

FORD NGL *Phase 1: Explore Visit*

KEY FINDINGS & RECOMMENDATIONS REPORT

MARCH 20-23, 2023

HAMILTON SOUTHEASTERN SCHOOLS

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**FORD
NEXT GENERATION
LEARNING** 

Community Connected Learning

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INTRODUCTION

Hamilton Southeastern Schools (HSE) has an opportunity, through the 3E Grant administered by the Central Indiana Education Service Center (CIESC), to engage in the first three phases of the Ford Next Generation Learning (Ford NGL) Roadmap process. In the Phase I: *Explore* visit, completed the week of March 20, 2023, the community, with support from the Ford NGL team, explored its capacity and readiness for what community-connected transformation could look like in Hamilton Southeastern Schools. Doing so required assessing the systems, structures, and processes necessary for transformation within the community and the school district.

The purpose of this report is to provide a synopsis of findings and recommendations for Hamilton Southeastern Schools.

The Ford NGL team visited with the following objectives to:

1. Learn more about Hamilton Southeastern Schools — its leadership; staff; students; parents/caregivers; and business, post-secondary, and community partners.
2. Share information about the Ford NGL Roadmap process and introduce the community to the Ford NGL coaches who will engage with Hamilton Southeastern Schools throughout its Roadmap journey.
3. Assess school district and community readiness and capacity for Ford NGL's PK-12 community-connected transformation journey.

Within these broad objectives, the Ford NGL team focused on the following questions:

- What strengths does this school district and community have to support the Ford NGL Transformation Model?
- Are there existing programs aligned with the regional workforce needs as identified by current workforce demand data?
- Is the business community sufficiently well-organized to galvanize industry support for community-connected transformation, PK-12?
- Are there post-secondary partners positioned to support community-connected transformation, PK-12?

HAMILTON SOUTHEASTERN SCHOOLS: DISTRICT BACKGROUND

Hamilton Southeastern Schools is located in Hamilton County just outside “the loop” of I-465 which circles the city of Indianapolis. The district is largely contained within the city of Fishers, but it also includes a small number of students from the city of Noblesville. It is comprised of 22 academic buildings: 13 elementary schools (PK-4), three intermediate schools (grades 5-6), three junior high schools (grades 7-8), one intermediate/junior high school (grades 5-8), and two high schools (grades 9-12).

Several features create a unique environment for the district’s PK-12 students including:

- The district had already made steps toward transformation with its development of a Portrait of a Graduate (PoG) in 2018-2019, but circumstances prevented the PoG from full implementation.
- There is a strong, supportive relationship of the district by Fishers city government. The city has provided resources for “real-world” classrooms for Grade 1-5 students, and launched an initiative called Curios-City to strengthen partnerships between the district and local business.
- The district, with support from the Pursuit Institute of Hamilton County, is transitioning many of its career and technical education offerings away from the J. Everett Light Career Center and into its two high school buildings. According to the district, this transition will provide an opportunity for HSE Schools to be strategic and purposeful with the CTE programming it develops, with more autonomy and community voice to more intentionally develop Fishers’ workforce, retain talent, and increase the number of these opportunities for students.

According to district Skyward data accessed on May 4, 2023, key overall district demographic data includes:

- 21,614 students, PK-12.
- 97.4% graduation rate (state average is 86.4%)¹ for the 2021 class.
- 21.7% of students, PK-12, were identified as economically disadvantaged.
- 7.1% of students were identified as English Learners.
- 11.0 % of students were identified as having disabilities.

¹ From State of Indiana [Graduates Prepared to Succeed](#) website

HAMILTON SOUTHEASTERN SCHOOLS STUDENT DATA

In the table below, the district student demographic data is broken down by buildings visited during the *Explore* visit to provide a clearer sense of demographics at each level. Data from the 2020-2021 school year is used, unless otherwise noted, as this is the most recent publicly available data that is complete.

