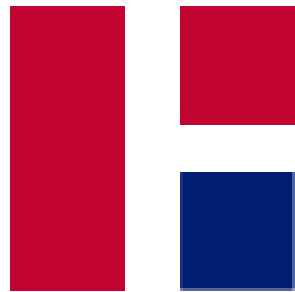


**Riverside Junior High
Hamilton Southeastern Schools
School Improvement Plan
Goals and Strategies
2023-2024 School Year**



SIP Committee

Rob Huesing – Principal

Jamie Andrews – Assistant Principal

Kelsey Acker – Intervention Teacher / RtI Coordinator

John Feeney – Business Teacher

Teri Folta – Science Teacher

Rachael Gibson – Department of Exceptional Learners

Erin Gray – World Language

Mark Kwiatkowski – Social Studies Teacher

Hannah Luperini – English Teacher

Angela Mott – Guidance Counselor

Peggy O'Connell – Math / Intervention Teacher

Maggie Price – English Teacher

Jordan Teeple – Math Teacher

Alyssa Anderson – Parent Member

Mission, Vision, and Beliefs

Hamilton Southeastern Schools Mission:

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

Hamilton Southeastern Schools Operational Vision Statement:

Honor
Scholarship
Excellence
for all students

Hamilton Southeastern School Board Goals:

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

Operation: All divisions of HSE Operations will evidence efforts to effect support for student academic success.

Communication: Access to HSE information by internal and external stakeholders, and those exploring HSE, will be assessed and redesigned, if necessary, for greater ease and consistency.

Riverside Junior High Mission Statement:

Riverside Junior High will create and provide a safe, positive, and supportive environment where all students will learn to their highest academic abilities, discover and grow their gifts and talents, and develop as people of good character.

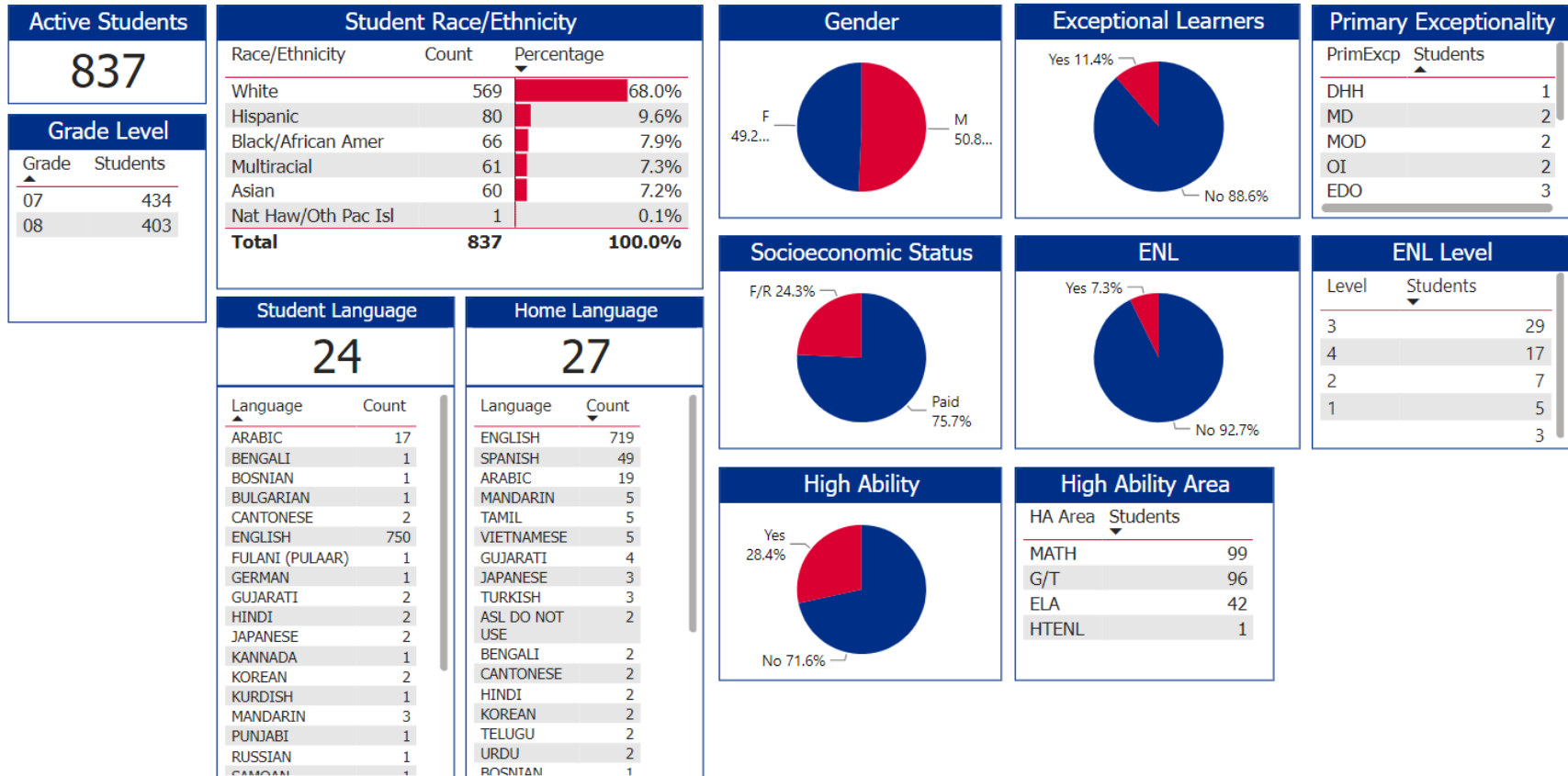
Riverside Junior High Motto:

Be Safe.
Be Smart.
Be Nice.

Description of School, Community, and Educational Programs

Riverside Junior High is in a suburban community located northeast of Indianapolis, Indiana. Riverside Junior High opened its doors as Riverside School in 2006-2007 as a 5-8 building. The fall of the 2009-2010 school year, the 5th and 6th grade students were moved to a newly built Intermediate School and Riverside School became Riverside Junior High serving 7th and 8th graders. Riverside Junior High has 837 students. The student population is expected to continue to increase in the coming years due to increased housing construction within our school boundaries. The staff consists of 94 total individuals which includes 67 certified (teachers, counselors, social worker, language pathologist, athletic director, administrator, and several itinerant licensed staff) and 27 classified staff members (instructional assistants, nurse, head custodian, technology specialist, treasurer, secretaries, and school resource officer).

Riverside Junior High



2023-2024 SCHOOL STATISTICS

Community: Urban

Enrollment: 837

Grade Level: 7-8

School Schedule: Traditional

STUDENT DEMOGRAPHICS:

White- 68.0%

Hispanic – 9.6%

Black/African American – 7.9%

Multiracial – 7.3%

Asian – 7.2%

SES:

Paid – 75.7%

Free/Reduced Lunch – 24.3%

DEPARTMENT of EXCEPTIONAL LEARNERS:

DEL: 11.4%

ENGLISH LANGUAGE LEARNERS:

ELL: 7.3%

Other languages spoken: 24

ATTENDANCE:

2020-2021 = 98.38%

2021-2022 = 95.96%

2022-2023 = 95.73%

Classroom and Extra-Curricular Opportunities for Students

Riverside Junior High offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, technology education, PLTW, wellness, band, choir, orchestra, jazz band, yearbook, and studio announcements. Academic clubs include Spell Bowl, Academic Team, Yearbook, Geography Bowl, Tech Club, Robotics, Riverside Jr. Honor Society. Other clubs include Art Club, Best Buddies, Club RAD, Future Black Leaders, Healthy Hawks, GSA, Cultures Club and more. Athletic activities include cross country, track, tennis, golf, basketball, football, wrestling, cheerleading, and volleyball. Additional extracurricular clubs include pep band, jazz band, musicals/plays, show choir, strolling strings and more.

