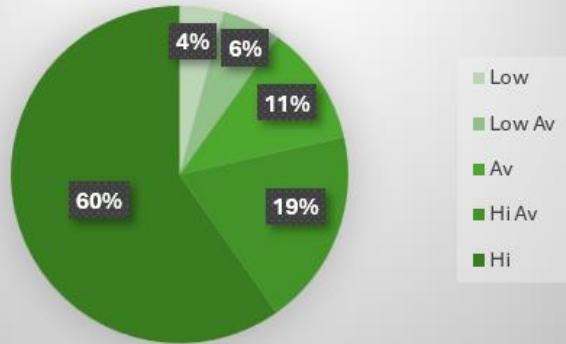
- 4%
- 6%
- 11%
- 60%
- 19%

Legend: Low, Low Av, Av, Hi Av, Hi

5th grade NWEA Reading- 2024

- 11%
- 10%
- 27%
- 22%
- 30%

Legend: Low, Low Av, Av, Hi Av, Hi

6th grade NWEA Reading - 2024

- 6%
- 10%
- 30%
- 17%
- 37%

Legend: Low, Low Av, Av, Hi Av, Hi

5th grade NWEA Math - 2024

- 11%
- 8%
- 50%
- 11%
- 20%

Legend: Lo, Lo Av, Av, Hi Av, Hi
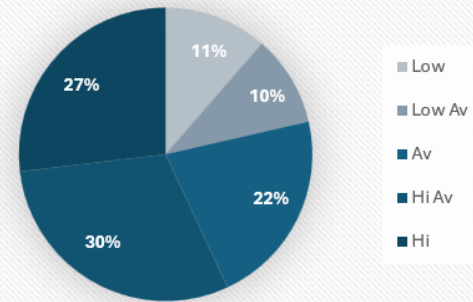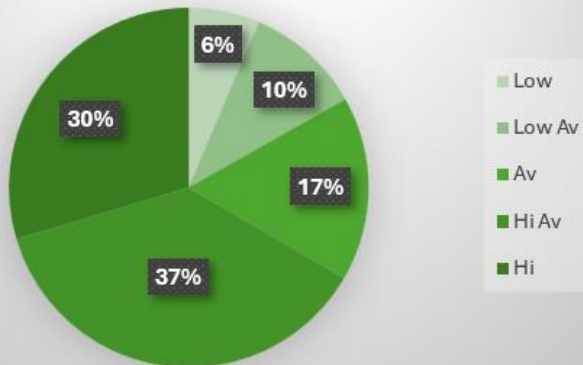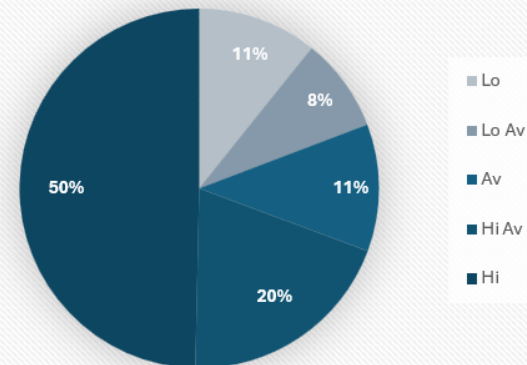
Knowledge ~

Area: English and Language Arts Goal

The current 5th grade students will aim to increase their overall ILEARN ELA achievement by 3%, raising the passing rate from the previous 4th grade data of 59% to a target of 62%.

Additionally, the current 6th grade students will strive to improve their overall ILEARN ELA achievement by 4%, increasing the passing rate from 67% to a goal of 71%.

