



HAMILTON SOUTHEASTERN SCHOOLS

**Fishers High School
Strategic and Continuous School Improvement
& Achievement Plan
2019-2023**

School Name: **Fishers High School**

School Address: **13000 Promise Road**

Fishers, IN 46038

School Telephone Number: **317-915-4290**

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School DOE Number: **2487**

Corporation DOE Number: **3005**

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HSE SCHOOLS

Hamilton Southeastern Schools, as one innovative school community, provides an educational opportunity for each student to achieve maximum potential, to become a responsible citizen and influence an ever-changing world community.

FISHERS HIGH SCHOOL

VISION STATEMENT

The Fishers High School educational community will nurture a culture of excellence and empower students to become lifelong learners.

MISSION STATEMENT

HAVE PRIDE – SHOW CHARACTER – BUILD TRADITION

CORE PURPOSE

To positively impact EACH student and their work.

CORE VALUES

Integrity

Perseverance

Community

Respect



OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process utilizing the principles of Stanford Design Thinking. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of Indiana Rules and Regulations.

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, students, parents, and business community representatives. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

- John Wechsler-Parent, Launch Fishers Founder
- Marissa Deckert-Fishers Parks and Rec
- Scott Brown-Business community
- Jordan Dickey-Business community
- Matt Swaim-School Counselor
- Jennifer Pope-Teacher
- Kyle Goodwin-Assistant Principal
- Chrissie Sturgill-Assistant Principal
- Riley Padron-Student
- John Yun-Student
- Shamika Morales-Parent
- Holly Statz-Parent
- Tracy Butler-Parent
- Jason Urban-Principal
- Steve Loser-Assistant Principal
- Brent Freed-Teacher

The School Improvement Council is made up of educators, students, and parents. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

Name	Group Represented		Name	Group Represented
Brittany McClary	Parent		Steve Loser	Assistant Principal
Shannon Fields	Parent		Chrissie Sturgill	Assistant Principal
Tricia Drake	Parent		Kyle Goodwin	Assistant Principal
Stephanie Braden	Parent		Patrick Schooley	Dean
Michelle Steltz	Parent		Casey Alexander	Student
Jeff Steiner	Parent		Collier Lane	Student

Tiffany Raymond	Parent		Timothy Lawrence	Student
Lizette Bauman	Guidance Counselor		Margaret Lynch	Student
Stephanie Gutting	Teacher		Ainsley Powers	Student
Caitlin Crecelius	Teacher		Tseganesh Gregg	Student
Dahnya Chop	Teacher		Lily Sharp	Student
Brent Freed	Teacher		Wangechi Mwangi	Student
Amanda Howard	Teacher		Teagan Chandler	Student
Chad Kohler	Teacher		April Brownell	Student
Jason Urban	Principal			

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Design Thinking process:

Discussion 1: Academic & Future Ready Skills, Social and Emotional Well-being of Students, the FHS Student Experience

Discussion 2: Common Vision for High Student Success, Data Analysis & Achievement Goals, Interventions

Data-Driven Decision-Making

The school improvement process relies heavily on data as a foundation for decision-making.

1. *Achievement Data* – To what degree are students prepared for success at the next educational level, whether postsecondary education and/or a global economy?
2. *Root Cause Data* – What conditions in the school and community interfere with student achievement?
3. *Intervention Data* – Is the intervention having the desired impact on stakeholders?

Implementation Window

Our school and community will be implementing this plan during the 2022-2023 school year. Questions about the School Improvement Plan should be directed to Jason Urban, Fishers High School principal.

PART 1: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment and student mastery of each Indiana College and Career Readiness Standard. A full list of academic assessments is found in the Indiana Rules and Regulations section of this plan.

The School Improvement Council (including educators, students, and parents) were involved in the analysis of the achievement data. The following questions were addressed during the data analysis:

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us? What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council first identified a small number of focus areas. These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the focus areas and created specific **SMART Goals** focused on academic standards, and/or student groups that, if improved, would impact the broad focus areas. Both the focus areas and the SMART Goals are listed below. Once the SMART goals were developed, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of the following school year. The data targets fall between the current student data and the vision (ideal) data.