Parental Participation in School

Parents actively support Riverside Junior High by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming students. Preview Day welcomes families during the summer for students and parents to gather needed materials and information and tour the school. This also gives them the ability to try-out their locker, find their classrooms, and get their school/ID photo taken. Back to School nights are well attended by parents in August after school begins. Throughout the year, teachers, counselors, and administrators meet with families on an as needed basis.

Parent Communication

School-to-home communication most frequently utilizes technology, phone calls, emails, school newsletters or the school website. Families without internet access can elect to receive paper copies of all communication. Parents also have access to their student's Canvas page and Skyward account. School e-newsletters are emailed weekly to parents to communicate the most important happenings and information at Riverside. The ParentSquare application system is used to send classroom, school, and district information via email and the ParentSquare App. This year, we have added the feature that allows students to be included in the ParentSquare messages. Daily student announcements are read at the beginning of the school day and subsequently posted to our website for parents.

Technology as a Learning Tool

Riverside is a 1:1 learning environment using iPads. This use of technology supports best practices in teaching and learning. The devices allow teachers to differentiate instruction, which gives more students the opportunity to succeed. Available technology also increases engagement and enhances student interest. HSE School District believes that responsible use of technology can enhance the learning experience through collaboration, critical thinking, and creativity.

Provision to Maintain a Safe and Disciplined Learning Environment for Students and Teachers

Riverside Junior High maintains a safe and orderly learning environment through the "Riverside Way" and the "Be safe. Be smart. Be nice." philosophy, which is the overarching student code of conduct. The school PBIS (Positive Behavior Interventions and Supports) committee, which falls under the MTSS umbrella, is a student support team that monitors the progress of all students and identifies needs and additional interventions or incentives. PBIS and the Kudos Program allow staff members to award Kudos tickets to students exhibiting behaviors that align with our Character Skills and Riverside Way philosophy. Students can receive special privileges and prizes for these tickets through individual "teacher stores" or the school wide "Hawk's Nest".

The student code of conduct located in the student handbook is provided to students and families electronically. It is reviewed with students during the first three days of school. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences. Restorative practice is the preferred method of addressing initial concerns.

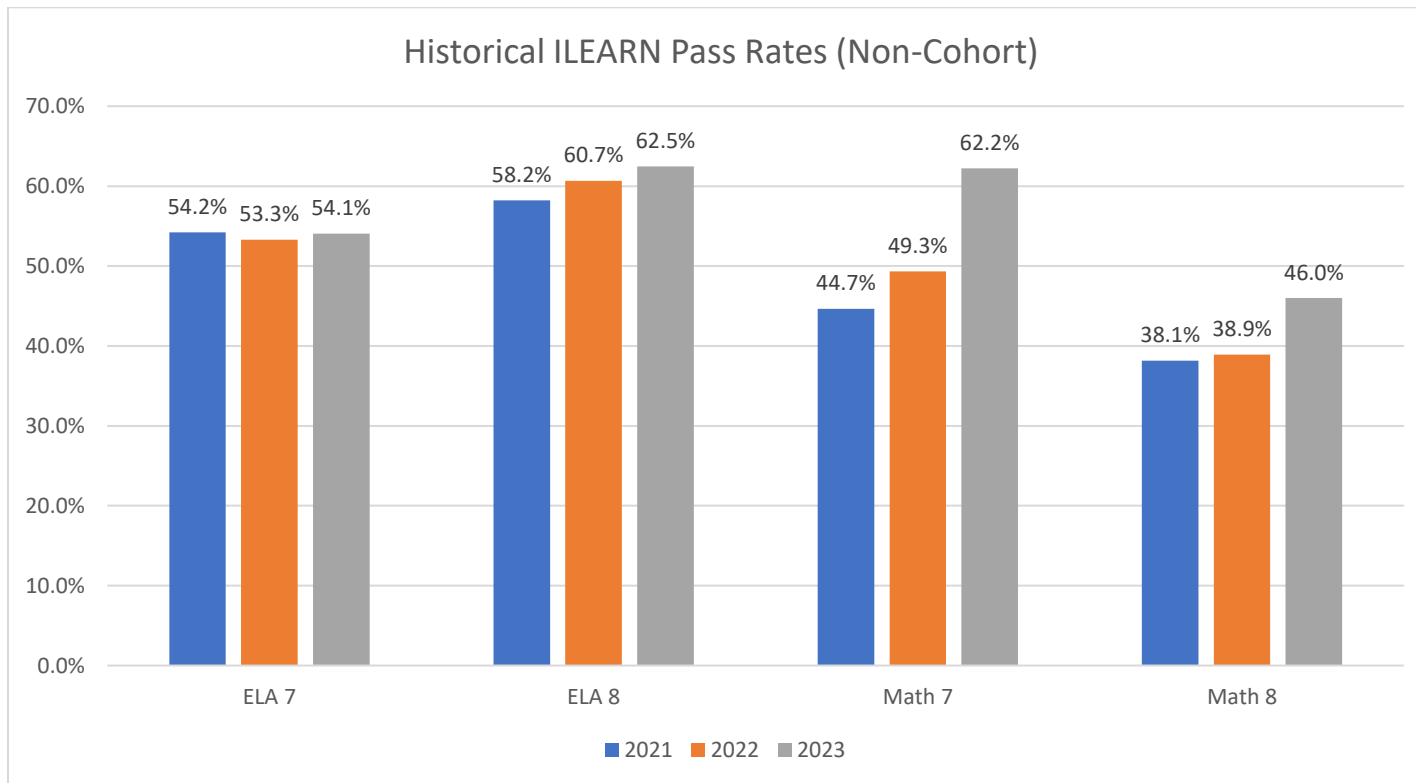
Crisis Management Plans are in place and followed by all students and staff. Emergency drills – fire, tornado, earthquake, and evacuation and lockdown drills –are conducted on a monthly or semi-yearly basis.

During each school year, employees and students receive training and practice drills following the ALiCE method of response to an intruder. This provides students and adults additional options rather than the traditional "lockdown" approach. Employees are also trained in child abuse prevention. New staff are trained in both ALiCE and child abuse prevention as they join the staff. A school resource officer, who helps with the ALiCE training, and security cameras provide an extra measure of safety throughout the building and parking lot.