Hamilton Southeastern Schools Demographics, by Building Visited

(District provided Skyward data, April 21, 2023)

Data Point	Cumberland (PK-4)	Deer Creek (PK-4)	Sand Creek (5-6)	Fall Creek (7-8)
# of students	535	595	824	1001
% who identify as Asian	5.6	4.6	9.0	9.1
% who identify as Black/African-American	12.7	5.9	10.6	6.7
% who identify as Hawaiian/Pacific Islander	0.2	0.3	0.2	0.0
% who identify as Hispanic	9.3	12.6	10.3	6.8
% who identify as Multi-Racial	8.6	7.9	7.4	6.7
% who identify as Native American	0.2	0.0	0.4	0.3
% who identify as White	63.4	68.7	62.1	70.4
% identify as English Learners	9.3	9.2	7.6	5.4
% identify as Exceptional Learners	10.5	12.8	13.3	8.6
% identify as Economically Disadvantaged	33.8	29.1	28.8	16.7

Hamilton Southeastern Schools Demographics, by Building Visited

(District provided Skyward data, April 21, 2023)

Data Point	Fisher High School (9-12)	Hamilton Southeastern High School (9-12)
# of students	3635	3424
% who identify as Asian	7.6	9.2
% who identify as Black/African-American	9.6	8.9
% who identify as Hawaiian/Pacific Islander	0.1	0.1
% who identify as Hispanic	9.8	7.4
% who identify as Multi-Racial	5.0	5.0
% who identify as Native American	0.2	0.2
% who identify as White	67.7	69.2
% identify as English Learners	5.4	2.7
% identify as Students w/Disabilities	9.3	10.1
% identify as Economically Disadvantaged	24.1	16.5
% of Students Graduating in 4-Years	97.8 ¹	96.9 ¹
% of Graduating Students with Core 40, Academic Honors, Technical Honors, Academic and Technical Honors, or International Baccalaureate ¹	97.0 ¹	95.6 ¹
% of 2020 graduates enrolled in college (2- or 4-year)	73.1 ²	75.8 ²
% of 2019 graduates who persisted into a second year of college (2- or 4-year)	83.4 ²	87.7 ²
% of 2019 graduates that needed remediation	3.3 ²	5.1 ²

¹Number for 2021 graduates from [Indiana Graduates Prepared to Succeed](#) website

²Numbers from 2022 [Indiana College Readiness Scorecard](#) website

As the community moves forward with this transformation journey, we encourage the district to actively work with the state to ensure the accuracy of the Indiana College Readiness Scorecard and Graduates Prepared to Succeed data, so the community can more easily understand the percentage of students from each high school who graduate from 2- or 4-year colleges; the percentage of students who successfully complete industry-recognized credential programs or apprenticeships; and the percentage of students who enlist in the military, as these represent the best success measures of students' high school experience.

COMMUNITY ECONOMIC DATA

According to Invest Hamilton County's December 2022 Workforce Report, the county's population has increased by 12.8% since 2016, and it is expected to increase by an additional 9.0% by 2026. According to [Hoosiers by the Numbers](#), the strongest industry growth sectors in the county are:

Hamilton County: Top 5 Growth Industries, 2017-2021 <small>(2020-2030 Employment Projections)</small>	
Sector	5 Year Percent Change
Educational Services	31.01
Professional & Technical Services	22.82
Construction	17.43
Health Care & Social Assistance	13.82
Manufacturing	12.19

Regionally, according to the [Indianapolis Business Journal's "Largest Indiana Employers"](#) list for 2021, the top employers in the Indianapolis area are: IU Health, Ascension St. Vincent, Fedex, Community Health Network, Indiana University/Purdue University-Indianapolis (IUPUI), Eli Lilly, Anthem, Roche Diagnostics, and Allison Transmission.

OVERALL OBSERVATIONS AND RECOMMENDATIONS

OVERVIEW OF PHASE 1: *EXPLORE*

Our observations and recommendations are based on the following reports, data, and focus group conversations gathered in preparation for, and during, the Phase 1: *Explore* visit. The Ford NGL team utilizes state, regional, and district data, along with onsite focus groups and school tours to support report integrity.

Community / Environment Reports

- Indiana Department of Workforce Development (Hoosiers by the Number)
- Indianapolis Business Journal

District and School Data

- Indiana Graduates Prepared to Succeed Dashboard
- 2022 Indiana College Readiness Scorecard
- District Skyward data pulled on April 21, 2023

Focus Group Conversations

- District administration
- Building administrators teams
- Counselors, instructional coaches, teachers-in-residence
- Teachers at each level (elementary, intermediate, junior high, and high school)
- Students at each level (elementary, intermediate, junior high, and high school)
- Parents/caregivers at each level (elementary, intermediate, junior high, and high school)
- School board members
- Community, business, and post-secondary leaders

KEY FINDINGS

Because the school corporation is comprised of 22 buildings, the Ford NGL team was not able to visit every school. The Ford NGL team visited two elementary schools, one intermediate school, one junior high, and both high schools. We also were provided tours in each of the schools we visited.

