Southeastern Elementary School
School Improvement Plan
2023-2024

Southeastern Elementary SIP Committee Members:

Danielle Chastain	Principal
Niki Monkul	Assistant Principal
Tyler Roberts	Dean of Students
Christy Jordan	Teacher Development Specialist
Frank Jackson	Teacher
Autumn Carter	Teacher
Megan Busch	Teacher
Sarah Tappendorf	Teacher
Ally Hudson	Teacher
Jennifer Robinson	Teacher Librarian
Whitney Chacon	Parent
Kendall Horvatich	Parent

HSE Mission

Hamilton Southeastern Schools, as a forward-thinking school district, provides excellence in education and opportunities to ensure the success of each and every student, to become a responsible citizen and to positively influence an ever-changing world community.

SES Mission

A place where children will feel safe, valued, and loved.

SES Beliefs

We believe children want to interact with challenging questions and inquiries of real importance to themselves, their community, and the world.

We believe children need time, both within a school day and across a school year, to deeply explore topics of importance and interest.

We believe that learning is based on relationships, and that interactions between teachers, families and students should be joyful, compassionate, and authentic.

We believe that teachers are researchers and that instructional decisions are best when based on what teachers have learned and documented by observing and listening carefully to students throughout the day.

We believe teachers can learn more about children's ideas, experiences, and interpretations when we offer them multiple means of expression.

SES Summary

Southeastern Elementary is an elementary school within the Hamilton Southeastern School district serving students in Kindergarten thru 4th grade. Southeastern Elementary is nestled on the far eastern edge of the Northeast suburb of Fishers, Indiana. Our school has experienced continuous growth since opening in 2019. We currently serve a diverse school community comprised of approximately 825 students speaking 17 different languages. We strive to create a learning environment in which students are engaged in exploration both inside and outside of the classroom walls where, students have the agency to take ownership in their growth as a learner.
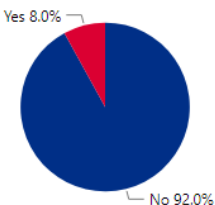
Student Race/Ethnicity

Race/Ethnicity	Count	Percentage
White	482	58.4%
Asian	180	21.8%
Black/African Amer	60	7.3%
Multiracial	58	7.0%
Hispanic	41	5.0%
Amer Ind/AK Native	4	0.5%
Total	**825**	**100.0%**

Exceptional Learne...
Yes 7.8%
No 92.2%

ENL
Yes 8.0%
No 92.0%

Socioeconomic St...
F/R 10.9%
Paid 89.1%
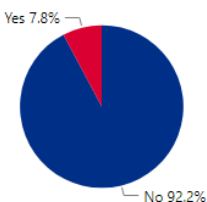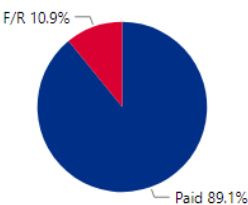
High Ability
Yes 24.2%
75.8%
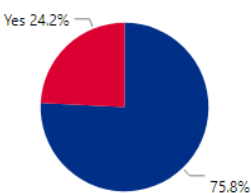
Goal # 1: Academic Achievement Reading Goal

Problem Statement with Baseline Data

There is a need to improve the overall performance in Language Arts as reflected on the 2023 ILEARN test. The overall percentage of passing in 3rd grade was 60% (66% in 2022) and 4th grade was 61% (61% in 2022).

The Language Arts achievement gap between the highest performing student group and all other student groups will be narrowed as measured by the ILEARN test.

Expected Outcomes

See attached tables for a detailed 3-year outcome for 3rd and 4th grade and each subgroup compared to the highest performing group.

3rd Grade ILEARN Language Arts Data Spring 2021 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
61%	47%	14%	45%	25%	52%	48%
	17 students	7 students	11 students	8 students	124 students	
3rd Grade ILEARN Language Arts Data Spring 2022 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
62%	52%	54%	78%	78%	69%	66%
	21 students	13 students	9 students	9 students	99 students	152 students

3rd Grade ILEARN Language Arts Data Spring 2023 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
58%	62%	58%	57%	64%	60%	60%
	+10	+4	-21	-14	-9	-6
	34 students	19 students	14 students	11 students	108 students	186 students

4th Grade ILEARN Language Arts Data Spring 2021 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
57%	60%	50%	36%	46%	52%	
	25 students	8 students	14 students	13 students	82 students	

4th Grade ILEARN Language Arts Data Spring 2022 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
59%	57%	17%	58%	25%	66%	61%
	21 students	6 students	12 students	8 students	123 students	172 students

4th Grade ILEARN Language Arts Data Spring 2023 Percent proficient & number of students in each category						
HSE	Asian	Black/African American	Hispanic	Multiracial	White	SES OVERALL
61%	54% -3	47% +30	63% +5	60% +35	63% -3	60% -1
	24 students	15 students	8 students	10 students	93 students	151 students

Expected Outcome for Academic Achievement Goal

To determine the projected trajectory, see attached tables for a detailed 3-year outcome for 3rd grade and 4th grade and each subgroup compared to the highest performing group.

