



**Strategic and
Continuous School Improvement
and Achievement Plan
2023 - 2024**

School Name: **Lantern Road Elementary School**

School Address: **10595 Lantern Road**

Fishers, Indiana 46038

School Telephone Number: **(317) 594-4140**

School Fax Number: **(317) 594-4149**

School DOE Number: **2475**

Corporation DOE Number: **3005**

Lantern Road Elementary School

COMMITTEE MEMBERSHIP

Stephane Bordelon – Principal

Danielle N. Thompson – Assistant Principal

Madison O’Connor - School Counselor

Jenny Dickerson – Teacher Development Specialist

Sara Cherry – Teacher-Librarian

Michele Golando – ENL Teacher

Kristin Head – Primary Grade Teacher

Lindsay Bean – Elementary Teacher

Rachael Gillespie – Parent

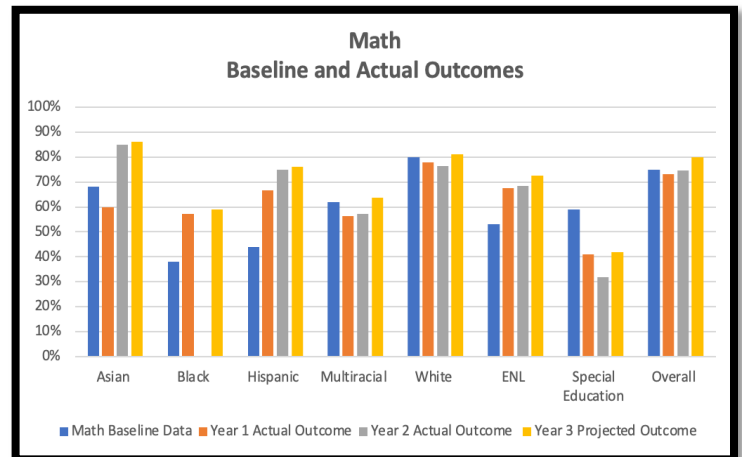
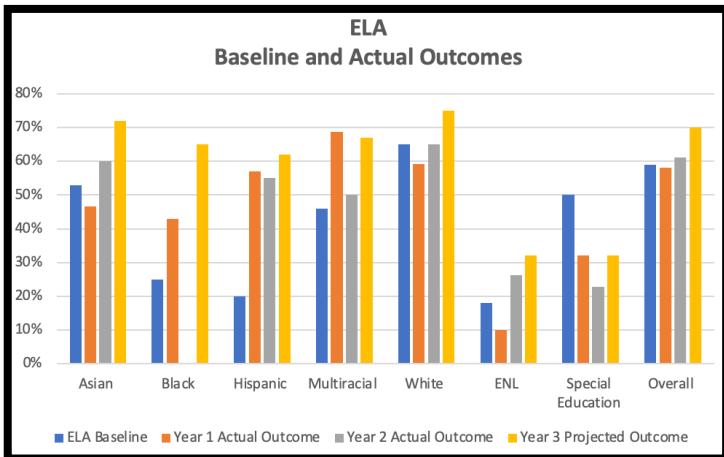
Jason MacLaughlin- Data Analyst

Lantern Road Elementary School

Snapshot

Asian	Black	Hispanic	Multi-Racial	White	English Language Learners	Languages Spoken	Exceptional Learners
12%	4%	6%	7%	71%	10%	21	8%

Lantern Road Elementary will, at the completion of remodeling, be a state-of-the-art facility located at the intersection of Lantern Road and 106th Street. Currently there 514 students enrolled. The attendance area for Lantern Road can be found on the district website at www.hseschools.org by clicking on Enrollment. We neighbor Lawrence Township schools with the north side of 96th Street as the divider between the districts. Our students are diverse in their culture, ethnicity, languages spoken, and in their living arrangements. Our families are involved and have a genuine interest in their child's education. Many of our students complete their entire elementary experience with us. Our families think of Lantern Road as a place where they are welcomed and supported. They look at Lantern Road as a vital part of their community. Lantern Road is dedicated to providing a caring community where students can learn and grow. The staff seeks to create a sense of curiosity about the world within our children. Through inquiry, the students learn and explore topics that interest them. They develop a deeper understanding by reading and seeking out experts in areas of interest. Our teachers and students work alongside community partners such as Fishers Fire Department, Fishers Health Department, Fishers Health Department, AgriPark, Ritchey Woods, Connor Prairie, and the City of Fishers to apply their learning in a real-world setting. All grades utilize a STEM curriculum and attend a STEM focused related arts class once a week. All teachers are working on understanding and utilizing research based best practices in English/language arts, math, and STEM. Lantern Road utilizes the Indiana Academic Standards in tandem with the scope and sequence developed by the district in English/language arts and math to design and develop daily instructional activities. The teachers are continuously checking for understanding, pulling small groups, and conferring with students to provide individual and small group support. Grade level teams evaluate data collected and student work through PLCs to plan future teaching as well as corrective teaching. All students participate in NWEA three times a year, are assessed using the Fountas and Pinnell Benchmark Assessment system throughout the year, and take other assessments embedded within the curriculum. The entire staff is committed to making sure students are learning and growing.