While in the community, we were able to see some of the unique physical spaces available to students in the district. We spent time at Hub & Spoke where every 5th grade class engages in maker lab activities in twice-yearly, two-day experiences. We were able to tour Fishers High School's Science "Mega Lab" and spend time in the district's newest elementary building which was thoughtfully designed to support a sense of community learning.

Our findings, based upon the buildings we visited and stakeholders we spoke with, are organized by each of the the strands central to the Ford NGL Framework including:

- Strand 1: Transforming Teaching & Learning.
- Strand 2: Transforming the Culture, Systems, and Structures of Schools.
- Strand 3: Transforming Partnerships Between School & the Community.

Overall

Strengths:

- There are clearly strong infrastructure and personnel resources dedicated to supporting student learning and development.
- The city is one of the most involved and supportive we have seen in any community in which we have worked, as evidenced by space and programming support it has provided to the district. The effort to launch CurioCity is a great example. CurioCity could definitely be restarted with support from the Ford NGL team to create the necessary systems and structures required to make it user-friendly and sustainable.
- The HSE21 Instructional Framework aligns well with creating an intentional continuum of career awareness, exploration, and engagement, particularly through its focus on inquiry-based learning, cross-curricular connections, and real-world experiences.

Opportunities:

- Develop a strategy for identifying HSE graduates earning the Indiana College Core; earning industry-recognized credentials/certificates aligned with workforce

demands; the percentage of graduates completing a Next Level Program of Study (NLPS) sequence; and the percentage of HSE students, K-12, who have had high-quality, guaranteed work-based learning experiences across the career continuum of Awareness (K-4), Exploration (5-8), and Engagement (9-12 including internships, apprenticeships).

- What would the community like to do with its Portrait of a Graduate (PoG) work that has not taken hold in the district? Would the district like to keep what currently exists and focus on relaunching it? Does it want to rethink the PoG to include not only specific skills, but also particular kinds of knowledge, experiences, and/or attributes?
- It does not appear that Naviance comes into use until junior high school. The Ford NGL team recommends professional learning so that relevant staff can support the use of the wealth of tools available within Naviance across K-12.

Strand 1 - Transforming Teaching & Learning

Strengths:

- At the elementary school level (Cumberland Road & Deer Creek):
 - The elementary guaranteed outside-the-classroom learning experiences are a significant strength that represent an investment by both the district and city of Fishers. The experiences for 1st, 2nd, 4th, and 5th grade students are equity-focused as each student across all elementary buildings has access to the experiences, and the Ford NGL team understood that each of these experiences are grounded in relevant, grade-level standards. The investment in, and recognition of, the teacher-in-residence role is also impressive. These experiences provide an important foundation for developing the K-12 career awareness, career exploration, and career engagement continuum.
 - At Deer Creek Elementary, students were able to name the skills of both communication and collaboration and provide definitions and examples in their own experiences of their use. This was strong evidence of teachers' efforts to support the development of these skills.
- At the intermediate school level (Sand Creek Intermediate):
 - The team was impressed with the infrastructure and instructional support (via the instructional coach role) for both the Math Museum and STEM Lab.
 - The use of a "family" structure of co-mingled 5th and 6th grade classrooms to foster interactions between students in both grades and to

encourage future looping was a nice example of meeting students where they are academically and with regard to SEL.

- The Mini Market project was intriguing to the Ford NGL team. Is this available at each intermediate school? How might business and community partners be intentionally involved with students at various steps in the project process?
- At the junior high school level (Fall Creek Junior High):
 - The 7th grade Business, Industry, and Technology (BIT) course offers a variety of life skills like financial literacy and career-readiness. This course could provide the space for intentional, aligned experiences and skills-building related to career awareness, exploration, and engagement.
 - Use of the career-readiness tool Naviance was mentioned as a way to help students begin to identify interests that would help them find a career path.
 - Students really appreciated the extra-curricular and elective offerings and felt they were more likely to build skills or learn about careers in those areas.
- At the high school level:
 - The Ford NGL team is intrigued by the plan to bring Career and Technical Education (CTE) courses back from the regional career center, J. Everett Light.
 - The Ford NGL team saw a wealth of courses and experiences at the high school, including a variety of AP, IB, and dual-credit courses. Of particular interest to us were the “career academy-like” programs of Law & Government and Finance as models for future career-connected learning and opportunities for all high school students.

