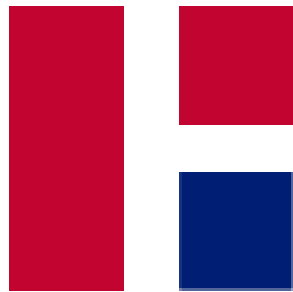


**Riverside Junior High
Hamilton Southeastern Schools
School Improvement Plan
Goals and Strategies
2022-2023 School Year**



SIP Committee

Rob Huesing – Principal

Jamie Andrews – Assistant Principal

Kelsey Acker – Intervention Teacher / RtI Coordinator

Autumn Craft – Wellness Teacher

John Feeney – Business Teacher

Rachael Gibson – Department of Exceptional Learners

Erin Gray – World Language

Shawn Humphrey – Teacher Librarian

Hannah Luperini – English Teacher

Angela Mott – Guidance Counselor

Nate Mott – Technology Education

Peggy O’Connell – Math / Intervention Teacher

Maggie Price – English Teacher

Sierra Roberts – Social Studies Teacher

Mary Schroeder – English Teacher

Jordan Teeple – Math Teacher

Alyssa Anderson – Parent Member

Goal #1: Closing Achievement Gaps – Language Arts

Problem Statements with Baseline Data:

- The Language Arts achievement gap for our current students is 40.6% for Black students and 32.4% for Hispanic students as compared to their White peers.
- The Language Arts achievement gap for ELL students is 52.5% as compared to Non-ELL students.
- The Language Arts achievement gap for Exceptional Learner students is 41.8% as compared to general education students.
- The Language Arts achievement gap for students who qualify for free/reduced lunch is 31.0% as compared to students who don't qualify.

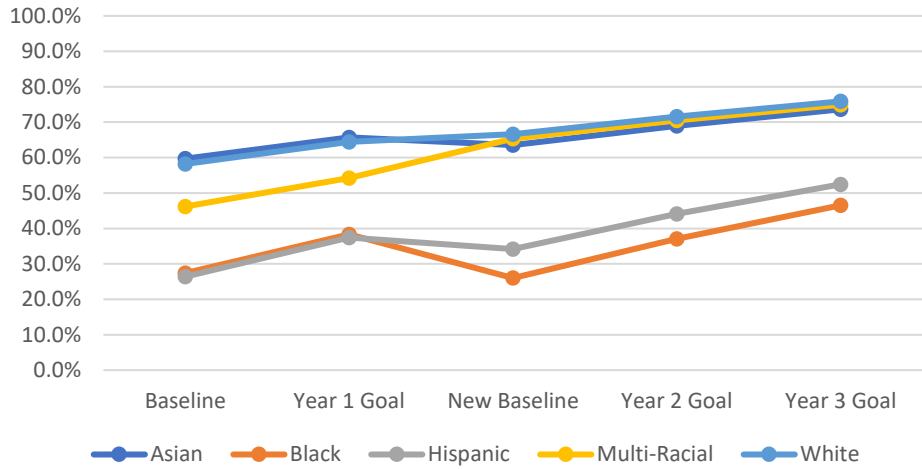
Spring 2022 Results
Students currently enrolled at RJH
<ul style="list-style-type: none">• 59.6% overall proficiency rate• 21.4% Special Ed population at or above proficiency rate• 34.9% Free/Reduced population at or above proficiency rate• 26.0% Black/African American at or above proficiency rate• 34.2% Hispanic population at or above proficiency rate• 10.2% English Language Learner population at or above proficiency rate

Expected SMART Outcome – Language Arts:

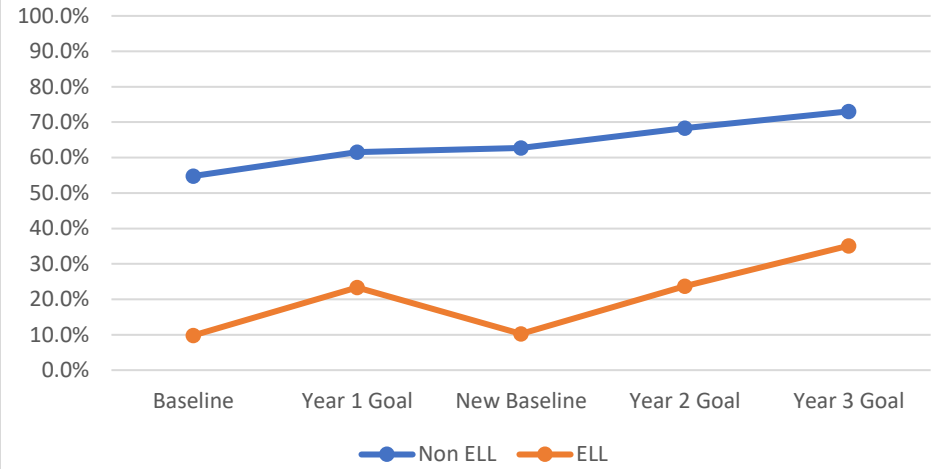
The Language Arts Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 15% each year over three years for all student groups as measured by the ILEARN test. If the combined Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 15% each year, the achievement gaps in each student group will be inherently reduced. Specifically, the decrease in the gap for students based on ELL status and Exceptional Learner status will decrease by 6% the first year, and the largest gap based on ethnicity will decrease by 5% the first year.

English / Language Arts	Asian	Black	Hispanic	Multi-Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
Baseline Pass Rate	59.7	27.4	26.4	46.2	58.2	54.8	9.8	56.3	16.5	57.3	33.2
Baseline Gap		32.3	33.3	13.5	1.5		45.0		39.8		24.1
Year 1 Pass Rate Goal	65.7	38.3	37.4	54.3	64.5	61.6	23.3	62.9	29.0	63.7	43.2
Year 1 Gap Goal		27.5	28.3	11.5	1.3		38.3		33.8		20.5
Year 1 Actual	60.3	28.9	30.6	64.3	64	60.7	4.8	60.9	17.6	63.1	34.7
Year 1 Actual Gap	4.0	35.4	33.7		0.3		55.9		43.3		28.4
Current Students Year 1 Pass Rate	63.5	26.0	34.2	65.3	66.6	62.7	10.2	63.2	21.4	65.9	34.9
Current Students Year 1 Gap	3.1	40.6	32.4	1.3			52.5		41.8		31.0
Year 2 Pass Rate Goal	69.0	37.1	44.1	70.5	71.6	68.3	23.7	68.7	33.2	71.0	44.7
Year 2 Gap Goal	2.6	34.5	27.5	1.1			44.6		35.5		26.4
Year 3 Pass Rate Goal	73.6	46.5	52.5	74.9	75.9	73.1	35.1	73.4	43.2	75.4	53.0
Year 3 Gap Goal	2.2	29.3	23.4	0.9			37.9		30.2		22.4