GOAL #1 FUTURE-READY SKILLS

EXPECTED OUTCOMES

1. For each of the seven skill-based sub-scores, on the PSAT, the percentage of FHS juniors achieving “On Track for College & Career Readiness” will increase by 3% each year, and the percentage of FHS juniors in the “Needs to Strengthen Skills” category will decrease by 3% each year.
2. Additionally, when compared to the overall percentage of 11th grade students meeting both CCR benchmarks the gaps for Black/African American students and Hispanic/Latino students will decrease by 2% each year.

GOAL #2 SENSE OF BELONGING

EXPECTED OUTCOMES

On the Panorama survey, the student favorability ratings on questions related to “Sense of Belonging” will increase 4% each year to exceed the national average of similar schools (45%) by the 2022-2023 school year.

GOAL #3 PROMOTION AND GRADUATION

EXPECTED OUTCOMES

All seniors in the class of 2023, who are eligible for a diploma, will graduate high school.

FHS School Improvement Goal Focus #1: FUTURE-READY SKILLS

PROBLEM STATEMENT

Approximately 52-58% of FHS juniors demonstrated college-readiness scores on the PSAT. That said, 89% of FHS seniors indicate they intend to enroll in college.

Additionally, when compared to the overall percentage of 11th grade students meeting both College & Career Readiness benchmarks on the PSAT (52 %), there are significant gaps for Black/African American (28%) students and Hispanic/Latino students (40%) students.

PSAT Benchmarks	Sophomores 2018	Juniors 2019	Change 10-11	Goal Gap
Overall % of students meeting both benchmarks	63%	58% Goal 62%	-5%	-4
% of Black students meeting both benchmarks	34%	29% Goal 50%	-5%	-21
% of Hispanic students meeting both benchmarks	47%	40% Goal 42%	-7%	-2
PSAT Benchmarks	Sophomores 2019	Juniors 2020	Change 10-11	Goal Gap
Overall % of students meeting both benchmarks	56%	58% Goal 64%	+2%	-6
% of Black students meeting both benchmarks	37%	45% Goal 54%	+8%	-9
% of Hispanic students meeting both benchmarks	46%	39% Goal 46%	-7%	-5
PSAT Benchmarks	Sophomores 2020	Juniors 2021	Change 10-11	Goal Gap
Overall % of students meeting both benchmarks	56%	52% Goal 66%	-4%	-14
% of Black students meeting both benchmarks	35%	28% Goal 58%	-7%	-30
% of Hispanic students meeting both benchmarks	33%	40% Goal 50%	+7%	-10

GOAL CONCEPT

All FHS students will demonstrate college & career readiness by the end of their senior year.

COLLEGE & CAREER READINESS INDEX		
Assessment	Reading & Writing Benchmark	Math Benchmark
SAT	480	530
PSAT (Grade 11)	460	510

EXPECTED OUTCOMES

- For each of the seven skill-based sub-scores, on the PSAT, the percentage of FHS juniors achieving “On Track for College & Career Readiness” will increase by 3% each year, and the percentage of FHS juniors in the “Needs to Strengthen Skills” category will decrease by 3% each year.

FHS Class of 2024										
Skill Sub-Scores	Sophomore Year (Fall 2021 PSAT)			Junior Year (Fall 2022 PSAT)			Junior Year (Spring 2023 SAT)			Delta (PSAT only)
	Needs to Strengthen	“Close to CCR”	On Track for CCR	Needs to Strengthen	“Close to CCR”	On Track for CCR	Needs to Strengthen	“Close to CCR”	On Track for CCR	CCR
Command of Evidence	13% (111)	50% (428)	37% (310)	Goal: 10%		Goal: 40%				
Words in Context	7% (57)	43% (362)	51% (430)	Goal: 4%		Goal: 54%				
Expression of Ideas	19% (161)	44% (373)	37% (315)	Goal: 16%		Goal: 40%				
Standard Eng. Conventions	7% (61)	52% (438)	41% (350)	Goal: 4%		Goal: 43%				
Heart of Algebra	25% (214)	52% (443)	23% (192)	Goal: 22%		Goal: 26%				
Prob. Solv. & Data Analysis	13% (109)	67% (570)	20% (170)	Goal: 10%		Goal: 23%				
Passport to Adv. Math	25% (210)	59% (501)	16% (138)	Goal: 22%		Goal: 19%				