The graphs above show performance on ILEARN in the areas of Math and ELA. These graphs depict the baseline data from 2020-2021, the year 1 actual outcomes, the year 2 actual outcomes, and the year 3 projected outcomes. The actual outcomes represent how students performed on ILEARN and the year 3 projected outcomes are how we anticipate our students will perform in the state assessment. There is no reported data in year 2 for our black students because we did not meet the minimum number of students tested, 10 or more, to generate subgroup scores.

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School Improvement Goals and Strategies 2023-2024 School Year

Goal #1: Demonstrating Growth in Academic Achievement and Proficiency-English/Language Arts

District Goal: All students will demonstrate growth in academic achievement and proficiency.

Problem Statement with Baseline Data:

The Language Arts achievement gap for Asian, Black, Hispanic, Multiracial, ENL, and Special Education students will be narrowed as measured by the ILEARN test. Currently, the achievement gap is 12% points for Asian students, 40% points for Black students, 45% points for Hispanic students, and 19% points for Multiracial students as compared to their White peers. The achievement gap is 44% points for ENL students and 10% points for Special Education students as compared to their general education peers. Additionally, achievement scores for White, non-Special Education, and non-ENL students are significantly below expected scores.

Expected SMART Outcome:

The Language Arts scores will increase over three years by 26% points for Asian students, 40% points for Black students, 42% points for Hispanic students, 34% points for Multiracial students, 45% points for ENL students, 30% points for Special Education students as measured by the 2024 ILEARN.

Progress Monitoring Data:

NWEA testing results will be used as a mid-year progress monitoring tool for each of the demographic subgroups.

ELA	Asian	Black	Hispanic	Multiracial	White	ENL	Non-ENL	Special Education	Non-Spec Ed	Overall
2021 Baseline Data	53.0%	25.0%	20.0%	46.0%	65.0%	18.0%	62.0%	50.0%	60.0%	59.0%
Year 1 Projected Outcome	58.2%	33.0%	28.4%	52.8%	69.0%	27.0%	66.6%	56.0%	65.0%	64.2%
Year 1 Actual Outcome	46.7%	42.9%	57.1%	68.8%	59.1%	10.0%	61.0%	32.0%	61.0%	58.0%
Year 2 Projected Outcome	64.2%	58.0%	62.1%	74.8%	72.0%	27.0%	78.1%	39.0%	77.5%	77.2%
Year 2 Actual Outcome	60.0%	Less than 10 students tested	55.0%	50.0%	65.0%	26.3%	64.4%	22.7%	65.3%	61.2%
Year 3 Projected Outcome	72.0%	65.0%	62.0%	56.0%	72.0%	32.0%	70.0%	32.0%	77.5%	70.0%