Opportunities:

- At the elementary schools:
 - The Ford NGL team applauds the district’s desire to build-out guaranteed learning experiences at the 3rd grade level (we understand that the experience is coming online in the 2023-2024 school year). We encourage the district to consider intentionally-designed experiences for Kindergarten and 6th grade students as well.
 - We would also encourage the district to use the guaranteed, experiential-learning opportunities to intentionally help students and classroom teachers learn about careers associated with each experience and to increase elementary student awareness of a variety of career fields and

options.

- While we were pleased to see how Deer Creek students were able to name and provide evidence of practicing a variety of skills, the Ford NGL team wondered if students at each and every elementary school able to do the same, if asked.
- At intermediate schools:
 - The Ford NGL team would like to see both STEM Labs and Math Museums in each school. We understand that three of the intermediate schools have one of these two options, but that Hamilton Intermediate/ Junior High has neither due to physical space issues. It is important that each and every student go to one of the two high schools with a background of similar experiences and skill-development opportunities.
 - The Ford NGL team also encourages the district to partner with area businesses in the STEM Labs and Math Museums to create intentional connections to career exploration at the intermediate level. Business partners may have ideas for STEM inquiry-based learning and might be able to recommend math programs/challenges for each school's Math Museum.
- At the junior high:
 - Students felt most of their skill development came through their engagement in extracurricular and club experiences or through classes not open to all students. How might the district support the teaching and practice of career-related (or transferable) skills through core curriculum courses?
 - There seems to be a variety of learning involving projects. How can the district ensure this is high-quality, inquiry-based learning that intentionally uses business and community partners and incorporates skill development?
- At the high school:
 - Adding CTE programs represents an important opportunity to ensure that there are industry-related certifications and experiences associated with each and every CTE Next-Level Programs of Study.
 - While the Law & Government and Finance Academies offer “images of the possible” for career-related exploration and engagement at the high school level, as currently designed, these academies are not available to all interested students. Only a particular group of students are encouraged to complete an application. What might be needed to provide the same or similar academy-like learning and experiences to all students?

- Students have significant options related to Advanced Placement, International Baccalaureate, and dual credit courses. However, these options should not be exempt from connecting (via inquiry- or project-based learning) academic content with real-world application and opportunities for career exploration.

Strand 2 - Transforming the Culture, Systems & Structures of Schools

Strengths:

- At the elementary school level:
 - The “study visits”/experiential learning experience model has been replicated across several levels, and there is a process for ongoing communication between Teacher-in-Residence (TIRs) and relevant classroom teachers.
- At the intermediate school level:
 - Having one math and one language arts instructional coach working across the four intermediate schools provides a consistency in professional learning, standards-related planning, and experiential learning.
- At the junior high school level:
 - Existing time available via the advisory (SOAR at Fall Creek) course provides a place to build-out intentional skill development and career-related exploration experiences.
- At the high school level:
 - The time in the schedule that currently is used for Study Hall, Employability, and Flex Time is incredible and could be used well to provide guaranteed career-related experiences and learning for students.

Opportunities:

- Overall:
 - At each level we heard about or saw evidence of how physical space may limit access to opportunities for students. This seems most relevant at:
 - Hamilton Intermediate/Junior High where there may not be space for STEM Labs or Math Museum.
 - Both high schools as the district develops its CTE programs in-house. Is there a plan to address space limitation issues as it relates to CTE programs?