- Additionally, when compared to the overall percentage of 11th grade students meeting both CCR benchmarks the gaps for Black/African American students and Hispanic/Latino students will decrease by 2% each year.

PSAT Benchmarks	Sophomores 2021	Goal Juniors 2022
Overall % of students meeting both benchmarks	52%	55%
% of Black students meeting both benchmarks	42% (gap of 10%)	47% (gap will be 8%)
% of Hispanic students meeting both benchmarks	26% (gap of 26%)	31% (gap will be 24%)

Interventions

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Teachers in English, math, science, & social studies departments engage in professional development to: <ul style="list-style-type: none"> Understand the skills on the exam Engage in sample test questions Collectively brainstorm ways their dept. can help students prepare. 	https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test FHS-created PSAT videos		eLearning Days: - Sept 30, 2022 - Nov 11, 2022	Building administration (PD) Teacher leaders (presenting) All teachers (for skills)
2) Teachers in English, math, science, & social studies develop classroom activities to target specific skills assessed on the PSAT/SAT.	https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test Khan Academy Resources		eLearning Days: -Sept 30, 2022 -Nov 11, 2022 On-going	All teachers & PLC collaboration teams
3) PLC collaboration teams will create and implement common formative assessments tied to their ELOs.	PLC Resources PLC 100-Day Plan	Teachers will progress monitor individual student growth on ELOs & utilize Targeted Instruction for interventions	On-going Weekly collab. team mtgs. 2-3 T.I. blocks per week	Teachers PLC collab. teams
4) Dept. Instructional Leaders (English, math, science, social studies) will perform curriculum audits to ensure PSAT/SAT skills are embedded in department curriculum.	IDOE "Priorities" in English & Math for SAT/PSAT	Updated curriculum maps for each PLC; CFAs tied directly to SAT/PSAT skills	Fall 2022	Department Instructional Leaders
5) Counseling staff will provide PSAT prep & reflection materials for students.	Individual PSAT scorecard SAT/PSAT prep class Khan Academy	Student growth & CCR achievement will be published on a data wall in the CCA	PSAT class will be offered in September Each student will receive scorecard w/ test results	Counseling Staff FHS Students
6) "Employability Committee" develops lessons for Block 8 teachers to implement on independence, where to go for help, how to ask for help, etc.	Employability lessons (turnkey) for consumption in Block 8	Student survey at conclusion of lesson, reflections & takeaways from the lesson	Fall 2022	Employability committee (creating) Teachers (implementing)

FHS School Improvement Focus #2: SENSE OF BELONGING

PROBLEM STATEMENT

FHS students report a 34% favorability rating on Panorama survey questions relating to Sense of Belonging. This rating represents an 11% gap when compared to similar-type schools on the national level.

GOAL CONCEPT

FHS students will develop a deep sense of belonging to build positive well-being to impact student achievement.

EXPECTED OUTCOMES

On the Panorama survey, the student favorability ratings on questions related to “Sense of Belonging” will increase 4% each year to exceed the national average of similar schools (45%) by the 2022-2023 school year.