ELA Proficiency & Growth

	2022/23	2023/24 Proficiency	23/24 District	23/24 State	Growth – Grade Level	Growth- Students
5th	4th Grade 62%	59%	60%	40%	+ 1% (2023 58%)	-3%
6th	5th Grade 57%	67%	63%	41%	+ 1% (2023 66%)	+10%

ILEARN ELA Sub-Group 2024

Strategies/Action Steps	Resources Needed	Progress Monitoring	Responsible Party

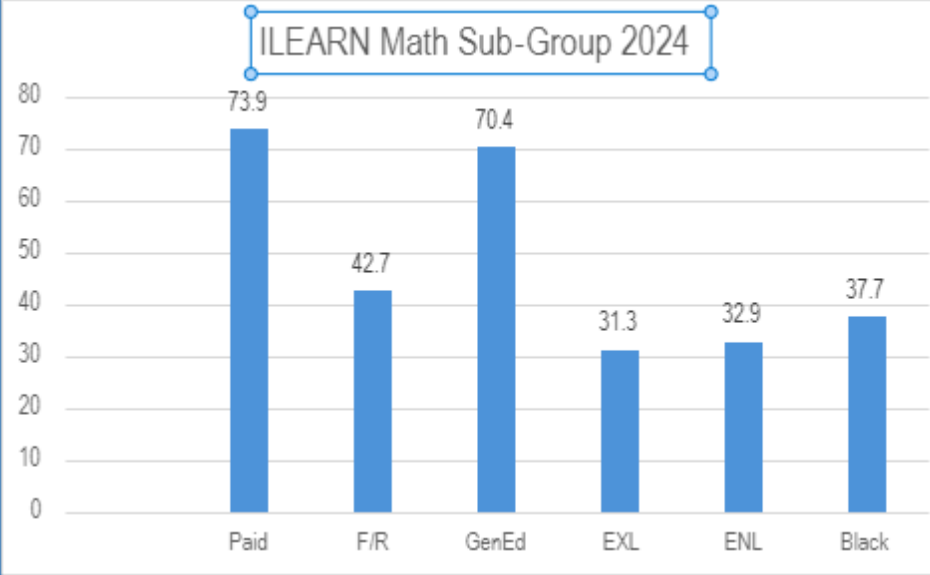|				

Knowledge	• **Core Tier 1 Focus:** Reading and writing workshop model implementation; small group instruction focused on the Science of Reading domains- word recognition and language comprehension.
	
	  • Professional Development: Science of Reading PD for word recognition and language comprehension
	  • Data-driven small group instruction which focuses on both word recognition and language comprehension skills.
	  • Explicit vocabulary instruction including Tier 2 words from shared reading and read aloud texts. Application of words in both reading and writing workshop.
	  • DOK 2.0 within reading/writing workshop
	  • Staff Colleague Visits - w/ D. Kaminski and instructional coach including goal & reflection.
		• Sonday System I and UFLI Resources – Decoding/Encoding
		• Scholastic Literacy, Lit Pro, and WORD digital programs.
		• Scholastic Literacy Comprehensions Minilessons
		• PLC – Data Analysis and Small Group Instruction
		• Scope and Storyworks Texts
		• Scholastic Literacy Mentor Texts
		• NewsELA
			• Common Assessment Data
			• Writing Assessments
			• Authentic and thoughtful reading responses. Discussion and comparison in PLC.
			• Formative and summative data from Scholastic Literacy
			• NWEA – (ALL)
				• Humanities teachers in coordination with Kaminski and Instructional Coach
				
				• Intermediate Principal Collaboration
				
				• PLC Humanities Leads and Intermediate Collaboration Volunteers.
				
				• PTO financial support

Skills	• **Science of Reading: Vocabulary and Morpheme Focus**
	
	  • Explicit Instruction of vocabulary and morphemes using the LETRs vocabulary instructional routine.
	  • Student practice and application occurring through speaking/listening, reading and writing.
	  • Weekly PLC and PD time to support implementation for explicit vocabulary instruction and continuous data analysis to monitor progress.
		• Improving Morphemic Awareness by Sandra Donah, MD
		• PLC Planning
		• Scholastic Literacy Texts
		• Indiana 5th and 6th grade standards- Humanities and related arts
		• LETRs Explicit Vocabulary Instructional Routine
			• Formative and summative data from Scholastic Literacy
			• Common assessment data – Essential Standards
			• NWEA (ALL)
				• 5th and 6th grade Humanities Teachers
				• ENL & Resource Teachers; ENL and Resource IAs
				• Related Arts Teachers
				• Instructional Coach
				• Principal & Assistant Principal