According to the data from Spring 2021 and reviewing the baseline and 3- year goals listed below, Southeastern is currently meeting eight out of the ten subgroups. The two subgroups that have not met the projected goals:

- Black/African American subgroups compared to Asian subgroups in 4th gr.
- Multi-racial subgroups compared to Asian subgroups in 4th gr.

SES 3rd Grade Three Year Outcome:

- Baseline data: 48% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 66% passing
- *Exceeded goal by 7% for 2022 with 66% passing*
- EOY 2 (Spring 2023) 69% passing
- *Did not meet the goal by 9% with 60% passing.*

3 Year						
Baseline	0.48		Year 1 Progress			20%
Goal (EOY 3)	0.8		Year 2 Progress			50%
			Year 3 Progress			30%
Total Growth	0.32					100%

	Linear		Calculated			
	Data Point	Growth Over Previous Year	Data Point	Margin low	high	Growth Over Previous Year
Baseline	0.48		0.48	low	high	
EOY 1	0.59	0.11	**0.544**	0.53	0.56	0.064
EOY 2	0.69	0.11	**0.704**	0.69	0.72	0.16
Goal (EOY 3)	0.8	0.11	**0.8**	0.79	0.81	0.096

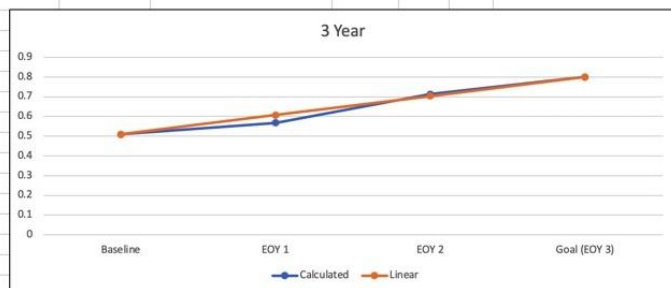3 Year — Baseline, EOY 1, EOY 2, Goal (EOY 3) — Calculated, Linear

SES 4th Grade Three Year Outcome:

- Baseline data: 51% passing in spring 2021 on 4th grade ILEARN ELA
- EOY 1 (spring 2022) goal: 61% passing
- Met goal for 2022 with _61% passing_
- EOY 2 (spring 2023) goal: 70% passing
- _Did not meet goal by 10% with 60% passing_

			3 Year				
Baseline	0.51		Year 1 Progress				20%
Goal (EOY 3)	0.8		Year 2 Progress				50%
			Year 3 Progress				30%
Total Growth	0.29						100%
		Linear				Calculated	
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
Baseline	0.51		0.51	low	high		
EOY 1	0.61	0.10	0.568	0.56	0.58	0.058	
EOY 2	0.70	0.10	0.713	0.70	0.72	0.145	
Goal (EOY 3)	0.8	0.10	0.8	0.79	0.81	0.087	

3 Year — line chart with Calculated and Linear series across Baseline, EOY 1, EOY 2, Goal (EOY 3)

SES 3rd Grade Asian students: HSE District Average

- Baseline data: 47% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 52% passing
- Met goal by 0% for 2022 with _52% passing_
- EOY 2 (spring 2023) goal: 56% passing
- _Exceeded goal by 6% with 62% passing._