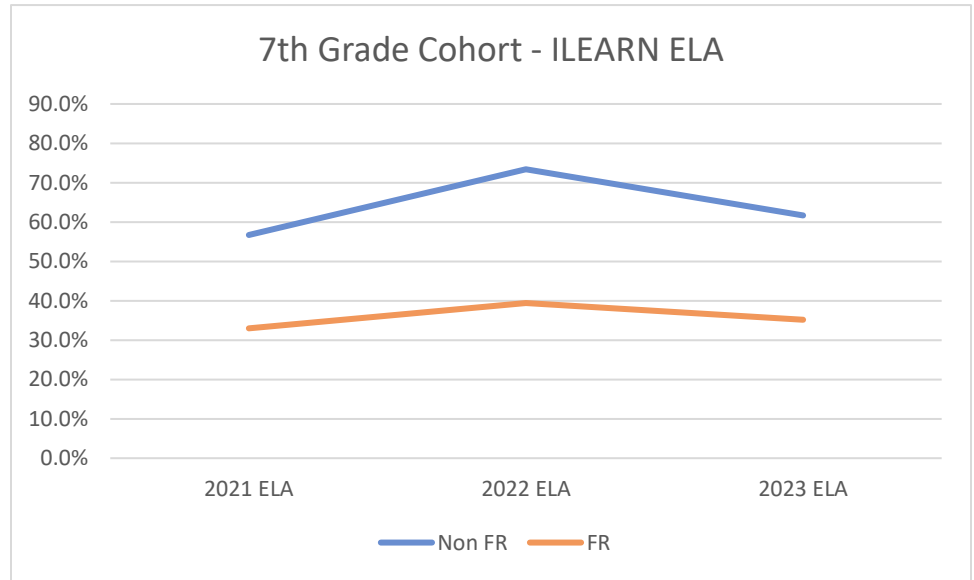
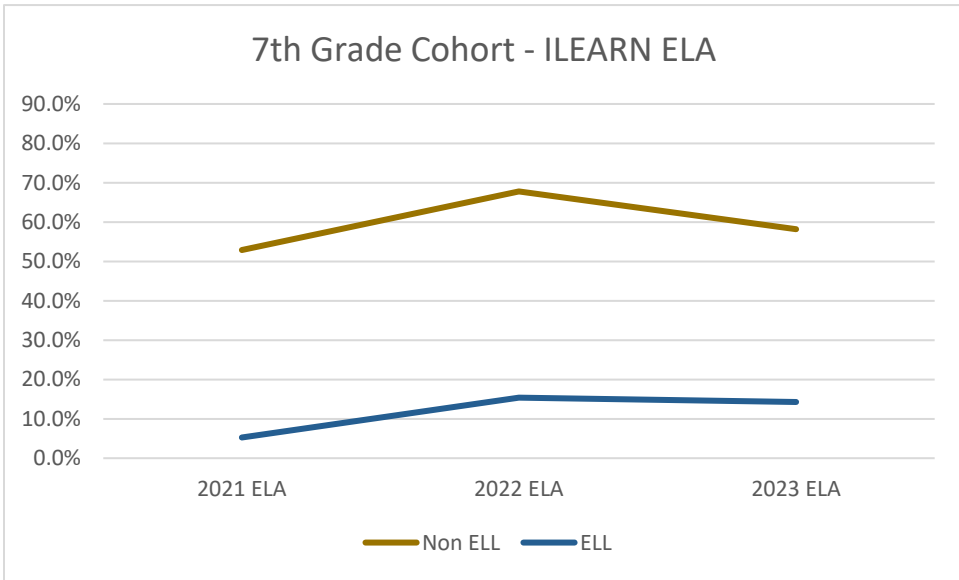
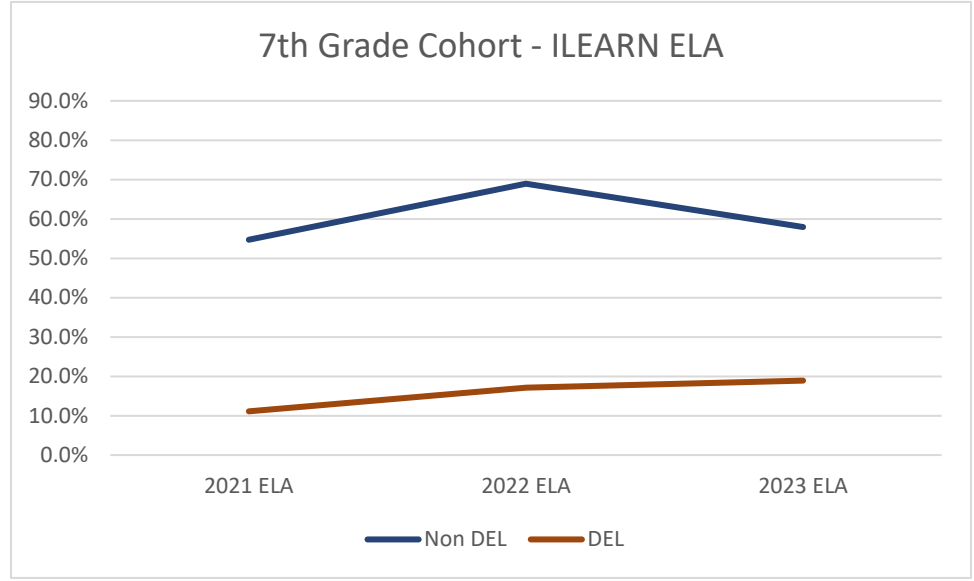
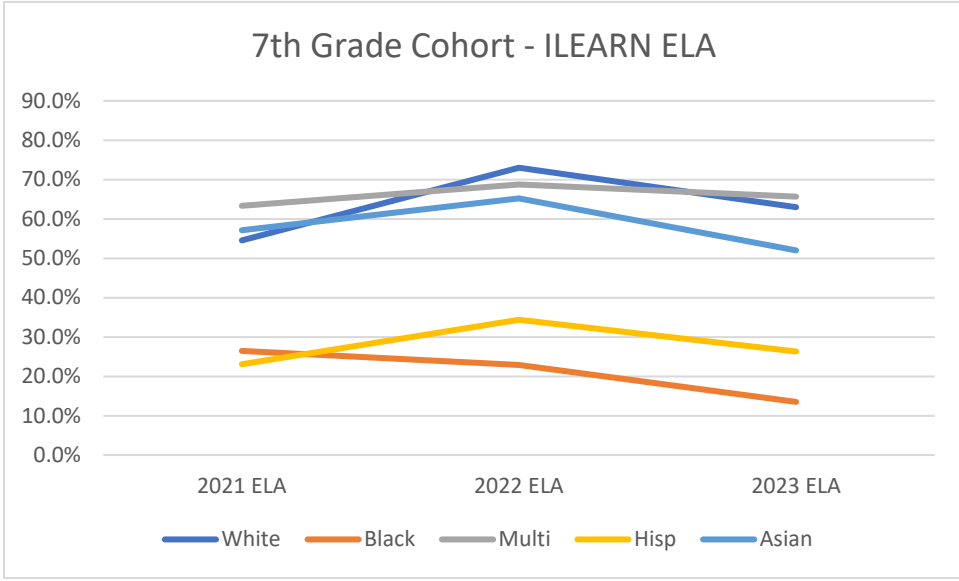
Riverside is a locked-door facility. Visitors are contained in the office area and greeted by the receptionist. They are only allowed to enter other areas of the building after checking in with school personnel and providing a photo ID. Visitors must wear badges when traveling throughout the building.