- At the elementary school level:
 - The experiential learning TIRs do not have co-TIRs or a classroom teacher who is cross-trained to step in should a TIR resign or need to be away for an extended period of time. The TIRs themselves indicated they are knowledgeable about their particular topic but do not have the knowledge needed to run the experience at another grade level. We would encourage the district to create a system so that the programming and opportunities are not dependent on a single individual.
- At the intermediate school level:
 - The Ford NGL team was told that the four intermediate school principals are a close group and meet regularly. How can their time together be used to ensure similar, consistent opportunities for all students that include opportunities related to STEM, math, and skill development — both during the day and with extra-curricular or club activities?
 - Is Career Day a consistent program across all junior high schools? How might systems and structures be created around this event to support teaching staff and relevant business and community partners work with students prior to the event to build transferable skills used at the event? What might be done after the event to further support students as they identify areas of personal and career interest, so they can make confident decisions in 8th grade about high school options?
 - Note: With the junior high students the Ford NGL team spoke with, this event was not mentioned as a memorable, career-related experience. Why might that be?
 - While a subset of junior high students spoke articulately about making 9th grade course selections, other students and several parents talked about being intimidated or stressed about the 9th grade course selection process. This was especially true if it was the first student in the family going into high school. How might time in the 7th and 8th grade schedule be used to support informed high school course selection such that students choose a high school pathway that provides career-related exploration and engagement experiences aligned with their passions/ interests?
- At the high school level:
 - The template used to create both academic and career-related experiential learning within the Law & Government and Finance Academies is one that could be replicated to build-out other academy-type learning communities. To make that happen, a system and structure needs to be developed so that all students have access to and

opportunities within these learning communities. This may require creating additional seats in each program and/or moving to a lottery system for student selection.

- The system of how different courses and experiences are weighted for the purposes of GPA calculations needs to be rethought. As we heard from various stakeholder groups, the current system encourages students to take courses that protect their GPA rather than encouraging them to explore career-interest areas in robust ways while in high school.
- The Ford NGL team encourages the district to rethink how existing time available through Study Hall, Employability, and Flex Time could be reimaged to create high-quality, career-related experiential learning and explicit connections to core academic content.

Strand 3: Transforming Partnerships Between the Schools & Community

Strengths:

- The Ford NGL team heard enthusiasm and support from around the table during the community and business partner focus group. Their feedback indicates they will be aligned with and supportive of the district on this journey.

Opportunities:

- As previously mentioned, the city is clearly a willing and important partner to the district in creating experiential learning, including opportunities for career awareness, exploration, and engagement.
- CuriousCity, while not active now, was an excellent model for creating high-quality, career-related connections between local business and community partners and K-12 students.
- The Ford NGL team believes it can support efforts to bring CuriousCity back in even more powerful ways than before through our Powerful Partnerships programming.
- As work moves forward to strengthen intentional, high-quality partnerships between the city, district, and business and community partners, there needs to be explicit work done to ensure that the community is providing K-12 career awareness, exploration, and engagement aligned to local and regional workforce needs and projections.

Aligning With the Outcomes of the 3E Grant

Because Hamilton Southeastern Schools Community School Corporation is part of the Central Indiana Education Service Center's 3E grant cohort, there are additional considerations and recommendations that further support the grant outcomes and measurables that Hamilton Southeastern Schools agreed to as a member of the cohort.

They include:

- PreK-5th grade — measurable outcomes related to high-quality student engagement and career exploration activities and curriculum for *all* students.
- 6th-10th grade — measurable outcomes related to high-quality student engagement and career-exploration activities and curriculum for *all* students.
- 11th and 12th grade — demonstrable increase in the number of students participating in work-based, learning opportunities.
- Continuation of the outstanding focus on graduating seniors completing a credential or certification.
- An increase in the number of students earning the Indiana College Core.

CONCLUSIONS AND NEXT STEPS

The Ford NGL team finds sufficient existing strengths and a culture ready to embrace community-wide transformation. We believe Hamilton Southeastern Schools and its community would benefit from continued engagement in the Ford NGL Roadmap process.

Hamilton Southeastern Schools should consider completing Ford NGL Phase 2: *Envision* and Phase 3: *Plan* across its K-12 system. This process would provide an opportunity to deepen the community-wide understanding of the features and benefits true transformation provides when a community-connected approach and the three strands of the Ford NGL Framework are applied with fidelity.

The *Envision* phase allows key stakeholders, from both the district and the broader community, to collaborate on creating a vision for transformation and to revisit the community's Portrait of a Graduate (PoG) that supports graduates in attaining viable post-secondary education, enlistment, and employment opportunities.