	• Reflect Diversity in Humanities Curriculum – School Literacy Collection (Library)	• Collection summary and addition of new collections. Monthly	• Review of collection data and diversity concepts. •	• Teacher Librarian • Equity Team • Administration •
Attributes	• Universal Design for Learning – Equitable Learning Opportunities • Continue to promote staff capacity to create equitable learning outcomes through UDL. • Celebration of Culture – 3rd annual International Fair – Oct. 2024 • Global Read Aloud – One School One Book – Spring 2025 • Continuation of Universal Design for Learning (UDL) practices for ALL.	• UDL, Chardin &Novak • Cultivating a Classroom of Calm by Meredith McNerney • Flooded, A Brain-Based Guide to Hep Children Regulate Emotions • UDL Now, A Teacher's Guide to Applying UDL, K. Novak. • UDL in the Cloud, How to Design and Deliver UDL, Novak and Thibodeau.	• Monitor staff capacity in implementation of UDL strategies – Admin/TDS • Staff self-reflection and documentation of UDL learning and implementation.	• Instructional Coach • Administration • PLC Leads
	• MTSS – Fully Operational	• MTSS Committee Meeting - Monthly	• PLC Formative Assessment Data Review of Tier 2/3 response.	• District MTSS Committee Resources and Collaboration.

	• Continue to address and monitor student needs (academic/behavior) through the MTSS process. • Increase accessibility to Tier 1 (core) through UDL. • Fully implemented Tier II/III	• MTSS Child Study – Bi-Monthly by grade level. • Scheduled RTI Data Review Fall, Winter, and Spring (NWEA)	• Student Study Team • Teachers, all levels.

| Skills ~ | **Area: Schoolwide Mathematics Achievement Goal**

The current 5th grade students will increase their overall ILEARN mathematics achievement by 3%, raising the passing rate from the previous class average of 61% to a target of 64%.

Similarly, the current 6th grade students will improve their overall ILEARN mathematics achievement by 4%, increasing the passing rate from 72% to a goal of 76%. | |

Math Proficiency & Growth

	2022/23	2023/24 Proficiency	District	State	Growth (Students)
5th	4th (66%)	61	63	41	-5%
6th	5th (59%)	72	64	38	13%

ILEARN Math Sub-Group 2024

Subgroup	Value
Paid	73.9
F/R	42.7
GenEd	70.4
EXL	31.3
ENL	32.9
Black	37.7

Strategies/Action Steps	Resources Needed	Progress Monitoring	Responsible Party

Knowledge	• Core Tier 1 Focus: Math workshop model implementation to increase students' deep learning of mathematics concepts. • **Provide Professional Development**: • Math best practices as described by NCTM Principles to Actions • NCTM's Effective Math Teaching Practices, especially as they define equitable classrooms • STEM Integration • Rich Math Tasks: accessible to all students, encourage discourse and strategic thinking • Inquiry approach in STEM, dispositions necessary for students to construct their own deep understandings • NCTM's Facilitating Productive Math Discourse	• NCTM Principles to Actions resource, IDOE [Math Framework, Science Framework](#) • Mathematical Mindsets and grade level Mindset Math resource books, Youcubed • DOE Learning Lab, NCTM, NGSS • Open Middle, nrich.maths.org, and other sites providing rich math learning experiences. • Building Thinking Classrooms: Peter Liljedahl • Taking Action: Implementing Effective Math Teaching Practices, NCTM	• Periodic formative assessments - PLC developed • ILEARN data • Do the Math Module Assessments • Fluency Interviews • IX NWEA – Fall, Winter, and Spring	• Instructional Coach • Administration • PLC Leads
Skills	• Explicit Instruction for Math Content Vocabulary • Analyze Indiana math standards to determine content vocabulary to be explicitly taught. • Utilize IDOE math frameworks for content and academic vocabulary instruction. • The Science of Reading (LETRs) instructional method for explicit vocabulary instruction and student practice.	• STEM PLC Collaboration • Professional Development- Explicit Vocabulary Instructional Routine	• Math Common Assessment Data, including open- ended responses focused on math content vocabulary use. • ILEARN- Spring Results • NWEA- Fall, Winter and Spring	• Instructional Coach • Administration • PLC Leads