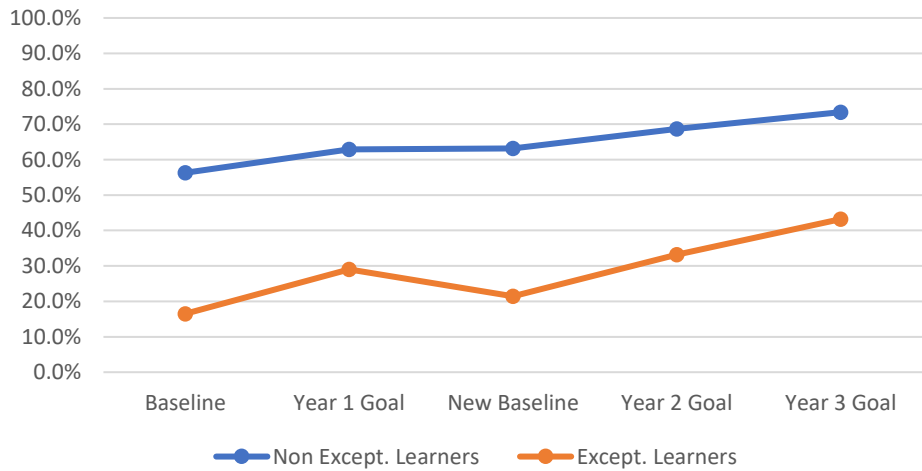
ELA - Race



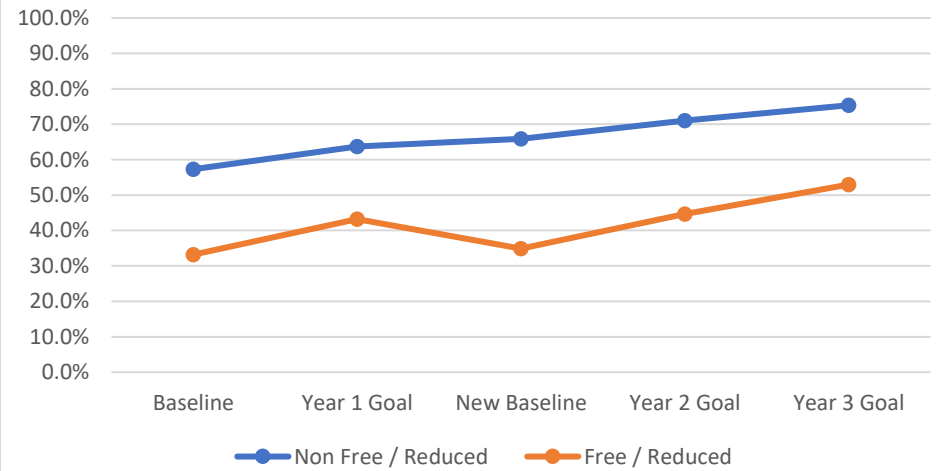
ELA - ELL



ELA - DEL



ELA - SES



Strategy	Resources Needed	Progress Monitoring	Timeline	Person(s) Responsible
1) PLC Reboot regarding how PLCs should be working to increase student learning and growth	Guiding Coalition PD from Summer Conference	PLC Agendas and Notes	First Nine-Weeks of School and as needed	Building Guiding Coalition
2) R.A.C.E. Writing Across the Curriculum Strategies			School year PD in September Follow-up PD in November	English Department Administration
3) Ongoing Best Practices / Teaching Strategies PD	Determined by need		School year	Administration
4) Revisit MTSS / Rtl / PBIS Processes and Procedures		Rtl and PBIS Referrals	School year PD in September	MTSS Coordinator PBIS Coordinator Administration
5) Improve/Increase work on Analyzing and Reacting To results from Common Formative Assessments		PLCs	School year	Teachers
6) NWEA Report PD			November 11	Admin
7) Teaching Strategies to Support English Language Learners PD			November 11	ENL Teachers
8) ELA, Science, Social Studies will utilize Newsela for leveled readings	Newsela	Newsela Data	School year	Teachers / Admin
9) Return to Essential Skills Classes to work on skill development	Student data (iLearn, NWEA, grades, teacher rec)	Aimsweb IXL Form. & Sum. Assessments	School year	Essential Skills Teacher, Rtl Coordinator, Counselor, Administration
10) Bring a focus to the content literacy standards		PLCs	School year	Teachers
11) Dive into content standards for those that support ELA learning		PLCs	School year	Teachers
12) Continue Instructional Framework Iterations			School year	Teachers

Goal #2: Closing Achievement Gaps - Mathematics

Problem Statements with Baseline Data:

- The Math achievement gap is 35.5% for Black students and 35.5% for Hispanic students as compared to their Asian peers.
- The Math achievement gap for ELL students is 41.9% as compared to Non-ELL students.
- The Math achievement gap for Exceptional Learner students is 39.5% as compared to general education Learners.
- The Math achievement gap for students who qualify for free/reduced lunch is 22.5% as compared to students who don't qualify.