SENSE OF BELONGING % Favorability	
Baseline (2018-2019)	34%
SY 2019-2020	Goal was 38% (No survey given due to COVID 19)
SY 2020-2021	Goal was 42% (Actual 37%)
SY 2021-2022	Goal was 46% (Actual 37%)
SY 2022-2023	Goal is 46%

	2018-19 FHS	National	Gap	2020-21 FHS	National	Gap	2021-22 FHS	National	Gap
Sense of Belonging Favorability %	34%	45%	11%	37%	45%	8%	37%	44%	7%

Panorama Education Survey

Question	Spring 18-19	Fall 20-21	Spring 21-22
How well do people at your school understand you as a person?	30%	31%	32%
How connected do you feel to the adults at your school?	17%	17%	20%
How much respect do students in your school show you?	43%	51%	49%
How much do you matter to others at this school?	32%	33%	34%
Overall, how much do you feel like you belong at your school?	49%	52%	50%

Interventions

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Teachers will implement "Employability" lessons in Block 8 "homerooms," including classroom charters & sense of belonging activities.	R.U.L.E.R lessons Employability lessons: here for grade 9 , here for grades 10-11 , here for grade 12	Panorama survey results	Most of August; then 1x per month Survey in fall 2022	All teachers (Block 8)
2) The counselor collaboration team focusing on mental health will monitor students with low sense of belonging.	Naviance Panorama Survey	Counselors will track Naviance usage & group attendance quarterly, and monitor participation of students with a low "Sense of Belonging" in Targeted Instruction	Counselors will report progress to primary evaluator	Counselors Primary evaluators
3) Teachers utilize various tiers of instruction (Tier 1, 2, 3) during Targeted Instruction block to engage students.	Enriching Students	Number of students requested for Targeted Instruction % of students earning Ds and Fs	Every other school day Report and review quarterly	All teachers Admin.

4) Teachers will prototype ways to enhance classroom conditions, designing activities where teachers can sit side-by-side w/ students and create space for peer-to-peer collaboration.	FHS classroom walk-through tool	Walk-throughs will evidence growth in classroom conditions where collaboration is regular (note: in 2019, 28% of visits evidenced these conditions)	Teachers (regularly). Dept. ILs complete walk-throughs quarterly	All teachers Dept. Instructional leaders
5) Intentional practices will be implemented to build a positive school culture for teachers.	A culture of care, collaboration, growth, and risk-taking	Both surveys (Panorama and Principal's) will be administered and reviewed annually	Monthly teachers celebrations & appreciation activities will be implemented to impact the environment	Admin., teachers, counselors
6) Restorative practices.	Restorative leaders trained through district trainer	Recidivism rate after student restorative modules are completed Number of staff members trained in restorative practices	Training kickoff at eLearning day Follow up training throughout the year	All staff

FHS School Improvement Focus #3: PROMOTION AND GRADUATION RATE

PROBLEM STATEMENT

The graduation rate for FHS decreased significantly in the 2014-2015 school year to an all-time low of 93.8%. An increased number of students in grades 9-11 were deficient in credits, and no longer on track for graduation for their grade level.

EXPECTED OUTCOMES

All seniors in the class of 2022, who are eligible for a diploma, will graduate high school.

	Graduation Rate
Baseline (2018-2019)	97%
SY 2019-2020	Goal was 98% <i>Actual: 98.2%</i>
SY 2020-2021	98.5% <i>Actual 97.8%</i>
SY 2021-2022	Goal 99%

Seniors “On Track” to Graduate

Class of 2023 (22-23)	
Passing (28+ credits)	892
Under (>28 credits)	35
Move-Ins	26
Total Population	927
Percentage	96.22%
Target	100%

Class of 2022 (21-22)	
Passing (28+ credits)	886
Under (>28 credits)	28
Move-Ins	25
Total Population	914
Percentage	96.9%
Target	100%

Class of 2021 (20-21)	
Passing (28+ credits)	820
Under (>28 credits)	33
Move-Ins	2
Total Population	855
Percentage	95.9%
Target	100%

Juniors “On Track” to Graduate

Class of 2024 (22-23)	
Passing (20+ credits)	862
Under (>20 credits)	54
Move-Ins	47
Total Population	916
Percentage	94.1%
Target	99%

Class of 2023 (21-22)	
Passing (20+ credits)	825
Under (>20 credits)	51
Move-Ins	43
Total Population	876
Percentage	94.2%
Target	99%

Class of 2022 (20-21)	
Passing (20+ credits)	887
Under (>20 credits)	56
Move-Ins	15
Total Population	958
Percentage	92.6%
Target	99%