***Table represents percentage of students passing in each demographic group after each year of the three-year plan.

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Narrative of ELA Data

Baseline data was provided to LRE in the spring of 2021 which led to the development of the SMART goal seen above. At the end of year 1, projected outcomes for year 2 were adjusted based on the year 1 actual outcomes. During the 2022-2023 school year a new reading curriculum was implemented and the “Implementation Dip,” well researched by Michael Fullan, was experienced to varying degrees. As teachers learn and become more familiar with the curriculum, we expect achievement to increase. At the start of the 2022-23 school year professional development was necessary to effectively implement the new curriculum thus, the adopted curriculum was not implemented until the end of September. As a result, year 2 projections were not met by any subgroup. Projections were not met anywhere from 0.7% - 16.3%. In the Black subgroup the threshold of 10 students necessary to constitute a subgroup was not met so there were no changes to the year 3 projections. Year 3 projected outcomes were adjusted based on year 2 actual outcomes in all subgroups except for the Hispanic subgroup. This was not adjusted because the actual decrease was minimal, and it is felt this projection remains achievable. In the Asian subgroup the projection was changed because the goal was to increase by 26% which was too large of an achievable projection, so we used year 1 as the new baseline, added 26% to this number, giving us an updated year 3 projection. In the multi-racial subgroup, the year 2 actual is lower than the year 1 projection. Given that the projected outcome has increased 6% over the actual outcome we adjusted the year 3 projection to fall in line with previous years. The white group fell below baseline in year one but rebounded in year 2 to the initial baseline which resulted in adjusting the year 3 projected outcome to be the same as the year 2 projection which has yet to be met. The ENL subgroup rebounded significantly in year 2 missing their projected outcome by less than 1%. The identical projections in years 1 and 2 have been achieved, necessitating an increase in the year 3 projected outcome. In the non-ENL subgroup we have rebounded and exceeded the baseline based on year 2 actual outcomes. As a result of this increase, we split the difference between the year 1 actual and the year 2 projected to get the year 3 projected outcome. The SPED subgroup continues to show decreasing scores necessitating a change in the year 3 projection. This was adjusted back to the year 1 actual outcome to get us back on track. In Non-Sped our year 2 actual met our year 1 projection, so the year 3 projected outcome was made the same as the year 2 projection. In Overall we split the difference between the year 1 and year 2 projections to determine the year 3 projection since we have not yet met a projected score. As a result of this the strategies below were deemed necessary as we strive to meet the year 3 projected outcomes.

Strategies Towards Goal #1 Attainment

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Culturally Responsive Teaching	Culturally Responsive Texts, Lessons, and PD. LRE Inclusive Excellence Plan	NWEA Data Demographic Groups, ILEARN, MTSS, HA, Teacher Observation	2023-2024	Equity Coaches; TDS; Teacher-Librarian; Principal; Assistant Principal
Heggerty Phonemic Awareness K-2	Heggerty Phonemic Teacher Guide	NWEA Reading Fluency and Growth Data, Dyslexia Screener	2021-2024	K-2 Teachers; TDS; Teacher-Librarian
HMH: Structured Literacy (K-2) & Science of Reading Research	Professional Development, Professional Readings	HMH Assessments, Dyslexia Screener, NWEA	2022-2024	Teachers, TDS; Teacher-Librarian; Principal; Assistant Principal
SIOP (Sheltered Instruction Observation Protocol) model PD	99 Activities for Teaching ENL Learners in SIOP, 99 More Activities for Teaching ENL	NWEA Data, ILEARN, MTSS, HA, Teacher Observation	2021-2024	ENL Teacher; 3 rd & 4 th grade teachers; TDS;

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with 3 rd and 4 th grade teachers	Learners in SIOP, LRE Inclusive Excellence Plan			Teacher-Librarian; Principal; Assistant Principal
SIOP (Sheltered Instruction Observation Protocol) model PD with K, 1 st , and 2 nd grade teachers	99 Activities for Teaching ENL Learners in SIOP, 99 More Activities for Teaching ENL Learners in SIOP, LRE Inclusive Excellence Plan	NWEA Data, ILEARN, MTSS, HA, Teacher Observation	2021-2024	ENL Teacher; K, 1 st , & 2 nd grade teachers; TDS; Teacher-Librarian; Principal; Assistant Principal
Additional small group instruction for targeted groups based on NWEA data	Dedicated time in the master schedule for use of interventions such as: Wilson, Sonday, MA Rooney, Bridging the Gap, Lexia, etc.	NWEA Data; Teacher Observation, Intervention specific progress monitoring data	2021-2024	Classroom Teachers, TDS; Teacher-Librarian; Principal; Assistant Principal
Specially Designed Instruction	IDOE Resources, Specially Designed Instruction for Co-Teaching by Marilyn Friend Ph.D & Tammy Barron Ph.D	NWEA Data; Ilearn; Teacher Observation	2021-2024	Principal; Assistant Principal; Resource Teacher; TDS
Co-Teaching model	Collaboration and Co-Teaching by Andrea Honigsfeld & Maria Dove	NWEA Data, Teacher Observation, Co-planning template	2021-2024	ENL Teacher; Special Education Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal
Depth of Knowledge in questioning PD	Diving Into Strategic Thinking by Leininger & Adams	ILEARN Data; Teacher Observation	2021-2024	Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal HA Coordinator
Monthly Leopard Book Club and Activities	LRE Inclusive Excellence Plan, Read Aloud Books	Number of teachers participating in Book Club	2021-2024	Equity Coaches; Teacher-Librarian; Principal; Assistant Principal
Communicate specific academic impact the Leopard Book Club activities are having on student learning.	LRE Inclusive Equity Plan, Read Aloud Books, LRE Newsletter	Number of people reading the newsletter each week published	2021-2024	Equity Coaches; TDS; Teacher-Librarian; Principal; Assistant Principal
Restorative Practices Professional Development for Staff	Restorative Practices Information from District Training	Number of teachers participating in active restorative practices	2021-2024	Equity Coaches; TDS; Teacher-Librarian; Principal; Assistant Principal