|			3 Year					
Baseline	0.47		Year 1 Progress					20%
Goal (EOY 3)	0.61		Year 2 Progress					50%
			Year 3 Progress					30%
Total Growth	0.14							100%
		Linear			Calculated			
	Data Point	Growth Over Previous Year	Data Point	Margin			Growth Over Previous Year	
Baseline	0.47		0.47	low	high			
EOY 1	0.52	0.05	0.498	0.48	0.51		0.028	
EOY 2	0.56	0.05	0.568	0.55	0.58		0.07	
Goal (EOY 3)	0.61	0.05	0.61	0.59	0.63		0.042	
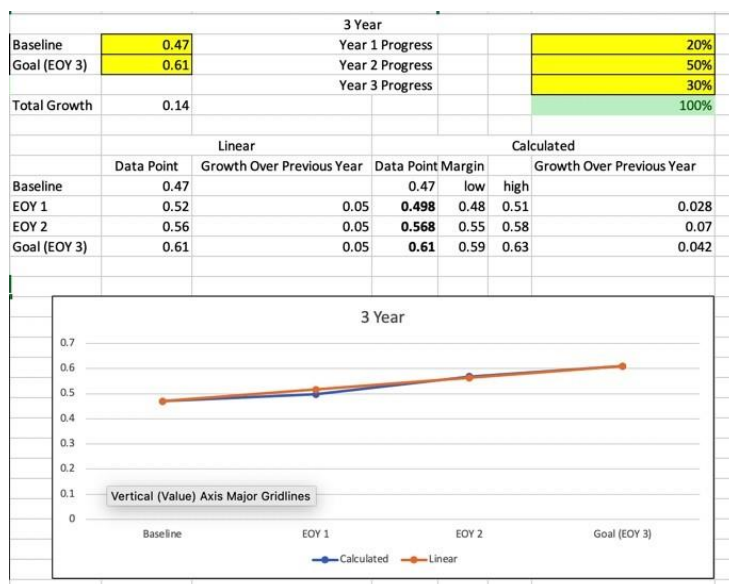
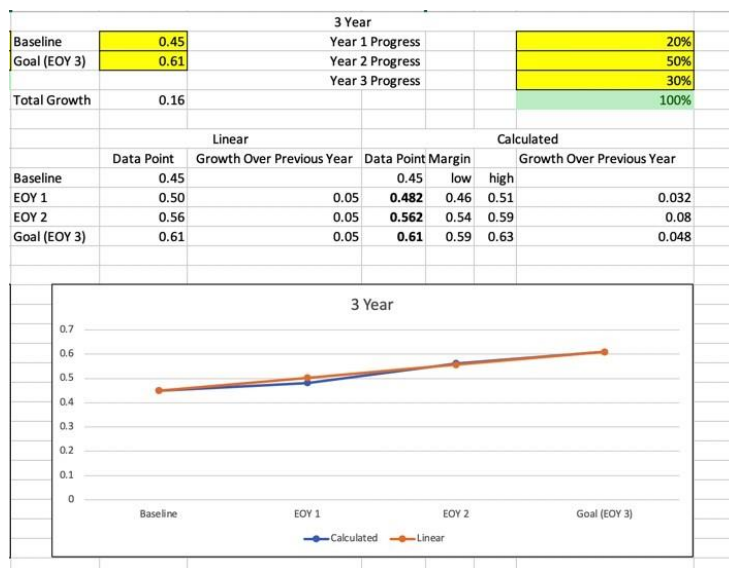**SES 3rd Grade Black/African American students: HSE District Average**

- Baseline data: 14% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 54% passing
- *Exceeded goal by 24% for 2022 with 54% passing*
- EOY 2 (spring 2023) goal: 45% passing
- *Exceeded goal by 13% with 58% passing*

			3 Year				
Baseline	0.14		Year 1 Progress				20%
Goal (EOY 3)	0.61		Year 2 Progress				50%
			Year 3 Progress				30%
Total Growth	0.47						100%

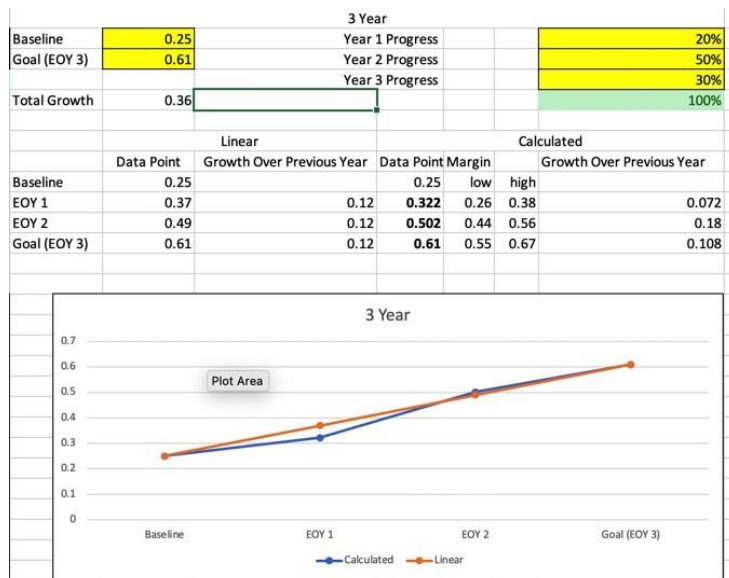|	Linear			Calculated			
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
				low	high		
Baseline	0.14		0.14				
EOY 1	0.30	0.16	**0.234**	0.15	0.32	0.094	
EOY 2	0.45	0.16	**0.469**	0.38	0.55	0.235	
Goal (EOY 3)	0.61	0.16	**0.61**	0.53	0.69	0.141	
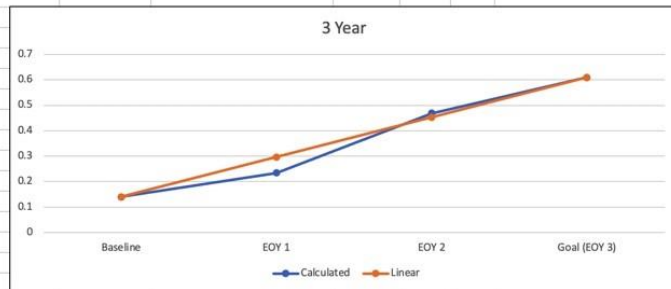
SES 3rd Grade Hispanic students: HSE District Average