Sophomores “On Track” to Graduate

Class of 2025 (22-23)	
Passing (10+ credits)	827
Under (>10 credits)	41
Move-Ins	49
Total Population	868
Percentage	95.28%
Target	99%

Class of 2024 (21-22)	
Passing (10+ credits)	786
Under (>10 credits)	56
Move-Ins	42
Total Population	842
Percentage	93.3%
Target	99%

Class of 2023 (20-21)	
Passing (10+ credits)	855
Under (>10 credits)	48
Move-Ins	35
Total Population	904
Percentage	94.6%
Target	99%

Interventions

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Monthly tracking of at-risk students w/ admin & counselors	OneDrive shared database of at-risk students	Monthly, counselors will report on the progress of seniors who are a grad. risk	Monthly	Counselors Administrators
2) Parent and student meetings with at-risk 9th and 10th graders	Grade reports	The at-risk list will include 9 th / 10 th graders after semester 1 who have not earned at least 5 credits	At 9-weeks, counselors will meet w/ 9 th /10 th graders who has 1+ "F" grade & their parent	Counselors Administrators
3) In-house alternative school for at-risk students	Counselor, Social Worker & Teacher	Pass rates of students in FHS alternative school	2022-2023 SY is year 4 for new alternative school at FHS	Alternative school staff
4) New IAs hired for Mastery Learning Center	IAs, Grade reports, skyward reports	Number of impacted students, Pass % of students receiving services	Every 9 weeks	MLC staff, Administrators
5) Targeted Instruction as part of school day	Data from Enriching Students	Total students requested, average students by day and teacher	Monthly	Teachers, IAs, Students, Support staff, Administrators
6) New IA hired for Restore room	Skyward data, discipline data, Canvas modules	9 weeks data, repeat occurrences	Every 9 weeks	IAs, Administrators
7) New after school remediation and enrichment program	Teacher tutoring pay Curriculum	Number of credits earned by students	Fall 2022- winter 2022	Administrators Teachers

Part II: INTERVENTIONS IMPACTING ALL GOALS

The Steering Team was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by stakeholders, the Council selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

INTERVENTIONS IMPACTING ALL GOALS:

Increase enrollment and access to AP, IB, and dual credit courses

FHS has been increasing enrollment in Advanced Placement courses steadily since the school opened. In the last decade, for example, the growth speaks for itself:

- In 2010, 533 students took 783 AP exams (with 55.7% of exams earning a score of 3+)
- In 2021, 1252 students took 2144 AP exams (with 60.5% of exams earning a score of 3+)
- In 2022, 1269 students took 2189 AP exams (with 72% of exams earning a score of 3+)

In the last few years, the AP enrollment and achievement data has also been disaggregated by student demographic groups to determine where gaps may exist and what can be done to address those gaps. Meetings with AP teachers, guidance counselors, and the AP Coordinator have all served to find solutions to some of these issues. Additionally, all teachers are now asked to make course recommendations for their students for the next school year prior to the scheduling season, which gives counselors more information from current classroom teachers about potential readiness for advanced coursework. The equity team at FHS has also looked at enrollment data and created some interventions for increasing equity and access to advanced coursework for all students. AP Potential is used every year to identify students who may have been missed through traditional means and who have the potential to be successful in AP courses.

With the opening of the College & Career Academy in 2015, an emphasis on expanding dual credit course offerings and having multiple pathways also exists. In addition to the existing partnership with Indiana University through their ACP offerings, FHS now has dual credit partnerships with Ball State, Indiana University, Purdue Polytechnic, and Ivy Tech. This has allowed more students to access dual credit courses while in high school. During the 2016-2017 school year, the partnership with J. Everett Light, the vocational school, was expanded to bring several offerings into the building so that students do not have to travel out of the building to take the courses.