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Increase the Understanding of Content Knowledge	The Knowledge Gap by Natalie Wexler, Dedicated time in the master schedule for Science/S.S.	Number of teachers participating in the book study, ILEARN Science and Social Studies Proficiency	2023-2024	Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal
Instructional Moves Teachers can use to better their Reading Instruction	7 Mighty Moves by Lindsay Kemeny	Dyslexia Screener, HMH Assessments, NWEA, IREAD Progress Monitoring	2023-2024	Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal
Communicate the ELA concepts students will learn each month	Into Reading Family Letters HSE Curriculum Resource, grades K-4	Number of people reading the newsletter each month when published	2021-2024	TDS; Principal; Assistant Principal
Professional Learning Communities	On-going training	Student achievement data, meeting notes	2021-2024	Principal, AP, TDS, Teacher- Librarian, Teachers Outside Consultant

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**School Improvement Goals and Strategies
2023-2024 School Year**

Goal #2: Demonstrating Growth in Academic Achievement and Proficiency-Math

District Goal: All students will demonstrate growth in academic achievement and proficiency.

Problem Statement with Baseline Data:

The mathematics achievement gap for Asian, Black, Hispanic, multiracial, ENL, and Special Education students will be narrowed as measured by the ILEARN test. Currently, the achievement gap is 12% points for Asian students, 42% points for Black students, 36% points for Hispanic students, and 18% points for multiracial students as compared to their White peers. The achievement gap is 24% points for ENL students and 18% points for Special Education students as compared to their general education peers. Additionally, achievement scores for White, non-Special Education, and non-ENL students are significantly below expected scores.

Expected SMART Outcome:

The mathematics scores will increase by 6% points over three years for Asian students, 21% points over three years for Black students, 18% points over three years for Hispanic students, 9% points over three years for multiracial students, 12% points over three years for ENL students, 9% points over three years for Special Education students as measured by the 2024 ILEARN.

Progress Monitoring Data:

NWEA testing results will be used as a mid-year progress monitoring tool for each of the demographic subgroups.

Math	Asian	Black	Hispanic	Multiracial	White	ENL	Non-ENL	Special Education	Non-Spec Ed	Overall
2021 Baseline Data	68%	38%	44%	62%	80%	53%	77%	59%	77%	75%
Year 1 Projected Outcome	69.2%	42.2%	47.6%	63.8%	81.0%	55.4%	78.6%	60.8%	78.6%	77.0%
Year 1 Actual Outcome	60%	57.1%	66.7%	56.3%	77.9%	67.5%	73.5%	41%	76.5%	73%
Year 2 Projected Outcome	65.2%	62.1%	71.7%	63.3%	83.5%	72.5%	82.6%	58.3%	82.6%	82.0%
Year 2 Actual Outcome	85%	Less than 10 students tested	75%	57.1%	76.3%	68.4%	75.1%	31.8%	79.2%	74.6%
Year 3 Projected Outcome	86.0%	59.0%	76.0%	63.8%	81.0%	72.5%	80.0%	42.0%	85.0%	80.0%