Then, in order to continue the momentum and move the transformation forward, the *Plan* phase will enable key stakeholders to use the transformation vision and its PoG to create an actionable master plan.

When the foundational work required in these two phases is complete, Hamilton Southeastern Schools will be ready to implement a Master Plan that delivers a graduate who is the embodiment of what the community envisioned when it created its Portrait of a Graduate.

We thank you for the opportunity to complete Phase 1: *Explore* and provide these observations and recommendations for consideration. We look forward to continuing the Ford NGL Roadmap journey with Hamilton Southeastern Schools and its students, parents, staff, and community partners.

Respectfully submitted by your Ford NGL Team:

Dr. Kimberly Fifer

Beth Grzelak

APPENDIX A

The Ford NGL high school transformation model is community driven. Building an effective organizational structure comprised of capable and dedicated members is critical for success. There are five phases of the Ford NGL Roadmap.

By the end of Phase 2: Envision, most communities will have established a structure that includes a steering committee with equitable representation, a convening organization, a community coordinator, and a district lead who serves as the Ford NGL District Representative.

This illustration depicts the five phases and timeline of the Ford NGL Roadmap. Each phase has defined outcomes:

THE FORD NGL ROADMAP

PHASE 5: GO FURTHER

1. Deepen the implementation of the systems, structures, processes, and competencies to support and sustain continuous improvement including an intentional focus on distributed leadership and succession planning.
2. Create and share innovations that will support the entire Ford NGL Network.

05

04

PHASE 4: IMPLEMENT

1. Strengthen community-wide capacity to implement and continuously improve the educational system.
2. Implement the systems, structures, processes, and competencies to support and sustain continuous improvement with all key individuals and groups engaged.
3. Inspire, share, and contribute to the Ford NGL Network.

03

PHASE 3: PLAN

1. Achieve community-wide consensus on, and ownership of, a vision for transformation and learn what it will take to implement the vision.
2. Create a community-wide three year master plan for achieving the vision that is aligned with the school district's plans.
3. Agree on a set of priorities for the first year of implementation.
4. Strengthen the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.

02

PHASE 2: ENVISION

1. Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach.
2. Understand and develop the systems, structures, processes, and leadership needed to implement the plan and foster continuous improvement.
3. Deepen community-wide commitment to embrace the Ford NGL Model for transformation.

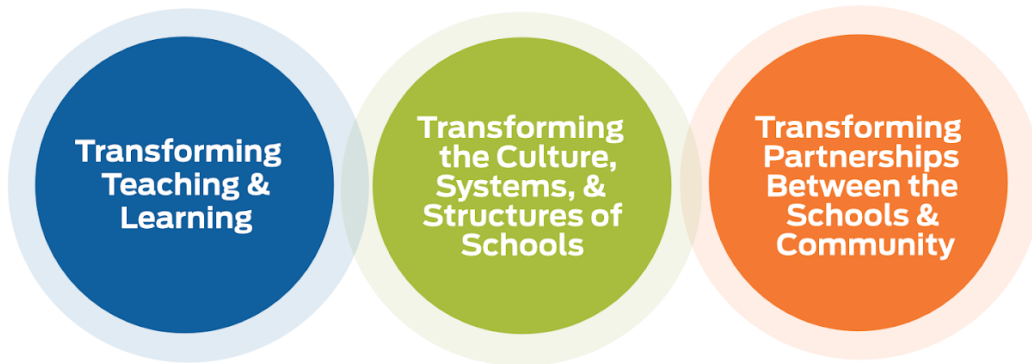
01

PHASE 1: EXPLORE

1. Understand the benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach.
2. Readiness and commitment to embrace the Ford NGL transformation.

The Ford NGL Framework

A Community-Connected Transformation Model for Students



OUR PRINCIPLES. EQUITY. STUDENT VOICE. COMMUNITY CONNECTED APPROACH. PASSION. INNOVATION.