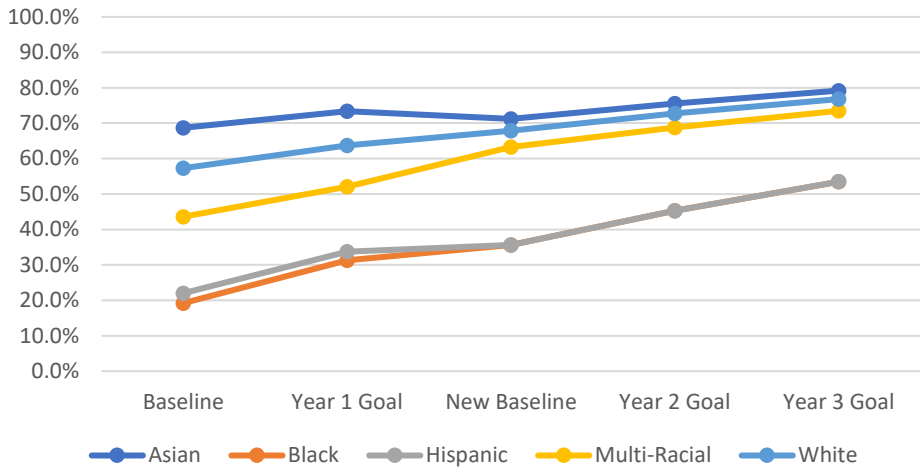
Spring 2021 Results
Current Students at RJH
<ul style="list-style-type: none">• 61.8% overall proficiency rate• 25.7% Special Ed population at or above proficiency rate• 43.9% Free/Reduced population at or above proficiency rate• 35.6% Black/African American population at or above proficiency rate• 35.6% Hispanic population at or above proficiency rate• 22.4% English Language Learner population at or above proficiency rate

Expected SMART Outcome – Math:

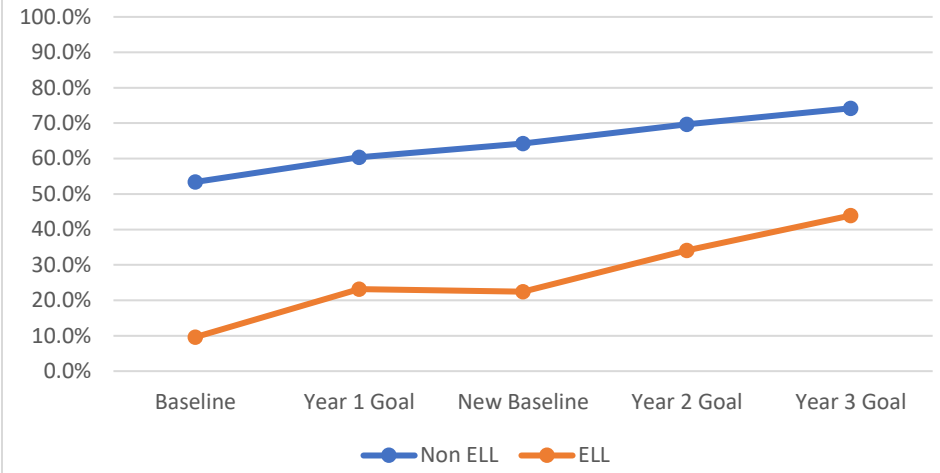
The Math Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 15% each year over three years for all student groups as measured by the ILEARN test. If all Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 15% each year, the achievement gap will be inherently reduced. Specifically, the decrease in the largest gap for students based on ethnicity will decrease by 8% the first year.