- Baseline data: 45% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 50% passing
- Exceeded goal by 28% for 2022 with _78% passing_
- EOY 2 (spring 2023)goal: 56% passing
- _Exceeded goal by 1% with 57% passing_

		3 Year					
Baseline	0.45	Year 1 Progress					20%
Goal (EOY 3)	0.61	Year 2 Progress					50%
		Year 3 Progress					30%
Total Growth	0.16						100%
		Linear			Calculated		
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
Baseline	0.45		0.45	low	high		
EOY 1	0.50	0.05	**0.482**	0.46	0.51	0.032	
EOY 2	0.56	0.05	**0.562**	0.54	0.59	0.08	
Goal (EOY 3)	0.61	0.05	**0.61**	0.59	0.63	0.048	

SES 3rd Grade Multiracial students: HSE District Average

- Baseline data: 25% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 37% passing
- Exceeded goal by 41% for 2022 with 78% passing
- EOY 2 (spring 2023) goal: 49% passing
- *Exceeded goal by 15% with 64% passing*

		3 Year				
Baseline	0.25		Year 1 Progress			20%
Goal (EOY 3)	0.61		Year 2 Progress			50%
			Year 3 Progress			30%
Total Growth	0.36					100%

		Linear				Calculated	
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
Baseline	0.25		0.25	low	high	
EOY 1	0.37	0.12	**0.322**	0.26	0.38	0.072
EOY 2	0.49	0.12	**0.502**	0.44	0.56	0.18
Goal (EOY 3)	0.61	0.12	**0.61**	0.55	0.67	0.108

SES 3rd Grade White students: HSE District Average

- Baseline data: 52% passing in spring 2021 on 3rd grade ILEARN ELA
- EOY 1 (spring 2022) goal: 55% passing
- Exceeded goal by 14% for 2022 with _69% passing_
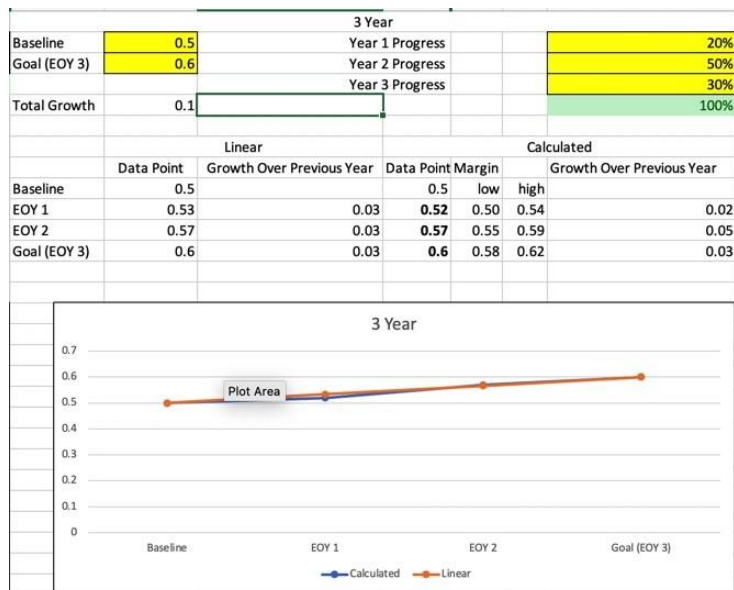- EOY 2 (spring 2023) goal 58% passing
- _Exceeded goal by 2% with 60% passing_

		3 Year				
Baseline	0.52	Year 1 Progress				20%
Goal (EOY 3)	0.61	Year 2 Progress				50%
		Year 3 Progress				30%
Total Growth	0.09					100%

	Linear		Calculated			
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year
				low	high	
Baseline	0.52		0.52			
EOY 1	0.55	0.03	**0.538**	0.53	0.54	0.018
EOY 2	0.58	0.03	**0.583**	0.58	0.59	0.045
Goal (EOY 3)	0.61	0.03	**0.61**	0.61	0.61	0.027