Attributes	• Analyze Strengths and Weaknesses of Math Instruction
	
	    • Review ILEARN and NWEA data. Fall/Spring
	    • Continue to participate in STEM lesson review and development
	    • Collaborate on STEM unit update to provide consistency in all intermediate schools.
	    • Reflect on next steps – Add future development.
		• Collaboration with district intermediate STEM teachers and instructional coach
		
		• PLC allocated vertical team discussions.
			• Periodic formative assessments (PLC 15-day unit cycles)
			
			• ILEARN - Spring Results
			
			• NWEA – Fall, Winter and Spring
				• Instructional Coach
				• Administration
				• PLC Leads

	• Universal Design for Learning – Equitable Learning Opportunities
	
	    • Continue to promote staff capacity to create equitable learning outcomes through UDL.
	    • Celebration of Culture – 3rd annual International Fair – Oct. 2024
	    • Global Read Aloud – One School One Book – Spring 2025
	    • Continuation of Universal Design for Learning (UDL) practices for ALL.
	    • Apple Corp – 9 days – Coaching cycle - 2024
		• UDL, Chardin &Novak
		
		• Cultivating a Classroom of Calm by Meredith McNerney
		
		• Flooded, A Brain-Based Guide to Hep Children Regulate Emotions
		
		• UDL Now, A Teacher's Guide to Applying UDL, K. Novak.
		
		• UDL in the Cloud, How to Design and Deliver UDL,
			• Apple Survey Data
			• PLC Summary Data from Needs Assessment
				• Instructional Coach
				• Administration
				• PLC Leads

	Novak and Thibodeau.		
• MTSS – Fully Operational • Continue to address and monitor student needs (academic/behavior) through the MTSS process. • Increase accessibility to Tier 1 (core) through UDL. • Fully implemented Tier II/III	• MTSS Committee Meeting - Monthly • MTSS Child Study – Bi-Monthly by grade level.	• PLC Formative Assessment Data Review of Tier 2/3 response. • Scheduled RTI Data Review Fall, Winter, and Spring (NWEA)	• District MTSS Committee Resources and Collaboration. • Student Study Team • Teachers, all levels.
• Communication with the school community stakeholders will be both further established and monitored by the school improvement team.	• Weekly Community Newsletter • Student Advisory Committee • Parent Advisory Committee (PTO) • Student Announcements (daily) • Student Council • Parent Square	• Monitor weekly communication • Share information (highlights) w Emily Abbotts	• Teachers • Principles • Counselors, • Office Staff • Parents and Community Members.

Area: Innovation Goal: Utilize the Indiana Academic Science Standards, aligned to the Next Generation Science Standards' 3-Dimensional Framework, to enhance instructional practices. The focus will be on **place-based education**, where students engage in authentic, real-world problem-solving through **Science and Engineering Practices**. This approach will emphasize the integration of Crosscutting Concepts, Disciplinary Core Ideas, and scientific inquiry, fostering innovative thinking and practical application of knowledge in the context of students' local environment.

• All 5th and 6th grade RSI students will have guaranteed STEM learning experiences developed by the end of the 2024-2025 school year.