2023 Data: ILEARN

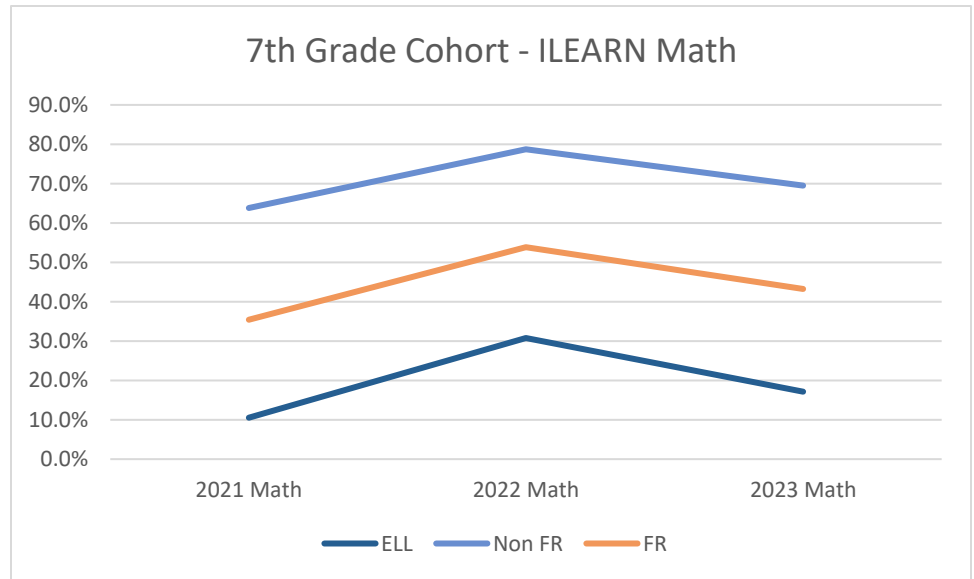
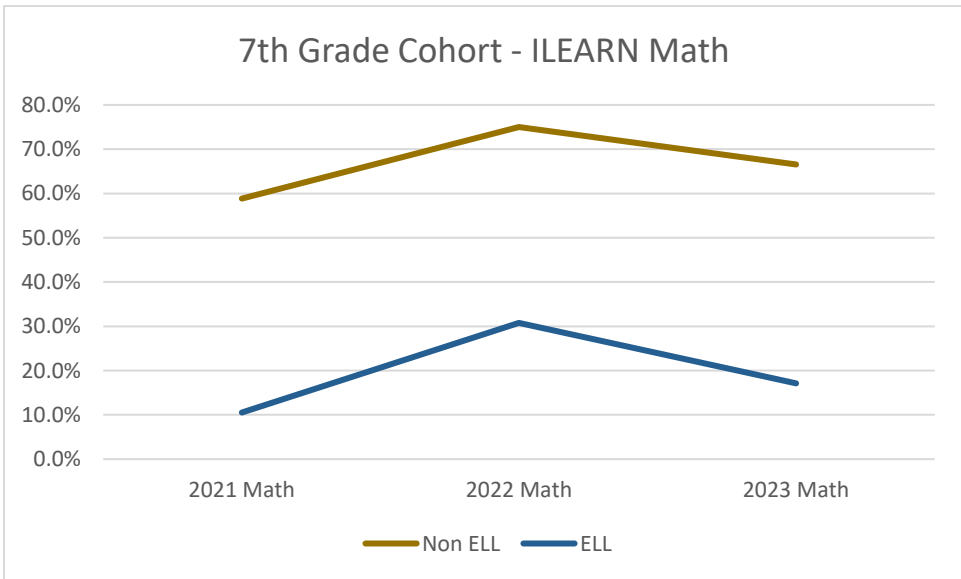
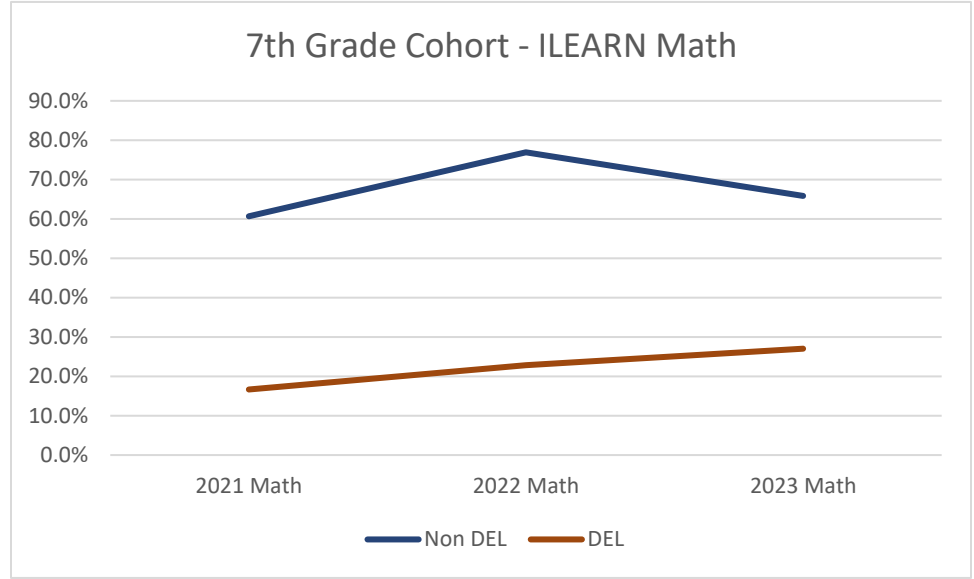
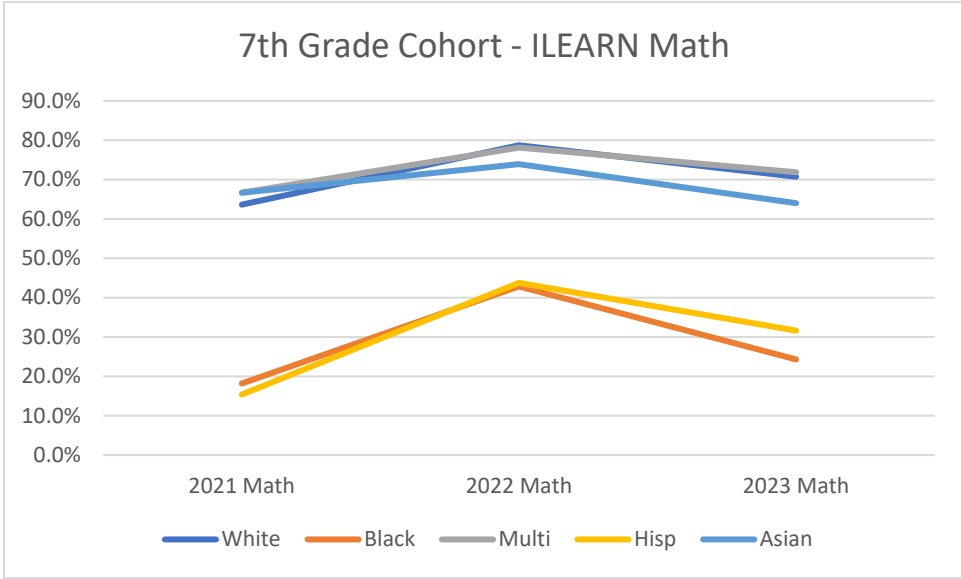
7 th Grade			
School	ELA	Math	Both
Riverside JH	54.1%	62.2%	49.4%
8 th Grade			
School	ELA	Math	Both
Riverside JH	62.5%	46.0%	42.7%
Whole School			
School	ELA	Math	Both
Riverside JH	58.5%	53.6%	45.8%