3 Year chart showing Calculated and Linear trend lines from Baseline through EOY 1, EOY 2, and Goal (EOY 3).

SES 4th Grade Black/African American students: SES Asian students

- Baseline data: 50% passing in spring 2021 on 4th grade ILEARN ELA
- EOY 1 (spring 2022) goal: 53% passing
- Did not meet goal by 36% for 2022 with 17% passing
- EOY 2 (spring 2023) goal: 57% passing
- Did not meet goal by 10% with 47% passing
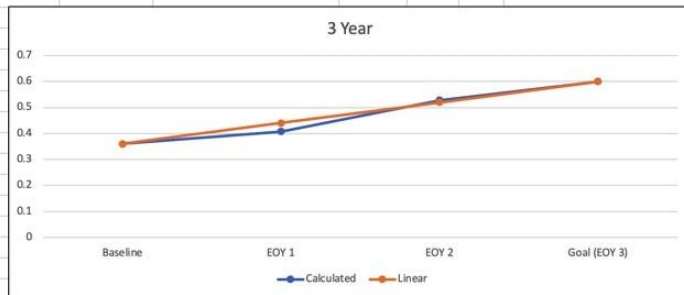
Intentional plan to support this subgroup of students:

- Share current sub-group data with HIJH Administrative team.
- Meet with each teacher to create reading and writing goals for each student that DNP
- Intentional & consistent progress monitoring to gauge progress on goal
- Teacher librarian will conference on a consistent basis with students

		3 Year				
Baseline	0.5		Year 1 Progress			20%
Goal (EOY 3)	0.6		Year 2 Progress			50%
			Year 3 Progress			30%
Total Growth	0.1					100%
		Linear		Calculated		
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year
Baseline	0.5		0.5	low	high	
EOY 1	0.53	0.03	0.52	0.50	0.54	0.02
EOY 2	0.57	0.03	0.57	0.55	0.59	0.05
Goal (EOY 3)	0.6	0.03	0.6	0.58	0.62	0.03

SES 4th Grade Hispanic students: SES Asian students

- Baseline data: 36% passing in spring 2021 on 4th grade ILEARN ELA
- EOY 1 (spring 2022) goal: 44% passing
- Exceeded goal by 14% for 2022 with 58% passing
- EOY 2 (spring 2023) goal: 52% passing
- Exceeded goal by 11% with 63% passing

			3 Year				
Baseline	0.36		Year 1 Progress				20%
Goal (EOY 3)	0.6		Year 2 Progress				50%
			Year 3 Progress				30%
Total Growth	0.24						100%

	Linear		Calculated				
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
Baseline	0.36		0.36	low	high		
EOY 1	0.44	0.08	**0.408**	0.38	0.44	0.048	
EOY 2	0.52	0.08	**0.528**	0.50	0.56	0.12	
Goal (EOY 3)	0.6	0.08	**0.6**	0.57	0.63	0.072	

3 Year — line chart with Calculated and Linear series plotted against Baseline, EOY 1, EOY 2, Goal (EOY 3).

SES 4th Grade Multi-racial students: SES Asian students

- Baseline data: 46% passing in spring 2021 on 4th grade ILEARN ELA
- EOY 1 (spring 2022) goal: 51% passing
- Did not meet goal by 26% for 2022 with 25% passing
- EOY 2 (spring 2023) goal: 55% passing
- *Exceeded goal by 5% with 60% passing*

			3 Year				
Baseline	0.46		Year 1 Progress				20%
Goal (EOY 3)	0.6		Year 2 Progress				50%
			Year 3 Progress				30%
Total Growth	0.14						100%

	Linear					Calculated	
	Data Point	Growth Over Previous Year	Data Point	Margin			Growth Over Previous Year
				low	high		
Baseline	0.46		0.46				
EOY 1	0.51	0.05	0.488	0.47	0.51		0.028
EOY 2	0.55	0.05	0.558	0.54	0.58		0.07
Goal (EOY 3)	0.6	0.05	0.6	0.58	0.62		0.042

SES 4th Grade White students: SES Asian students

- Baseline data: 52% passing in spring 2021 on 4th grade ILEARN ELA
- EOY 1 (spring 2022) goal: 55% passing
- Exceeded goal by 11% for 2022 with 66% passing
- EOY 2 (spring 2023) goal: 57% passing
- Exceeded goal by 6% with 63% passing

		3 Year				
Baseline	0.52	Year 1 Progress				20%
Goal (EOY 3)	0.6	Year 2 Progress				50%
		Year 3 Progress				30%
Total Growth	0.08					100%

	Linear			Calculated			
	Data Point	Growth Over Previous Year	Data Point	Margin		Growth Over Previous Year	
Baseline	0.52		0.52	low	high		
EOY 1	0.55	0.03	0.536	0.53	0.54	0.016	
EOY 2	0.57	0.03	0.576	0.57	0.58	0.04	
Goal (EOY 3)	0.6	0.03	0.6	0.60	0.60	0.024	

Although our 3rd & 4th grade overall scores did not meet their goal, 8/9 of our subgroups met or exceeded their two-year goal.