Math	Asian	Black	Hispanic	Multi-Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
Baseline Pass Rate	68.7	19.2	22.0	43.6	57.3	53.4	9.6	55.2	13.0	56.9	28.3
Baseline Gap		49.5	46.7	25.1	11.4		43.8		42.2		28.6
Year 1 Pass Rate Goal	73.4	31.3	33.7	52.1	63.7	60.4	23.2	61.9	26.1	63.4	39.1
Year 1 Gap Goal		42.1	39.7	21.3	9.7		37.2		35.9		24.3
Year 1 Actual	61.8	18.1	18.4	45.2	49.5	46.5	9.7	46.9	15.3	48.5	27.6
Year 1 Actual Gap		43.7	43.4	16.6	12.3		36.8		31.6		20.9
Current Students Year 1 Pass Rate	71.2	35.6	35.6	63.3	67.9	64.3	22.4	65.2	25.7	66.4	43.9
Current Students Year 1 Gap		35.6	35.6	7.9	3.3		41.9		39.5		22.5
Year 2 Pass Rate Goal	75.5	45.3	45.3	68.8	72.7	69.7	34.0	70.4	36.8	71.4	52.3
Year 2 Gap Goal		30.3	30.3	6.7	2.8		35.6		33.6		19.1
Year 3 Pass Rate Goal	79.2	53.5	53.5	73.5	76.8	74.2	43.9	74.9	46.3	75.7	59.5
Year 3 Gap Goal		25.7	25.7	5.7	2.4		30.3		28.5		16.3