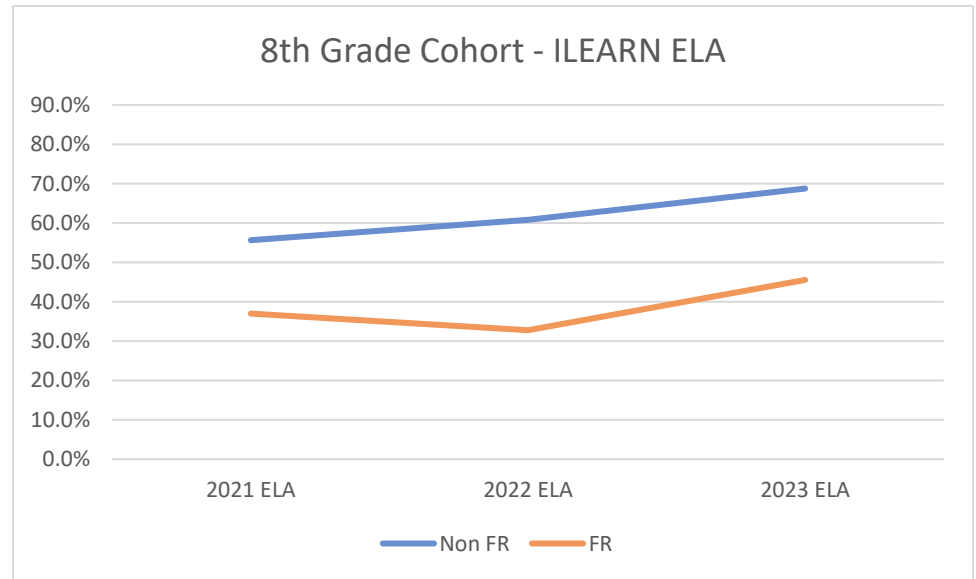
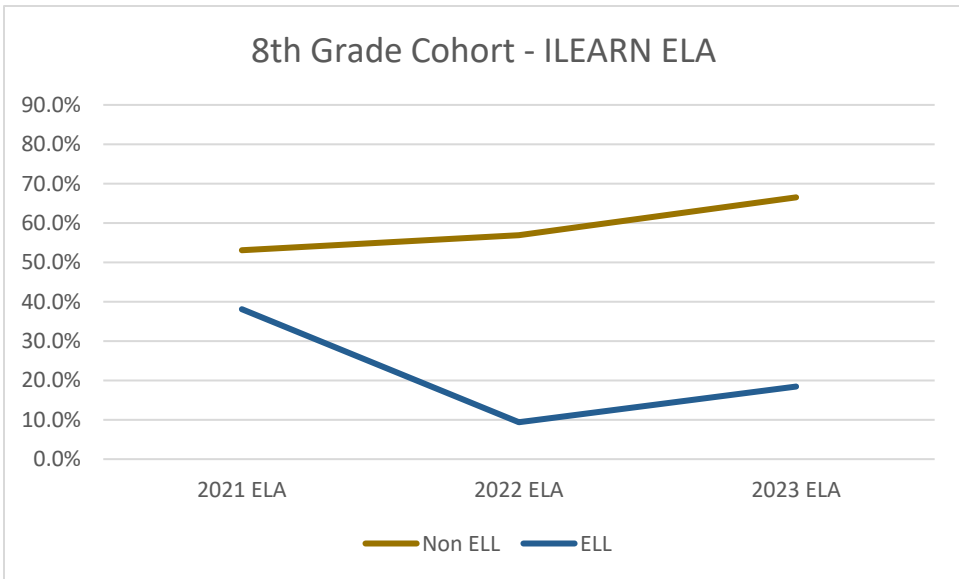
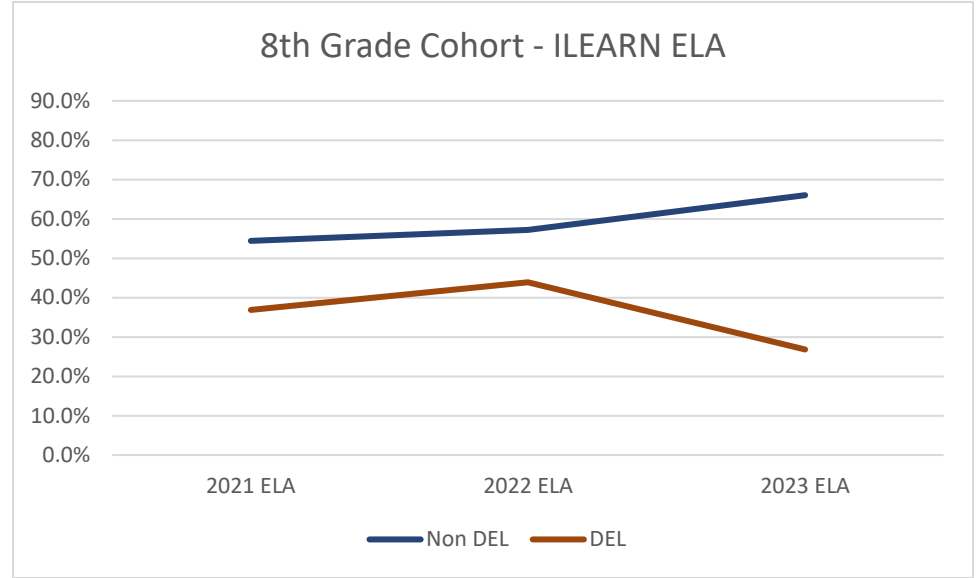
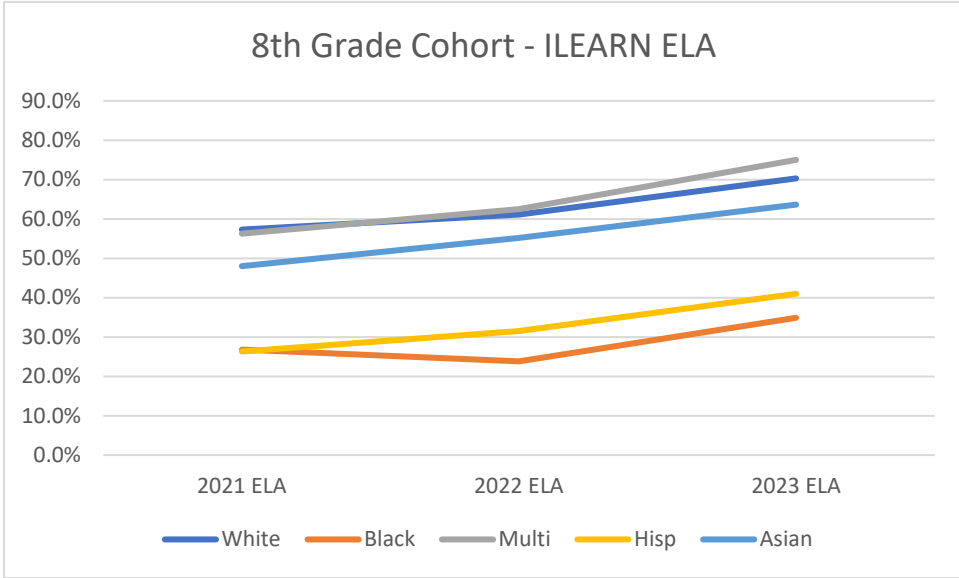
7th Grade Cohort ILEARN ELA