Action Steps for Southeastern staff:

Strategy	Resources Needed	Progress Monitoring Data	Timeline	Person Responsible
Offer frequent feedback through small group instruction that follows a predictable structure & teacher/reinforces a next step strategy for student to practice.	Flyleaf Decodables Rigby Leveled Readers Phonics Assessments Shifting The Balance – Burkins & Yates Visible Learning for Teachers – John Hattie	NWEA Conferring Notes IEP Goals, if applicable Individual Reading/Writing Goals PLC notes	2023-2024	Administration and TDS All teachers
Assess Classroom & School Collection To Increase equitable reading choices for all reading levels and interests.	Representative mentor texts And Inclusion of culturally relevant topics paired with HMH.	Library walkthroughs with look-fors Reading Inventory Classroom walkthroughs Circulation Reports	2023-2024	Administration TDS All teachers Teacher Librarian Equity Coaches
K-4 systematic, explicit instruction targeted for phonemic awareness, phonics, fluency, vocabulary, and comprehension	Indiana State Standards – K-4 Essential Standards Words Their Way HMH Structured Literacy Heggerty	NWEA Conferring Notes Writing Samples Phonics Assessments Words Their Way Classroom Observations	2023-2024	Administration and TDS All teachers Literacy Team

	Junior Great Books	PLC Notes		
Increase opportunities for students to participate and engage in collaborative discussion to improve deep level comprehension.	HMH Into Reading\n\nJunior Great Books	HMH Module Assessments\n\nJunior Great books observations and rubrics\n\nPLC assessments	2023-2024	All Teachers\n\nAdministration and TDS
Develop collective understanding of evidence-based writing instruction	The Writing Rope – Joan Sedita\n\nHMH Writing and Grammar\n\nEmpowering Writers -\n\nWriting Strategies – Jennifer Serravallo	HMH Module Assessments\n\nWritable (gr 3-4)	2023-2024	Teachers\n\nAdministration and TDS\n\nLiteracy Team
Strengthen PLC structures and processes	Carrie Rosebrock\n\nGlobal PD\n\nSolution Tree	PLC Notes\n\nPLC data tracking	2023-2024	PLCs\n\nAdministration & TDS\n\nGuiding Coalition

Goal #2: MTSS Goal

Problem Statement with Baseline Data

During the 2021-2022 school year, *23% of students receiving tiered interventions through Tier 2 and/or Tier 3 made growth above target (accelerated rate of improvement), 41% made growth on target (typical rate of improvement), 36% made less than expected growth* (below target rate of improvement) on the NWEA growth percentiles, AIMSweb rate of improvement, and F&P rate of improvement).

Previous goal from 2020-2021 school year, *18% of students receiving tiered interventions made growth above target (accelerated rate of improvement), 50% made growth on target (typical rate of improvement), and 32% made less than expected growth* (below target rate of improvement) on the NWEA growth percentiles, AIMSweb rate of improvement, and F&P rate of improvement).

Expected Outcome for MTSS Goal

In response to a more focused approach on the data from one data point, we have shifted our goal to reflect information from NWEA only in grades 2-4.

Our current data from Fall 2022 to Fall 2023 comparison, 43*% of students met or exceeded their NWEA growth norm, we will increase this by 37% for the 2023-2024 school year, 80% of students receiving Tier 2 & Tier 3 instruction will meet or exceed the NWEA growth percentile in ELA from fall 2023 to fall 2024. This goal will be achieved primarily through high quality core instruction as well as clear, accountable, consistent implementation of Tiers 2 & 3. Students are identified for Tiers 2 and Tier 3 through review and study of the whole child (school history, access to high quality core instruction, access to SEL and physical care) through the Child Study Team.*

Our current data from Fall 2021to Fall 2022 comparison, 73% of students met or exceeded their NWEA growth norm, we will increase this by 7% for the 2022-2023 school year, 80% of students receiving Tier 2 & Tier 3 instruction will meet or exceed the NWEA growth percentile in ELA from fall 2022 to fall 2023. This goal will be achieved primarily through high quality core instruction as well as clear, accountable, consistent implementation of Tiers 2 & 3. Students are identified for Tiers 2 and Tier 3 through review and study of the whole child (school history, access to high quality core instruction, access to SEL and physical care) through the Child Study Team.