Community Partners:

- ○ Belzer STEM Lab
- ○ VEX Robotics Club & Competition
- ○ Nature Club
- ○ Community Partners:
- ○ SMC- Pneumatics in STEM classes and VEX Robotics (9/16/24)
- ○ Cabela's- White River Clean-Up Grant & Fly Fishing ties to Benthic Macroinvertebrates
- ○ Hamilton County Parks and Recreation & IDEM
- ○ Fishers MakerPlayground
- ○ AgriPark

STEM Advisory Committee:

Steve Baney- Remedy Farm (hello@remedyfarmindiana.org)

Scott- Friends of the White River (scott@friendsofthewhiteriver.org)

Claire Lane- Hamilton County Soil and Water (claire.lane@hamiltoncounty.in.gov)

Brian Atkinson- Chemical Engineer & Technology (brianatkinson@gmail.com)

Lorri Katzfey- Parent / Master Gardener (lorrikatzfey@yahoo.com)

Kaliegh Arndt- STEM Consultant (kaliegh.arndt@yahoo.com)

Strategies/Action Steps		Resources Needed	Progress Monitoring
		• McGraw Hill Inspire Science Units	• IDOE STEM Certification Rubric:

Knowledge	Utilize the Indiana Academic Science Standards, aligned to Next Generation Science Standards *3-Dimensional Framework*, activities will focus on <u>Disciplinary Core Ideas</u>: • Incorporate an integrated STEM framework • Advance learning connections to RSI Learning Pillars: Engineering, Environment, and Agriculture	• IDOE Learning Lab • <u>The Power of Place: Authentic Learning Through Place-Based Education</u> (ASCD) • Teacher Professional Development: Indiana Phenology, Outdoor Science Training, Purdue STEM Conference, 1st Makerspace Training • National Research Council: <u>Guide to Implementing Next Generation Science Standards</u> • Purdue TRAILS (Teachers and Researchers Advancing Integrated Lessons in STEM: <u>STEM Integrated Framework Article</u>	• <u>Year 1- Preparation & January application</u> • <u>Year 2- Monitoring from IDOE</u> • <u>STEM Certification Teams Assignments</u>
Skills	Utilize the Indiana Academic Science Standards, aligned to Next Generation Science Standards *3-Dimensional Framework*, activities will focus on <u>Science & Engineering Practices</u> and <u>Cross-Cutting Concepts</u>: • Apply student learning in real-world contexts • Create quarterly guaranteed experiences	• Project Wet, Project Wild, Hoosier Riverwatch • Engineering & Computer Science Project-Based Learning Materials • 5th Grade: Fishers MakerPlayground • 6th Grade: White River Float Pilot • <u>ITEEA Standards for Technological and Engineering Literacy (STEL)</u>	• STEM Advisory Team: Students, Teachers, Parents, and Community Partners • Guaranteed quarterly experiences within STEM PLCs
Attributes	Promote students <u>doing STEM and thinking like real scientists and engineers</u>:	• Innovation Period within the master schedule (Related Arts) • Orchard: 45 trees	• Student STEM Career Interest Survey • Collaboration with RJH for 6th grade experiences to promote STEM interest in future opportunities (for

	- Continue and establish relevant community partnerships - Advance and maintain major RSI Nature Lab projects: goats, chickens, bees, and orchard - Refresh RSI Makerspace	- Chicken Coop - 3D printers & PD from 1st Makerspace - Glow Forge laser cutter & PD from 1st Makerspace - Community Partnerships: Agriculture- Remedy Farms; Environment- Central Indiana Land Trust & Friends of the White River; Engineering- SMC - Community of Practice Article: [Leveraging Communities of Practice as Professional Learning Communities in Science, Technology, Engineering, Math (STEM) Education](#) - [ITEEA Standards for Technological and Engineering Literacy (STEL)](#)	example, Girls in STEM initiative with ETE & Science Teachers)