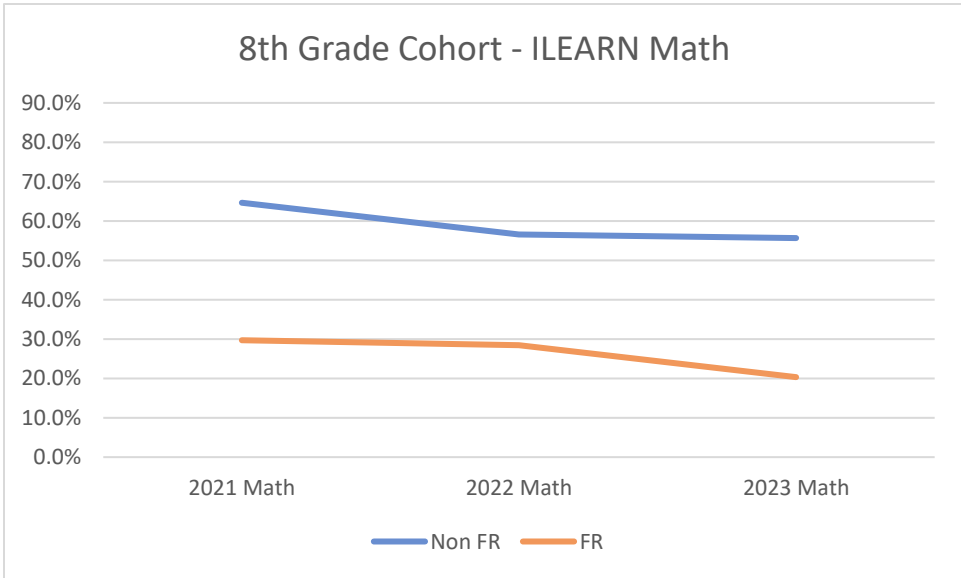
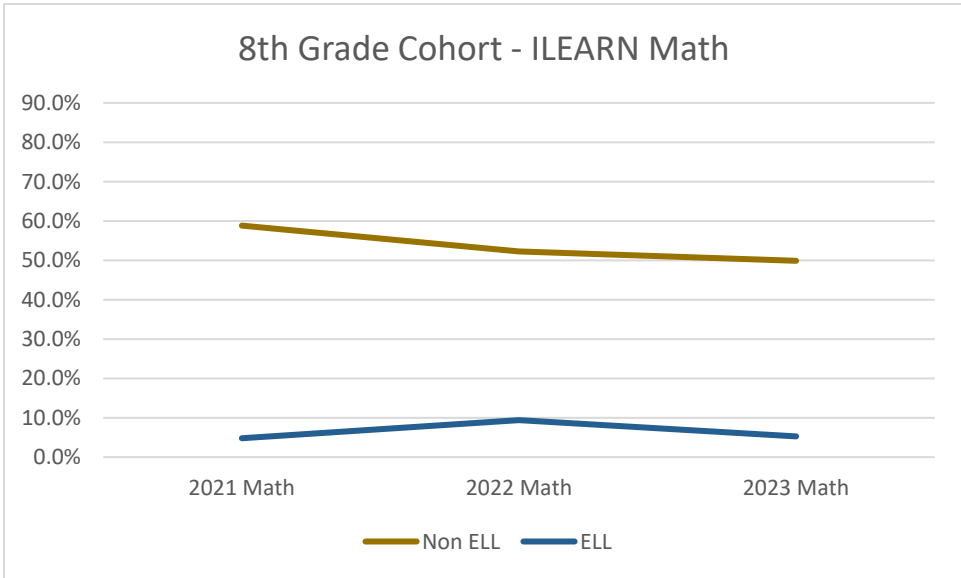
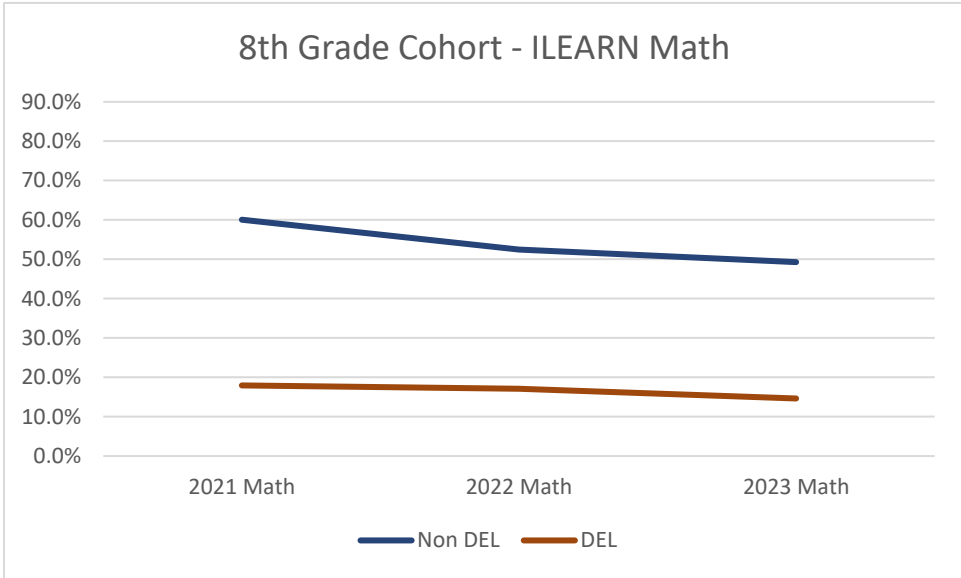
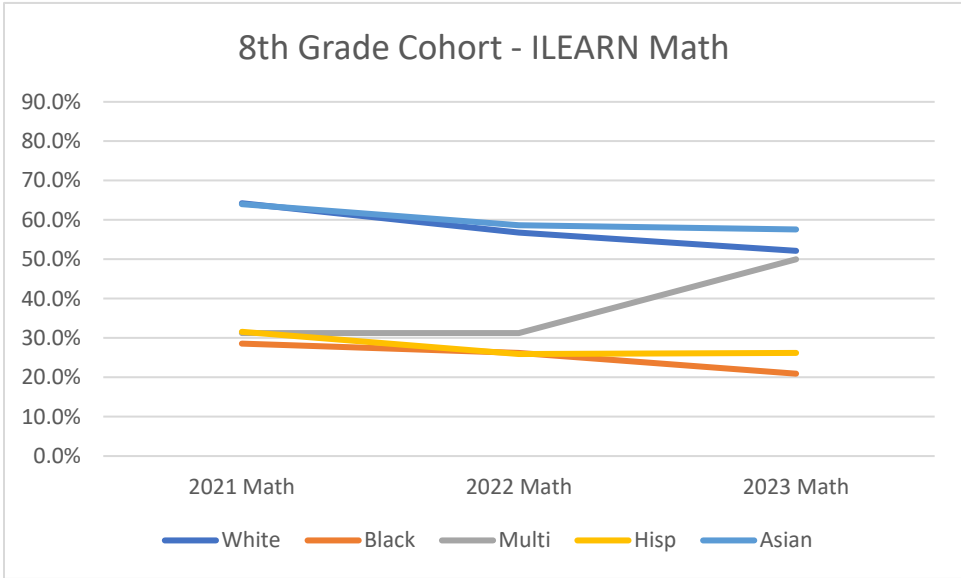
7th Grade Cohort ILEARN Math



8th Grade Cohort ILEARN ELA



8th Grade Cohort ILEARN Math



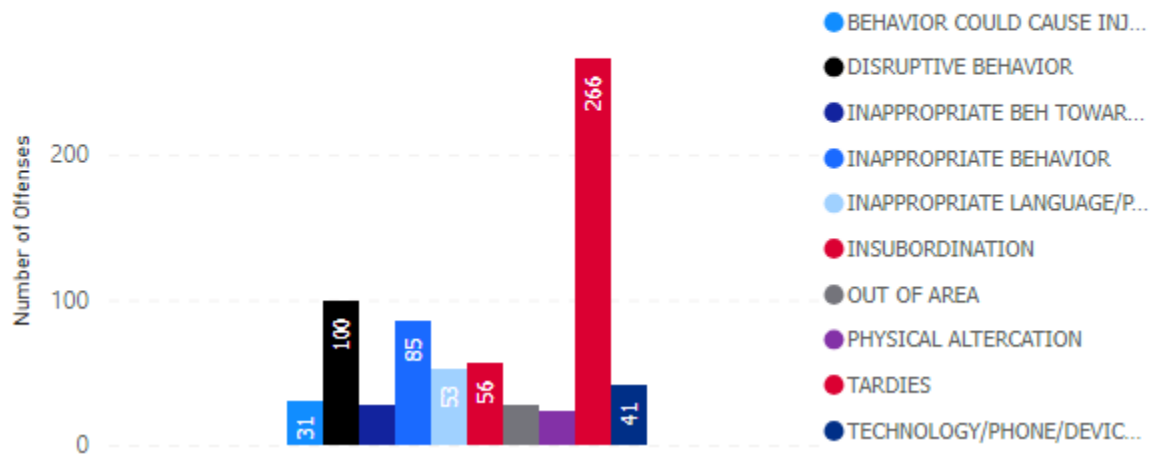
Comparison School Data 2023 iLearn ELA ONLY 7 th and 8 th Grade Data				
District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	59.5% (10)	66.3% (6)	62.9% (8)
	Fishers JH	53.2% (13)	55.6% (14)	54.6% (13)
	HIJH	62.3% (8)	60.1% (11)	61.3% (11)
	Riverside JH	54.1% (12)	62.5% (10)	58.5% (12)
Brownsburg Schools	Brownsburg E. MS	71.4% (2)	72.1% (3)	71.8% (2)
	Brownsburg W MS	65.3% (4)	67.3% (4)	66.3% (4)
Carmel Clay Schools	Carmel MS	61.7% (9)	66.4% (5)	64.0% (6)
	Clay MS	62.4% (7)	66.0% (7)	64.3% (5)
	Creekside MS	81.7% (1)	82.1% (1)	81.9% (1)
Noblesville Schools	Noblesville E MS	48.7% (14)	55.9% (13)	52.2% (14)
	Noblesville W MS	63.8% (6)	58.0% (12)	60.9% (10)
WWS	Westfield MS	57.0% (11)	66.0% (7)	61.5% (9)
Zionsville Schools	Zionsville MS	64.5% (5)	74.0% (2)	69.6% (3)
	Zionsville West MS	66.8% (3)	63.0% (9)	64.9% (7)