Fall 2022 & Fall 2023 comparison	# of students	Met or Exceeded *NWEA Growth Norms*	Did Not Meet *NWEA Growth Norms*
2nd Grade	20 students	5 students (25%)	15 students (75%)
3rd Grade	21 students	10 students (48%)	11 students (52%)
4th Grade	18 students	10 students (56%)	8 students (44%)

Fall 2021 & Fall 2022 comparison	# of students	Met or Exceeded *NWEA Growth Norms*	Did Not Meet *NWEA Growth Norms*
2nd Grade	10 students	5 students (50%)	5 students (50%)
3rd Grade	21 students	16 students (76%)	5 students (24%)
4th Grade	14 students	12 students (86%)	2 students (14%)

Action Steps for Southeastern staff:

Strategy	Resources Needed	Progress Monitoring Data	Timeline	Person Responsible
Improving student outcomes/ achievement by strengthening MTSS within Tier 1 core instruction.	Professional development for core Tier1 instruction Clear communication for staff & families Ongoing check-in/support for staff implementation Clear timeline for communication Differentiated support provided to teachers based off prior knowledge Universal Screening (NWEA, F&P benchmarks)	Tier 2 & 3 rosters Attendance records Circulation reports Reading inventory Conferring notes – reading & writing Tier 2 & referral documentation	2023-2024	MTSS Coordinator Child Study Team PLC teams All teachers Administration
Clarify processes for establishing, reviewing and monitoring students engaged in Tier 2 supports	Child Study Team grade level reps will meet with leadership 4-5 times a year The Child Study team will meet individual students 4-6 times per year.	Tier 2 & 3 rosters Attendance records Intervention Logs Early Literacy Screener Reading inventory	2023-2024	Child Study Team PLC teams MTSS Coordinator All Teachers Administration

Commented [CJ2]: There are several resources for differentiation wihtin Into Reading - Guided Reading lessons, Tabletop Minilessons, Word Study Studio, Waggle, and suggestions for targeted practice within Reading lessons. These could all be listed in the Resources part.

	Mid & EOY Survey Clear guidance and research-based resources for teachers. Sonday Intervention Strong PLC structures	Conferring notes – reading & writing Running Records		
Review accessibility of instructional opportunities & resources for all students	Professional Development Remediation Funds Review	Attendance records Intervention Logs Circulation reports Reading inventory Conferring notes – reading & writing Monitor disproportionality of students receiving tiered support.	2023-2024	Equity Team Administration Teacher Librarian PLC teams All teachers
Hold Child Study team sessions to determine next steps to support more intensive Tier 3 instruction interventions	Support staff/team problem solving for tier III implementation. Clear guidance and research-based resources for teachers.	Intervention Logs Running Records NWEA Conferring Notes Early Literacy Screener	2023-2024	Child Study Team All Teachers Remediation IA Administration MTSS Coordinator

		General Outcome Measures		
Review and Analyze Budget to determine Professional Development, Conferences & Instructional Supplies	Wilson training for additional staff Access to quality interventions/recommendations and support from district dyslexia specialists	Pre/Post assessment of staff resources and knowledge	2023-2024	Administration School Treasurer TDS

Goal #3: Communication Goal

Problem Statement with Baseline Data

How can we create a clear picture for our families of the instruction and learning taking place at SES? If we don't tell our learning story well, someone else will.

2022-2023 school year, 89% (2021-2022 school year 71%, 2020-2021 school year 67%) of our families have a clear understanding of the skills that their child is learning.

2022-2023 school year, 89% (2021-2022 school year, 87%, 2020-2021 school year 48%) of our families have a clear understanding of the strategies their child should be using to support the skill they are learning.

Expected Outcome for Communication Goal

By May 2024, 100% of our parents will have a clear understanding of the skills and strategies that are being taught in all content areas through classroom communication.

By May 2024 100% of our families will have a clear understanding of the strategies they can use to support their child's learning.

By May 2024 100% of teacher newsletters will have a primary focus on highlighting instructional skills, learning strategies and images of learning.