***Table represents percentage of students passing in each demographic group after each year of the three-year plan.

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Narrative of the Math Data

Baseline data was provided to LRE in the spring of 2021 which led to the development of the SMART goal seen above. At the end of year one, projected outcomes for year 2 were adjusted based on the year 1 actual outcomes. As shown in the table above, projections and actual outcomes in year 2 were met or exceeded in the subgroups of Asian and Hispanic. The projected outcome was not met in any other subgroups but was close to being achieved in the subgroup of Non-SPED. Due to the actual outcomes achieved, year 3 projected outcomes were adjusted. In the subgroups of Asian and Hispanic, where the outcomes were met, the goal is to maintain current levels of achievement with a minimal increase in projected outcomes. In the Black subgroup we did not have enough students to meet the threshold of 10 students to obtain subgroup data. As a result, the initial year 3 projected outcome was not changed because we had no data to inform a change and the year 1 actual data supports keeping the outcome as it was initially projected. In all remaining subgroups we did not meet the projected outcome by 3.4% - 26.5%. As a result of not meeting year 2 projections, year 3 projections were adjusted accordingly. In the subgroup of Multi-Racial the year 3 projected outcome was maintained with a slight increase based on the year 2 projected outcome that was not attained. In the subgroup of White the year 3 projected outcome remained as is given the year 2 outcome was not achieved and this is an achievable goal based on year actual data. In the ENL subgroup the year 3 projected outcome remains the same as the year 2 projection as the actual results in years 1 and 2 are nearly the same. In Non-ENL the year 3 projection was changed to 80% based on previous years' actual outcomes. The year 3 projection for SPED students was changed based on the year 2 actual data being significantly lower than projection and was based on upward movement in this subgroup to get us closer to the initial baseline percentage. The Non-SPED projection for year 3 was not changed from the initial projection as it appears we are on target to meet this goal despite barely missing the year 2 projection. In the overall category the year 3 projection was adjusted to be slightly higher than year one because while making progress, the projected outcome has not yet been met in years 1 and 2. Finally, when looking at actual results in year 1 to actual results in year 2 all subgroups showed an increase except for SPED. As a result of this the strategies below were deemed necessary as we strive to meet the year 3 projected outcomes.

Strategies Towards Goal #2 Attainment

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Culturally Responsive Teaching	Culturally Responsive texts and lessons from Teacher's College; LRE Inclusive Excellence Plan	NWEA Data demographic groups; ILEARN, MTSS, HA, Teacher Observation	2021-2024	Equity Coaches; TDS; Teacher-Librarian; Principal; Assistant Principal
SIOP (Sheltered Instruction Observation Protocol) model PD with 3 rd and 4 th grade teachers	99 Activities for Teaching ENL Learners in SIOP; 99 More Activities for Teaching ENL Learners in SIOP; LRE Inclusive Excellence Plan	NWEA Data; ILEARN, MTSS, HA, Teacher Observation	2021-2024	ENL Teacher; 3 rd & 4 th grade teachers; TDS; Teacher-Librarian; Principal; Assistant Principal
SIOP (Sheltered Instruction Observation Protocol) model PD with K, 1 st , and 2 nd grade teachers	99 Activities for Teaching ENL Learners in SIOP; 99 More Activities for Teaching ENL Learners in SIOP;	NWEA Data; ILEARN, MTSS, HA, Teacher Observation	2021-2024	ENL Teacher; K, 1 st , & 2 nd grade teachers; TDS; Teacher-Librarian; Principal; Assistant Principal