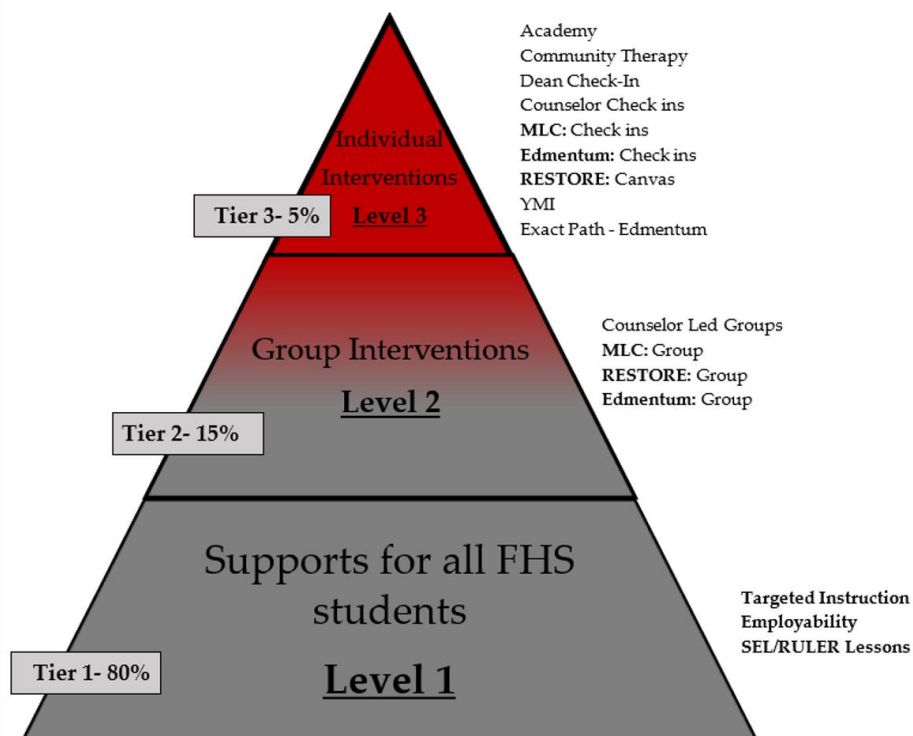
Class of:	Students took at least 1 AP/DC Course	Total AP/DC Courses Taken
2014	396 / 534, 74%	2470
2015	425 / 562, 76%	2444
2016	556 / 697, 80%	3637
2017	564 / 715, 79%	3959
2018	681 / 815, 84%	4096
2019	721 / 857, 84%	4102
2020	599 / 839, 71%	4695
2021	615 / 846, 73%	5249
2022	661 / 873, 76%	5696

Historical Percentage of Seniors Graduating with an Honors Diploma

Year	% Graduating with Honors Diploma
2008	44%
2009	41%
2010	40%
2011	45%
2012	45%
2013	51%
2014	50%
2015	51%
2016	55%
2017	51%
2018	53%
2019	55%
2020	60%
2021	53%
2022	58%

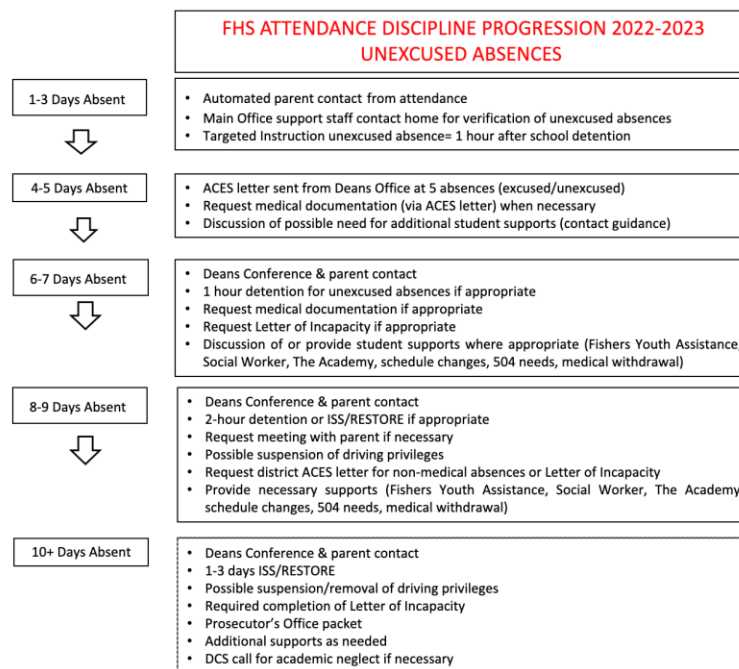
Mutli-Tiered Systems of Support (MTSS)