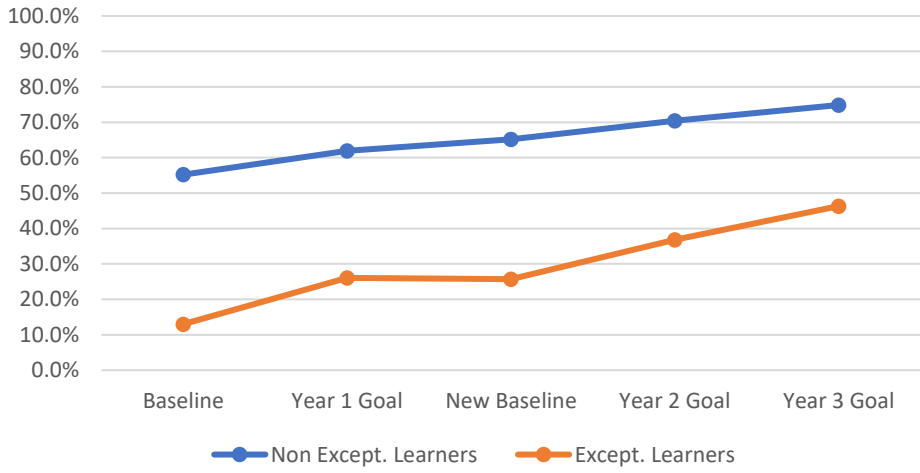
Math - Race



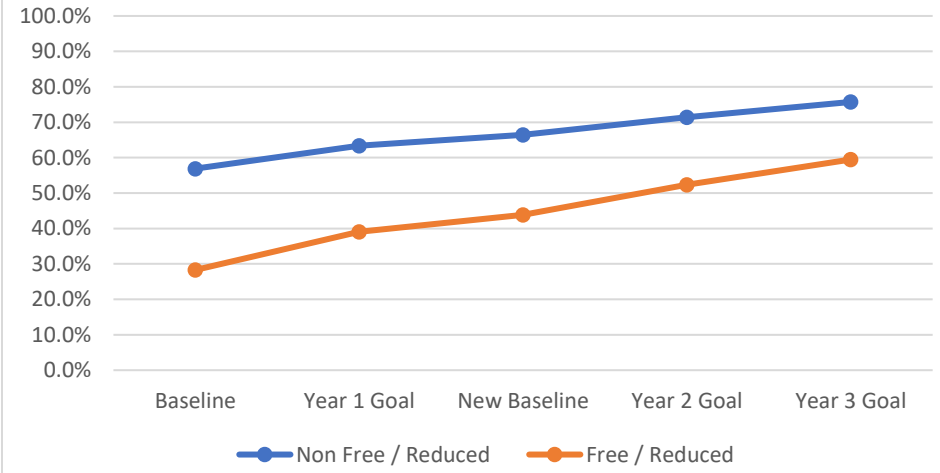
Math - ELL



Math - DEL



Math - SES



Strategy	Resources Needed	Progress Monitoring	Timeline	Person(s) Responsible
1) PLC Reboot regarding how PLCs should be working to increase student learning and growth	Guiding Coalition PD from Summer Conference	PLC Agendas and Notes	First Nine-Weeks of School and as needed	Building Guiding Coalition
2) R.A.C.E. Writing Across the Curriculum Strategies			School year PD in September Follow-up PD in November	English Department Administration
3) Ongoing Best Practices / Teaching Strategies PD			School year	Administration
4) Revisit MTSS / Rtl / PBIS Processes and Procedures			School year	MTSS Coordinator PBIS Coordinator Administration
5) Improve/Increase work on Analyzing and Reacting To results from Common Formative Assessments		PLCs	School year	Teachers
6) NWEA Report PD			November 11	Admin
7) Teaching Strategies to Support English Language Learners PD			November 11	ENL Teachers
8) Utilize IXL for support and remediation	IXL	IXL Data	School year	Math Teachers / Essential Skills Teachers
9) Continue Essential Skills Math classes focus on math skills with support for gaps & deficits rather than HW help	iLearn Data NWEA Data	Aimsweb IXL ALEKS	School year	Essential Skills Teachers / Rtl Coordinator
10) Dive into content standards for those that support math learning		PLCs	School year	Teachers
11) Continue Instructional Framework Iterations			School year	Teachers

Goal #3: Sense of Belonging / Social Emotional Regulation

Baseline Data:

The Sense of Belonging Panorama Baseline survey indicated a 47% favorability rating by RJH students.

How connected do you feel to the adults at your school? 24% favorability

The Emotional Regulation Panorama Baseline survey indicated a 49% favorability rating by students.

How often are you able to pull yourself out of a bad mood? 39% favorability

When things go wrong for you, how calm are you able to remain? 42% favorability

The Social Awareness Panorama Baseline survey indicates a 67% favorability rating by students.

During the past 30 days...How clearly were you able to describe your feelings? 35% favorability

Expected SMART Outcome 1: The Favorability Rating for Sense of Belonging survey questions as rated by students will increase by 15 percent over three years.

Expected SMART Outcome 2: The Favorability Rating for the how connected students feel to adults survey question as rated by students will increase by 15 percent over three years.

Expected SMART Outcome 3: The Favorability Rating for Emotional Regulation Panorama survey questions will increase by 15 percent over three years.

Expected SMART Outcome 4: The Favorability Rating for Social Awareness Panorama survey questions will increase by 15 percent over three years.

Results:

Three of Four Outcomes increased or stayed the same, yet non reached the goal. One Outcome decreased. It should be noted that baseline and outcome data is not cohort based. (i.e. 8th graders who took the baseline data were not part of the outcome survey, and 6th graders who were not part of the baseline data were part of the outcome survey)

	Expected Outcome 1 Sense of Belonging	Expected Outcome 2 Connected to adults	Expected Outcome 3 Emotional Regulation	Expected Outcome 4 Social Awareness
Baseline	47% Favorability Rating	24% Favorability Rating	49% Favorability Rating	67% Favorability Rating
Year 1 Expected Outcome	52% Favorability Rating	29% Favorability Rating	54% Favorability Rating	72% Favorability Rating
Year 1 Actual	44% Favorability Rating	28 % Favorability Rating	51% Favorability Rating	67% Favorability Rating
Adjusted Year 2 Expected Outcome	49% Favorability Rating	33% Favorability Rating	56% Favorability Rating	72% Favorability Rating
Adjusted Year 3 Expected Outcome	54% Favorability Rating	38% Favorability Rating	61% Favorability Rating	77% Favorability Rating