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	LRE Inclusive Excellence Plan			
Additional small group instruction for targeted groups based on NWEA data	Dedicated time in the master schedule for use of interventions such as Do the Math, Number World, Whole Number Foundations, etc.	NWEA Data; Teacher Observation; Intervention specific progress monitoring data	2021-2024	Classroom Teachers, TDS; Teacher-Librarian; Principal; Assistant Principal
Specially Designed Instruction	IDOE Resources; Specially Designed Instruction for Co-Teaching by Marilyn Friend Ph.D & Tammy Barron Ph.D	NWEA Data; Ilearn; Teacher Observation	2021-2024	Principal; Assistant Principal; Special Education Teacher; TDS
Co-Teaching model	Collaboration and Co-Teaching by Andrea Honigsfeld & Maria Dove	NWEA Data; Teacher Observation Co-planning template	2021-2024	ENL Teacher; Special Education Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal
Monthly Leopard Book Club and Activities	LRE Inclusive Excellence Plan; Read Aloud Books	Number of teachers participating in Book Club	2021-2024	Equity Coaches; Teacher-Librarian; Principal; Assistant Principal
Depth of Knowledge in questioning PD	Mathematical Mindsets by Jo Boaler Diving Into Strategic Thinking by Leininger & Adams	ILEARN Data Teacher Observation	2021-2024	Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal High Ability Coordinator
Communicate the math concepts students will learn each month	Everyday Math Family Letters HSE Curriculum Resource, grades K-4	Number of people reading the newsletter each month when published	2021-2024	TDS; Principal; Assistant Principal
Restorative Practices Professional Development for Staff	Restorative Practices Information from District Training	Number of teachers participating in active restorative practices	2021-2024	Equity Coaches; TDS; Teacher-Librarian; Principal; Assistant Principal
Increase the Understanding of Content Knowledge	The Knowledge Gap by Natalie Wexler, Dedicated time in the master schedule for Science/S.S.	Number of teachers participating in the book study, ILEARN Science and Social Studies Proficiency	2023-2024	Teacher; TDS; Teacher-Librarian; Principal; Assistant Principal
Alignment of Everyday Math with Kindergarten standards	Everyday Math Scope and Sequence, Indiana Academic Standards	Number of teachers participating, Number of meetings held	2023-2024	TDS; Kindergarten Teachers;

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Professional Learning Communities	On-going training	Student achievement data, meeting notes	2021-2024	Principal, AP, TDS, Teacher- Librarian, Teachers Outside Consultant
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Attendance

Our attendance rate, on average, from the 2020-2022 school year through 2022-2023 has been 96.8%. We plan to continue monitoring our attendance and identifying students who are chronically absent and/or tardy. We will meet with the family of these students to develop a plan to decrease absenteeism and tardiness. We will continue to send attendance letters as outlined in HSE policy.

Year	2020-2021	2021-2022	2022-2023	2023-2024
Attendance Rate	98.3%	96%	96.1%	

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School Improvement Goals and Strategies 2023-2024 School Year

Professional Development Plan

All professional development will occur using the following format:

- PLC Meetings Tuesday after school with grade levels/areas
- Collaboration Meetings 2nd and 4th Thursday after school with grade levels/areas
- eLearning Day

Resources that will be used:

People Resources:

- Principal
- Assistant Principal
- Teacher Development Specialist
- ENL Coordinator
- ENL Teacher
- MTSS Coordinator
- Equity Coaches
- Chief Equity and Inclusion Officer
- HA Coordinator
- Special Education Specialists
- Special Education Teacher
- Classroom Teachers
- Director of Elementary Education
- Teacher-Librarian
- Experts in the areas of Reading and Math
- Expert in the PLC process

Tangible Resources:

- Content Knowledge Reference Materials
- Co-Teaching Reference Materials
- Math Reference Materials
- Equity Reference Materials
- Early Literacy Reference Materials
- Depth of Knowledge Reference Materials
- “The Knowledge Gap”
- “7 Mighty Moves”

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Professional Development Topic	Goal Addressed	Resources Used
Co-Teaching Practices and Strategies	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	Collaboration and Co-Teaching by Andrea Honigsfeld & Maria Dove
Specially Designed Instruction Strategies	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	IDOE Resources; Specially Designed Instruction for Co-Teaching by Marilyn Friend Ph.D & Tammy Barron Ph.D
Depths of Knowledge Questioning Strategies	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	Mathematical Mindsets by Jo Boaler Diving Into Strategic Thinking by Leininger & Adams
Culturally Responsive Teaching Strategies	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	Culturally Responsive Texts, Lessons, and PD. LRE Inclusive Excellence Plan
SIOP Teaching Strategies	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	99 Activities for Teaching ENL Learners in SIOP, 99 More Activities for Teaching ENL Learners in SIOP, LRE Inclusive Excellence Plan
Equity Work	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	
Restorative Practice	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	District Provided Resources
7 Mighty Moves	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA	7 Mighty Moves by Lindsay Kemeny
The Knowledge Gap	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	The Knowledge Gap by Natalie Wexler
Math in Practice	Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	Math in Practice Teachers Guide. Math in Practice Grade Level Manuals.
Professional Learning Communities	Goal #1-Demonstrating Growth in Academic Achievement and Proficiency- ELA Goal #2-Demonstrating Growth in Academic Achievement and Proficiency- Math	District Provided Resources, Outside Consultant

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Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school improvement plan contain the following components. This document addresses each of the plan requirements.