APPENDIX B

Hamilton Southeastern School Explore Visit March 20-23, 2023

Date/ Location	Agenda	Artifacts
<p>Monday March 20th</p> <p>Fishers Parks Maker Playground @Hub&Spoke</p> <p>8100 E 106th St Ste. 150, Fishers, IN 46038</p>	<p>7:30-8:30- HSE Board of Trustees</p> <p>8:30-9:30- HSE District Leadership/ Experiential Learning Teachers</p> <p>9:40- 10:40- Fishers Business and City/ County Leaders</p> <p>10:50-11:50- Fishers Non-profit/Post-Secondary Institutions</p> <p>12:00-12:30- Lunch</p> <p>12:30- 1:30-Parent Focus Group- Elementary</p> <p>1:40-2:40- Parent Focus Group- High School</p> <p>2:50-3:50- Parent Focus Group- Intermediate/ Middle</p>	<p>School District Website: https://www.hseschools.org/</p> <p>School District GPS Data https://indianagps.doe.in.gov/Summary/Corporation/144</p> <p>City of Fishers Website: https://fishers.in.us/</p> <p>Fishers Economic Development https://fishersecondev.com/</p> <p>OneZone Chamber https://www.onezonechamber.com/</p> <p>Hub and Spoke https://hubandspoke.works/</p> <p>HSE School Experiential Learning tinyurl.com/2zn7p42z</p>

<p>Tuesday March 21st AM</p> <p>Fishers High School</p> <p>Principal: Jason Urban</p> <p>13000 Promise Road Fishers, IN 46038</p>	<p>8:35-9:20- Student Lead Tour</p> <p>9:30- 10:15- School Leadership*(Loser out 9:45-12:30)</p> <p>10:25- 11:10 - Teacher/ Counselor Focus Group</p> <p>11:20-12:00- Student Focus Group</p>	<p>School Website: https://fhs.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/3200</p>
<p>Tuesday March 21st PM</p> <p>Hamilton Southeastern High School</p> <p>Principal Reggie Simmons</p> <p>12499 Olio Road, Fishers, IN 46037</p>	<p>12:00-12:30- Travel/ Lunch</p> <p>12:30-1:15- Student Focus Group</p> <p>1:15- 2:00- Student Lead Tour</p> <p>2:10-3:00- Teacher/ Counselor Focus Group</p> <p>3:10-4:00- School Leadership</p>	<p>School Website: https://hhs.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/3822</p>

<p>Wednesday March 22nd AM</p> <p>Sand Creek Intermediate</p> <p>9:15- 4:00</p> <p>Principal Michelle Bunnell</p> <p>11550 East 131st Street Fishers, IN 46038</p>	<p>9:35-10:05- Student Lead Tour*(Loser out 9:00-10:00)</p> <p>10:15-11:00- School Leadership</p> <p>11:10-11:55- Teacher/ Counselor Focus Group</p> <p>12:05- 12:55- Student Focus Group</p>	<p>School Website: https://sci.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/3820</p>
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<p>Wednesday March 22nd PM</p> <p>Fall Creek Junior High 9:15-4:00</p> <p>Principal Stacey Swan</p> <p>12001 Olio Road, Fishers, IN 46037</p>	<p>12:55-1:30- Travel/ Lunch</p> <p>1:30-2:15- Student Focus Group- Lunch</p> <p>2:20-2:55- Student Lead Tour</p> <p>3:05-3:55- Teacher/ Counselor Focus Group</p> <p>4:05-5:00- School Leadership</p>	<p>School Website: https://fcj.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/5284</p>
<p>Thursday March 23rd AM</p> <p>Cumberland Road Elementary 7:40-2:10</p> <p>Principal Will Hurst</p> <p>13535 Cumberland Road Fishers, IN 46038</p> <p>Thursday March 23rd PM</p> <p>Deer Creek Elementary Principal Linda Ededuwa</p> <p>12698 E. 156th St. Noblesville, IN 46060</p>	<p>7:50-8:30- Student Lead Tour</p> <p>8:35-9:20- Student Focus Group</p> <p>9:25-10:10- Teacher/ Counselor Focus Group</p> <p>10:15-11:00- School Leadership</p> <p>11:00-11:35- Travel/ Lunch*</p> <p>11:35-12:15- Student Lead Tour (Loser out till 1:30)</p> <p>12:20-1:00- Student Focus Group</p> <p>1:05-1:45- Teacher/ Counselor Focus Group</p> <p>2:15-3:00- School Leadership</p>	<p>School Website: https://cre.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/3819</p> <p>School Website: https://dce.hseschools.org/</p> <p>IDOE GPS Data: https://indianagps.doe.in.gov/Summary/School/15486</p>