Comparison School Data 2023 iLearn Math ONLY 7 th and 8 th Grade Data				
District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	56.1% (12)	57.0% (6)	56.5% (8)
	Fishers JH	60.2% (9)	51.4% (10)	55.3% (9)
	HIJH	57.2% (11)	51.5% (9)	54.4% (10)
	Riverside JH	62.2% (4)	46.0% (12)	53.6% (11)
Brownsburg Schools	Brownsburg E. MS	69.6% (3)	66.6% (2)	68.0% (3)
	Brownsburg W MS	74.7% (1)	66.3% (3)	70.5% (2)
Carmel Clay Schools	Carmel MS	53.7% (13)	49.5% (11)	51.6% (12)
	Clay MS	61.7% (5)	54.4% (7)	57.8% (6)
	Creekside MS	73.8% (2)	78.1% (1)	75.9% (1)
Noblesville Schools	Noblesville E MS	46.1% (14)	44.4% (13)	45.3% (14)
	Noblesville W MS	60.6% (8)	41.6% (14)	51.3% (13)
WWS	Westfield MS	60.8% (7)	60.2% (5)	60.5% (5)
Zionsville Schools	Zionsville MS	58.5% (10)	63.7% (4)	61.3% (4)
	Zionsville West MS	61.3% (6)	54.1% (8)	57.7% (7)

Comparison School Data 2023 iLearn Both ELA & Math ONLY 7 th and 8 th Grade Data				
District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	47.2% (12)	50.8% (6)	48.9% (8)
	Fishers JH	43.3% (13)	42.3% (12)	42.7% (13)
	HIJH	47.8% (11)	44.5% (10)	46.2% (10)
	Riverside JH	49.4% (7)	42.7% (11)	45.8% (11)
Brownsburg Schools	Brownsburg E. MS	60.8% (3)	60.3% (2)	60.5% (2)
	Brownsburg W MS	61.1% (2)	57.1% (4)	59.1% (3)
Carmel Clay Schools	Carmel MS	48.4% (9)	45.7% (9)	47.1% (9)
	Clay MS	50.3% (6)	48.5% (7)	49.4% (7)
	Creekside MS	69.7% (1)	71.9% (1)	70.8% (1)
Noblesville Schools	Noblesville E MS	36.3% (14)	38.1% (14)	37.2% (14)
	Noblesville W MS	52.9% (5)	36.9% (13)	45.0% (12)
WWS	Westfield MS	48.5% (8)	51.6% (5)	50.1% (6)
Zionsville Schools	Zionsville MS	48.1% (10)	57.6% (3)	53.2% (4)
	Zionsville West MS	55.7% (4)	46.7% (8)	51.2% (5)

RJH Discipline Data

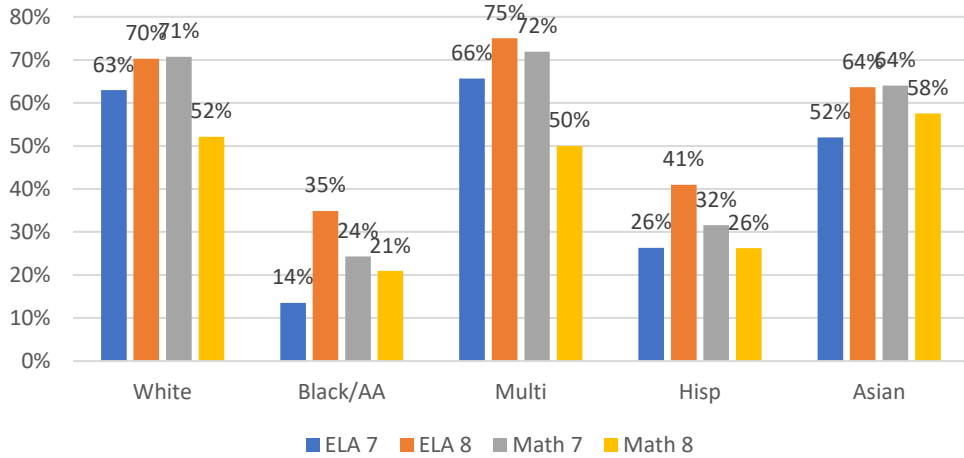
10 Most Frequent Offenses



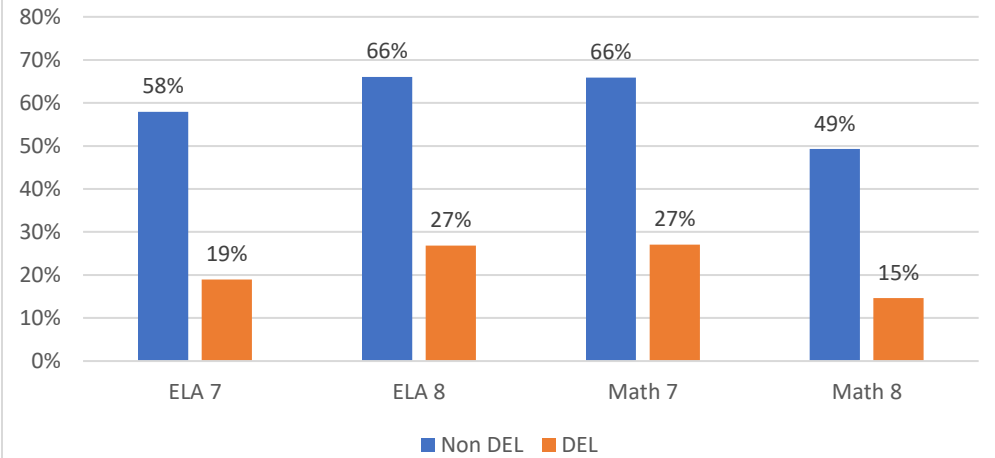
*There are 1.36 million total opportunities for students to be tardy