MTSS is a framework used to provide targeted support to struggling students. The goal of MTSS is to intervene early — through a tiered process — so students can catch up with grade level academic competencies. Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by diagnostic assessments, achievement data, progress monitoring, and how a student responds to one level of intervention. All students should have access to support systems when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem solving the specific needs of the student.



Attendance Rate

FHS has a goal to reach a 97% attendance rate. A more streamlined approach to providing parental notification has been administered to impact student attendance. FHS utilizes a combination of Skylert messages, attendance dean contacts, formal letters, and the Attending Class Equals Success (ACES) program to inform parents. The ACES program requires coordination between the school and the Hamilton County Prosecutor's Office. Students with absences that exceed eight days per semester or sixteen days per school year are candidates for referral to the ACES program. The FHS focus on building student trust, a positive school environment and relevant instruction should positively impact the attendance rate over time.



PART III: Professional Development Summary

PREPARATION & PROFESSIONAL DEVELOPMENT

To prepare for successful implementation of the School Improvement Plan, a comprehensive Professional Development Plan has been developed.

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by administrators and teacher-leaders; the plan includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by School Improvement Council. Council members are responsible for 1) writing (with support from colleagues) an intervention plan which may include on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation with respect to whether or not the intervention should be sustained.

SY 2022-2023 Professional Development Schedule

Week	Professional Development <i>*Professional Development meetings occur on THURSDAYS BEFORE SCHOOL Or on District Established eLearning Days</i>	SIP Goal Targeted
Aug 1-5	Aug. 1 (8:45 to 10:30) -- PLC Reboot	Goal 1, 2, 3
Sept 12-16	Sept. 15 (7:30-8:15 AM) -- <i>Sept. All-Staff Collaboration</i>	Goal 1
Sept 26-30	Sept. 30 (PD Time TBD) -- <i>District E-Learning Day #1</i>	Goal 1, 2, 3
Oct 3-7	Oct. 6 (7:30-8:15 AM) -- <i>Oct. All-Staff Collaboration</i>	Goal 1, 3
Oct 31 - Nov 4	Nov. 3 (7:30-8:15 AM) -- <i>Nov. All-Staff Collaboration</i>	Goal 1, 2
Nov 7-11	Nov. 11 (PD Time TBD) -- <i>District E-Learning Day #2</i>	Goal 1, 2, 3
Dec 5-9	Dec. 7 (3:30 to 5:30) - FACULTY HOLIDAY PARTY	Goal 2
Jan 2-6	Jan. 3 (8:45 to 9:45) -- Semester Kick-Off Mtg	Goal 1, 2, 3
Jan 30 - Feb 3	Feb. 2 (7:30-8:15 AM) -- <i>Feb. All-Staff Collaboration</i>	Goal 1, 2
Feb 13-17	Feb. 17 (PD Time TBD) -- <i>District E-Learning Day #3</i>	Goal 1, 2, 3
Feb 27 - Mar 3	Mar. 2 (7:30-8:15 AM) -- <i>SAT Last-Minute Prep Mtg</i>	Goal 1
Mar 13-17	Mar. 16 (7:30-8:15 AM) -- <i>Mar. All-Staff Collaboration</i>	Goal 2
Apr 24-28	Apr. 27 (7:30-8:15 AM) -- <i>Apr. All-Staff Collaboration</i>	Goal 3
May 8-12	May 11 (7:30-8:15 AM) -- <i>May All-Staff Collaboration</i>	Goal 1, 2, 3

NOTE: All teachers are expected to attend all professional development, or personally notify the principal of any conflict.

Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school's 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.