Professional Development	Timeline	Associated Goal(s)	Individuals Responsible
• Science of Reading Content Application	• August 2024 – PLC	• 1	• Participation: RSI Staff • Planning/Training: Instructional Coach, Guiding Coalition, Administrators
• Mandt Relational Skills/Trauma Informed Care training	• August/September 2024	• 1&2	• Participation: RSI Staff • Planning/Training: District Behavior Specialists, Admin
• MTSS - academic/health/behavior support	• 2024-25 team meetings (during teacher prep one period per month)	• 1, 2, 3	• Participation: RSI Staff • Planning/Training: Administrators, Counselors, MTSS Team
• Data analysis PD (Topics to include: NWEA & ILEARN data analysis, RtI, formative/summative data review, School Improvement Plan)	• August Kick Off and PLC monthly	• 1,2,&3	• Participation: RSI Staff • Planning/Training: Administrators
• Vocabulary Tier I/II	• Staff Meeting September 14, 2024	• 1,2,&3	• Participating: RSI Staff • Planning/Training: Meghan M (IC) and Brie Toste
• eLearning Day	• September 27, 2025	• 1,2,&3	• PLC (GC & Team Time-), Vocabulary part III, & Flooded
• Suicide Prevention Training – QPR – Molly Kirwin	• Staff Meeting October 10, 2024	• 1,2,&3	• Participation: RSI Staff • Planning/Training: Administrators
• Apple Coaching Cycles – Kip from Apple	• October –December 2024	• 1,2,&3	• Participation: RSI Staff • Planning/Training: Administrators and Kip from Apple
• End of Year Celebration	• Staff Meeting May 15, 2025	• 1,2, &3.	• Celebration and Recognition Breakfast
Ongoing PD: Vocabulary Tier1, ii, and 3. PLC – 15-day cycles with CFA UDL Strategies – Engagement and Access New Science Adoption – McGraw Hill Science of Reading - (Explicit Instruction, Principles of Word Study, Word Study, Core Vocabulary and Comprehension Instruction) STEM MakerSpace options Math Museum Training Science Lab Training Outdoor Learning Options and Integration	• Staff Meetings • PLC Directed • Committee Meetings • Teacher Meetings		

Hamilton Southeastern Schools

- 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**.

- 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 supports. This data includes but is not limited to, course grades, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN checkpoints and summative assessments.

  If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

  Riverside Intermediate provides an MTSS coordinator for both 5th and 6th grade and responds to student NWEA learning results in the fall, winter and spring. Any students who scores below the 30 percentile in math, reading or the combination of the two will receive tier II services. The MTSS coordinators collaborate with the school administration, school psych, and other specialists consistently throughout the school year. The child-study for any student of concern is available in the schedule and by appointment with the MTSS team. Ongoing training occurs around the MTSS process at RSI.

- 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 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. Riverside serves around 130 ENL students with a set of four specialized ENL certified teachers.

Provision to maintain 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 uses positive behavior supports, and an accountability support based community to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset.

- We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation.

- We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.

- **Provision for the coordination of technology initiatives.**

  The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.

- **Provision for implementing career awareness and career development education curriculum.**

- HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our **Journey of a Student** (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

Knowledge	Skills	Attributes

Self-Aware	*Collaborative*	*Resilient*
Engaged	*Responsible*	*Creative*
Academically Prepared	*Effective Communicator*	*Empathetic*
Globally Conscious	*Analytical*	*Honorable*

- Student survey data and evidence will show student growth and attainment of these elements. Each school will use this data to inform instruction of the Journey of a Student.

- 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 and Internships. Career and college course work will be organized into "Networks" at the high school level by the 2025-2026 school year, including dual-credit college courses and Advanced Career/ Technical Education courses with student opportunities for Work-Based Learning, earning industry credentials, and apprenticeships. K-8 student experiences will align with these networks to allow students to explore these options. Through the support of an IDOE Career Coaching grant, these experiences and opportunities will exponentially grow throughout the district with community engagement and support.

- Riverside Intermediate 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. Riverside maintains an active Equity Committee that is focused on supporting staff development around best practice for diverse learners. We are proud of our community International Fair, that occurs every October. RSI is home to many unique students with tremendous cultural celebration. Celebration of ALL our students and school community.is what we strive to do every day!

- Riverside Intermediate'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.

- Riverside Intermediate will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.