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
 - Data for each school in the district can be found [here](#).
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.
 - Information about the curriculum can be found at hseschools.org.
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - NWEA (MAP) assessment - computer adaptive assessment given to all K-4 students in the areas of reading and math
 - IREAD- given to students in 3rd grade to evaluate reading skills and comprehension
 - WIDA- given to English language learners whose English proficiency level is 1.0 to 4.9
 - HMH Assessments- given to students in grades K-4 to assess application of skills learned in reading that week and/or during that module of instruction
 - Everyday Math Assessments- given to students in grades K-4 to assess application of skills learned in math during that module of instruction
 - Fountas and Pinnell Benchmark Assessment System- reading and comprehension assessment given to all students in grades K-4 to determine their reading level
 - CogAT and SIGS- - assessments given for high ability screening and placement
- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
 - HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN.

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

- If a student is determined to be eligible for special education services, and individual education plan is developed to support their unique needs considering their disability.
- English as a New Language collaborative teachers and instructional assistants work with language learners that qualify for the ENL program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicates the accommodations necessary.

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- Provision for courses that allow all students to become eligible to receive an academic honors diploma (secondary only).
 - Annually there is an analysis of the course offerings that are available to students. This includes courses needed to meet the requirements of the Academic Honors Diploma. Teachers and administrators have the option to propose new courses that will allow students to meet this rigorous diploma option. These proposals are vetted through the buildings and then forwarded to the Executive Director of Secondary Education for approval and recommendation to the Assistant Superintendent for Teaching and Learning and the Superintendent. Course recommendations then go to the Board of School Trustees for final approval.
- Provision to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum (secondary only).
 - When students enter high school, all students are placed on a path to obtain the Core 40 diploma. Each year prior to scheduling, students and parents/guardians are provided opportunities to learn about course offerings and various diploma types. Students and families are informed of the requirements for an academic honors diploma and all students interested in pursuing this type of diploma are placed in classes that will help them meet the requirements. A student's plan and past courses taken is also reviewed each year to ensure they are still pursuing the appropriate diploma.
- 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 a 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.
 - Parents are allowed to come into school to have lunch with their child.
 - Parents are encouraged to participate in school wide activities (ex. Walk-a-Thon)
 - Parents are provided opportunities to watch their child participate in various activities (ex. Spell Bowl, Track, Choir, etc.)
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
 - Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. HSE Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset.
 - We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation.
 - We believe by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.
- Provision for the coordination of technology initiatives.
 - The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.
- Provision for implementing career awareness and career development education curriculum.
 - HSE Schools is committed to providing work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have guaranteed, meaningful career coursework and experiences that lead to **employment, enrollment, and enlistment** after graduation. These experiences include Community-based experiential learning in partnership with the City of Fishers and Conner Prairie, Career Days, Guest Speakers, Career Fairs, Career Simulations, Career-focused Clubs, Community Service Days and Clubs, Interactive/ Hands-On Experiences, Online and Digital Career Exploration tools, Job Shadowing, Mock Interviews, Internships, Career course

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work including Advanced Career/ Technical Education Courses in 28 different Next Level Programs of Study (NLPS), Work-Based Learning, and Apprenticeships. Through the support of multiple IDOE 3E grants, these experiences will exponentially grow throughout the district with community engagement and support.

- 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.
 - Lantern Road Elementary will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "*the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served*" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.
 - Lantern Road Elementary tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners.
 - To improve the cultural competencies of our stakeholders and the academic growth of our students, we have identified five focus areas that align with the goals and objectives of our School Improvement Plan (SIP). These focus areas are; Access and Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Learning and Development, and Intercultural Engagement.
 - Make each student & parent feel like a vital part of LRE through equal access to all learning experiences.
 - Relationships will be built within our school & city communities using strategies such as community circles, access to the public library, access to culturally relevant texts, and knowledge of equity and inclusion. This will be achieved by ongoing understanding of what equitable practices look like, sound like, feel like within the school environment.
- 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.
 - Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.
- 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.