Action Steps for Southeastern staff:

Strategy	Resources Needed	Progress Monitoring Data	Timeline	Person Responsible
Strategies and skills in all content areas will be shared weekly with ALL families.	Professional Development: Communication w/Non-English Families Adobe Spark SMORE SWAY	Parent feedback # of views EOY Parent Survey from Administration	2023-2024	Administration All Teachers ENL Team
Images of learning will be shared weekly with families.	Professional Development: Adobe Spark SMORE SWAY Band SeeSaw	Parent feedback SMORE data # of views	2023-2024	Administration All Teachers
Documentation of Learning will be visible throughout learning environment	Microsoft Forms Documentation Boards Student Work	Staff Survey Parent Survey Parent feedback SMORE data # of views	2023-2024	Administration All Teachers
Student – Led Celebration of		Parent feedback	2023-2024	Administration

Learning Video/Presentations		SMORE data # of views		All Teachers Teacher Librarian
Limit classroom newsletter information to ONLY curriculum, skills, and images	Parent Square for all PTO & SES correspondence	Parent Survey	2023-2024	All Teachers

Professional Learning/Development	Timeline
E-Learning/2nd & 4th Thursdays: Literacy Work: ***Achievement Goal #1 & MTSS Goal #2*** • Core instructional strategies in Structured Literacy & Writing • Conferring & Small Group Instruction: Getting to know our readers and writers • Collective Efficacy MTSS: ***Achievement Goal #1 & MTSS Goal #2*** • PLC Structures & Collective Efficacy	**Monthly**

• Core, Tier II & Tier III instruction • Data Analysis Communication: **Communication Goal #3** • How to best communicate the instructional strategies, skills and learning from our classroom with ALL families. • Celebrating student growth and achievement • Documentation of Learning Equity Work: **Achievement #1, MTSS #2 & Communication Goal #3** • Getting to know our readers & writers • Literacy & Identity – Creating safe spaces for all students • Restorative Practices	

Responsive to teacher needs & interests -
Topics include, but not limited to:
  o All components of Structured Literacy, The Science of Reading & Writing
  o All components of MTSS
  o Teacher Goal Setting
  o Carrie Rosebrock's PLC Work
  o Classroom Library Assessment
  o John Hattie's work
  o School Safety & Supervision
  o Environment
  o Documentation of learning
  o Analyzing data: ILEARN, IREAD, NWEA,
  o SEL work
Achievement #1, MTSS #2 & Communication #3 Goals will be covered.
	**Monthly
	2:35 – 3:20**

Professional Learning Communities: All work based in grade level learning goals: • What do we want students to learn? • How will we know when each student has learned? • How will we respond when a student has trouble in learning? ***Achievement #1 & MTSS #2 Goals will be covered.***	**Weekly 2:35 – 3:20**

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.

  o 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.
- o Attendance: Reduction of absenteeism is a top priority for Indiana Schools. Students are considered chronically absent when not attending for ten percent of the school year. This equates to approximately 18 school days.
  - o Number of students missing above 10% of the school year:
    - 2022-2023: 41 students 4.9%
    - 2021-2022: 25 students 2.9%
    - 2020-2021: 4 students .5%
    - 2019-2020: 17 2.4%
  - o We plan to decrease the number of students by implementing the following strategies:
    - The teacher makes personal phone calls to family.
    - "Welcome Back" note for students
    - Student meets with counselor
    - Counselor has meeting with student & family
- o 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.
- o 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.
- o Description of the curriculum and the location where the curriculum is available for public inspection.
  - o 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.
  - o Information about the curriculum can be found at hseschools.org.

- o Description and name of the assessments used by the school and ILEARN.
  - o NWEA
  - o IREAD 3
  - o IAM
  - o WIDA

- o Fountas and Pinnell Reading Levels
- o Provision outlining how the school will address the learning needs of all students, including exceptional learners.
    - o 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.
    - o 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.
    - o English as a New Language collaborative teachers and instructional assistants to 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 indicate the accommodations necessary.
- o Provision to maximize parental participation in the school.
    - o SES encourages, supports, and promotes parental involvement through formal and informal opportunities. We have a strongly 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. These opportunities include, but are not limited to:
        - ▪ Serving on our SIP Committee
        - ▪ Volunteering in the classrooms
        - ▪ Participating in Family Fridays – Reading Workshop
        - ▪ Judging Shark Tanks
        - ▪ Supporting students working on special projects
        - ▪ Working with students in small groups for reading & math
        - ▪ Acting as guest speakers

- Chaperoning study trips
- Joining class for foundational skills and reading centers
- Invitation to join music "informance"
- Volunteering during school library visitations to read with students
  - The community is provided opportunities as well. These opportunities include, but are not limited to:
    - Joining us for Open House and Meet the Teacher Nights: YMCA, Girl Scouts, Boy Scouts
    - Acting as guest speakers
    - FFD, FPD frequently visit classrooms, and greet students at arrival
    - Invitation to join us for Veteran's Day Celebration
    - Invitation to join us for an Internation Fair
    - Invitation to join us at our School Carnival
- 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 that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.

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

    - o 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 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.
- o 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 SES 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.
  - o SES's tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners.
  - o 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.
- o 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.
- o Assurance that the professional development program complies with the local school board's core principles for professional development.
  - o 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.