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person(s) Responsible
1) Restorative Practices training for trainers.	District Training for Trainers		September	Restorative Practices Team
2) Restorative Practices PD	Trained Team		September 30 th - 1.5 hours October 13 th - 1 hour November 11 th - 1.5 hours January 26 th - 1 hour February 9 th or 17 th - 1 hour April 13 th - 1 hour	Restorative Practices Team Administration
3) Ongoing Diversity, Equity, & Inclusion PD	PD Content		School year	Equity Team Members / Admin
4) Ongoing SEL PD	Staff PD Time		As Needed School year	SEL Coordinator / Admin
5) MANDT Light Training			November 11	Admin With C.O. Assistance
6) Curriculum Dive for DEI Connections	PD Time		November 11	Teachers DEI Team
7) Begin implementation of Restorative Practices	Training		School year	Teachers Administrators
8) Continue Increased Team Identity to develop Sense of Belonging	Team Days Team Names & T-Shirts Team Competitions Spirit Weeks	Student Feedback / Student Advisory Council	School year	All staff Admin and Teachers Spirit PLN Student Council
9) Utilize more inclusive / representative classroom and Media Center novels	DEI Team Funding	Media Center check-out data	School year	English Department / Teacher Librarian / Admin
10) Increase teacher communication to families	Parent Square Newsletters Emails		School year	Teachers
11) Encourage club creation and sponsorship including affinity groups	Time Teacher sponsors	Student Feedback / Student Advisory Council / Participant Rosters	School year	Club Sponsors

12) Continue SEL Lessons	Mind Up / Second Step Curriculum & PD	Quarterly SEL Survey	School year	SEL Building Coordinator & SEL Pilot Teachers
13) Improve Prayer Rooms/Times for Muslim Students	Supervision		By the time change in November	Admin DEI Team
14) Student Small Group offerings:	Student opt-in through Survey	Discipline Data / Guidance Data / Mentor Feedback / Student Feedback	School year	Counselors Social Worker
15) Enhance PBIS Student Committee	Students		School year	PBIS Coordinator/PLN Administration
16) Continue Student Advisory Council	Students		School year	Administration

Professional Development Activities:

Supports Goal #1

- PLC Reboot regarding how PLCs should be working to increase student learning and growth
- R.A.C.E. Writing Across the Curriculum
- Ongoing Best Practice / Teaching Strategies PD
- Revisit of MTSS / Rtl / PBIS Strategies and Processes
- Improve/Increase work on Analyzing and Reacting To results from Common Formative Assessments
- NWEA Report Training
- Teaching Strategies to Support English Language Learners PD

Supports Goal #2

- PLC Reboot regarding how PLCs should be working to increase student learning and growth
- R.A.C.E. Writing Across the Curriculum
- Revisit MTSS / Rtl / PBIS Processes and Procedures
- Ongoing Best Practices / Teaching Strategies PD
- Improve/Increase work on Analyzing and Reacting To results from Common Formative Assessments
- NWEA Report Training
- Teaching Strategies to Support English Language Learners PD

Supports Goal #3

- Restorative Practices training for trainers.
- Restorative Practices PD
- Ongoing Diversity, Equity, and Inclusion PD
- Ongoing Social Emotional Learning PD
- MANDT “Light” Training
- Curriculum Dive for DEI Connections

Riverside Junior High will utilize the weekly PLC time for PLC Reboot. Additionally, the bi-monthly administrative directed PD days, and three scheduled e-Learning days to accomplish the professional development listed as well as any other professional development required or determined to be needed at a later date. We are asking that teachers strongly consider their Professional Growth Goals be centered around the work of PLCs and analyzing and responding to data from Common Formative Assessments to help ensure learning of curriculum, rather than just the teaching of the curriculum.

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](https://inview.doe.in.gov/) (https://inview.doe.in.gov/).
- 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](https://www.in.gov/doe/students/indiana-academic-standards/) (https://www.in.gov/doe/students/indiana-academic-standards/). Resources used in the instruction of the standards can be found [here](https://www.hseschools.org/academics/teaching-and-learning/curricular-resources/) (https://www.hseschools.org/academics/teaching-and-learning/curricular-resources).
- 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.