2023 ILEARN by Student Group

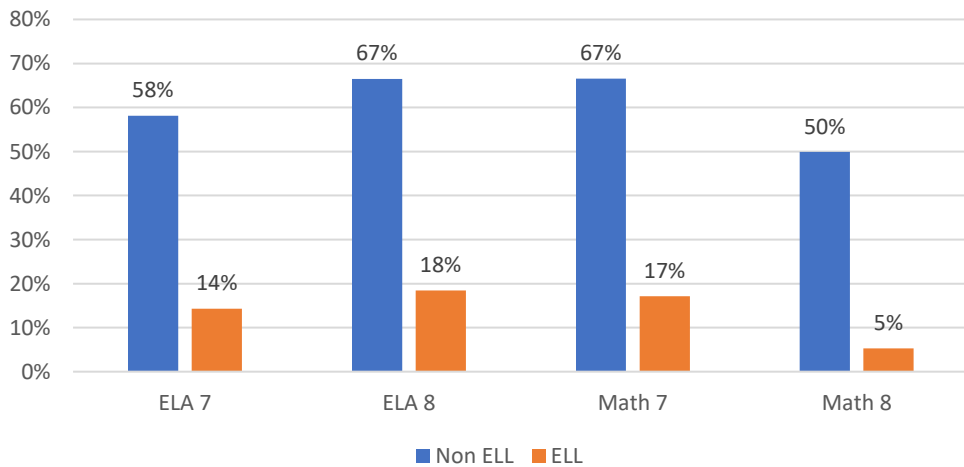
2023 ILEARN Pass Rates by Ethnicity



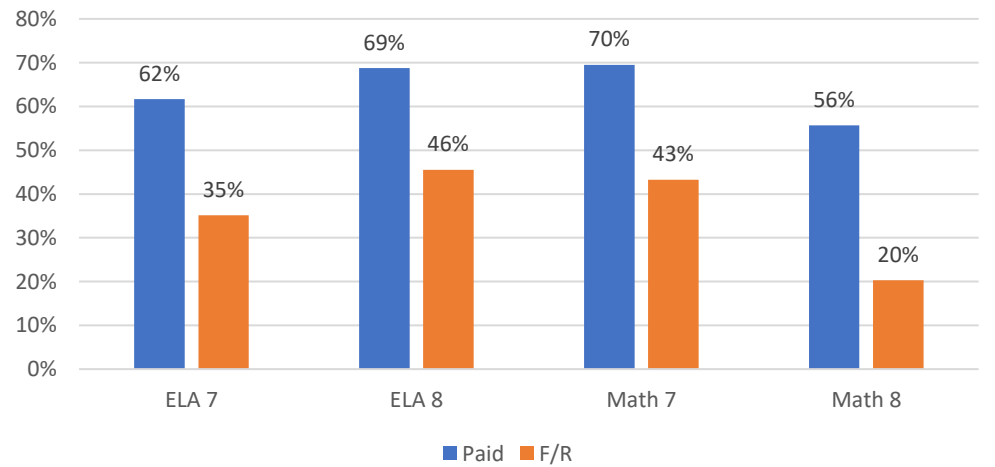
2023 ILEARN Pass Rates - DEL



2023 ILEARN Pass Rates - ELL



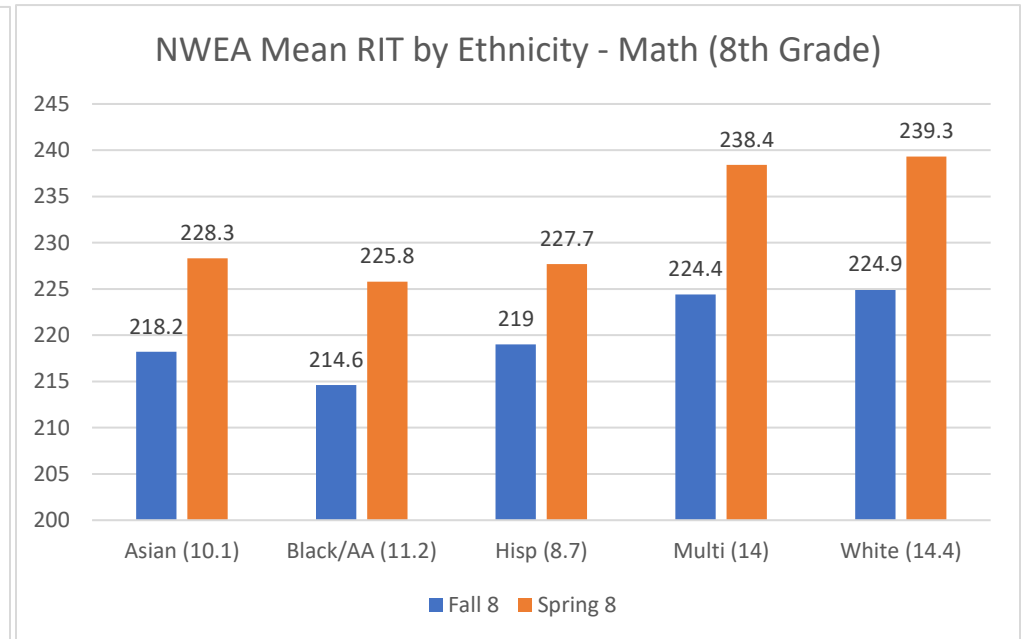
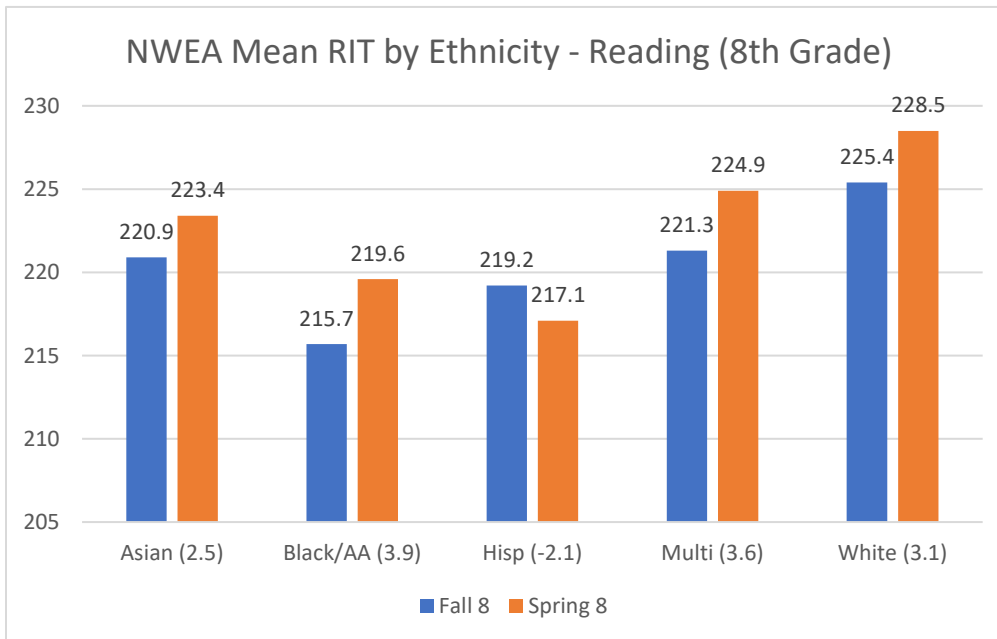
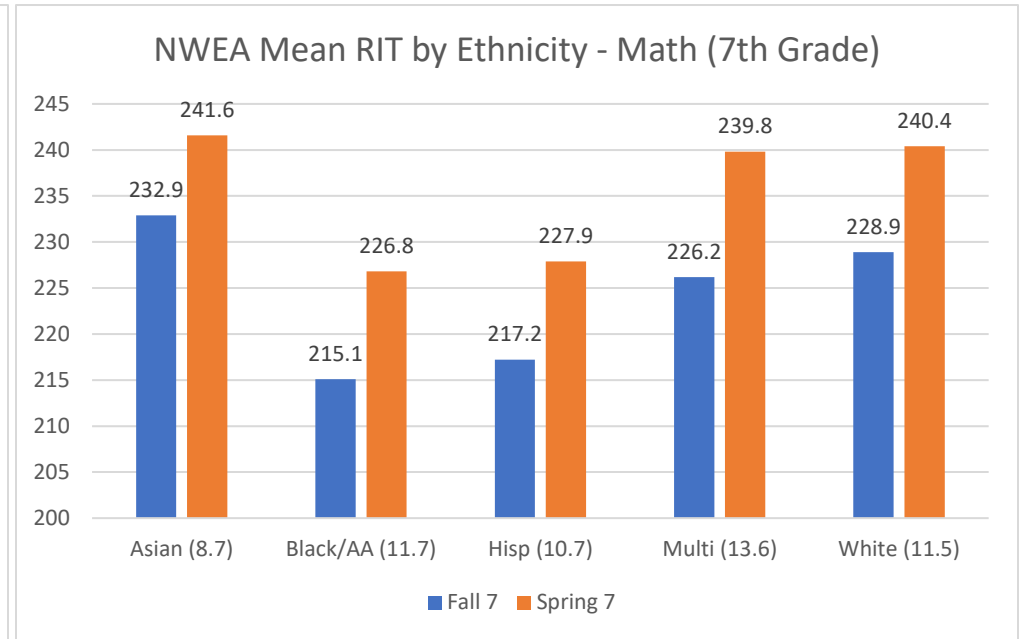
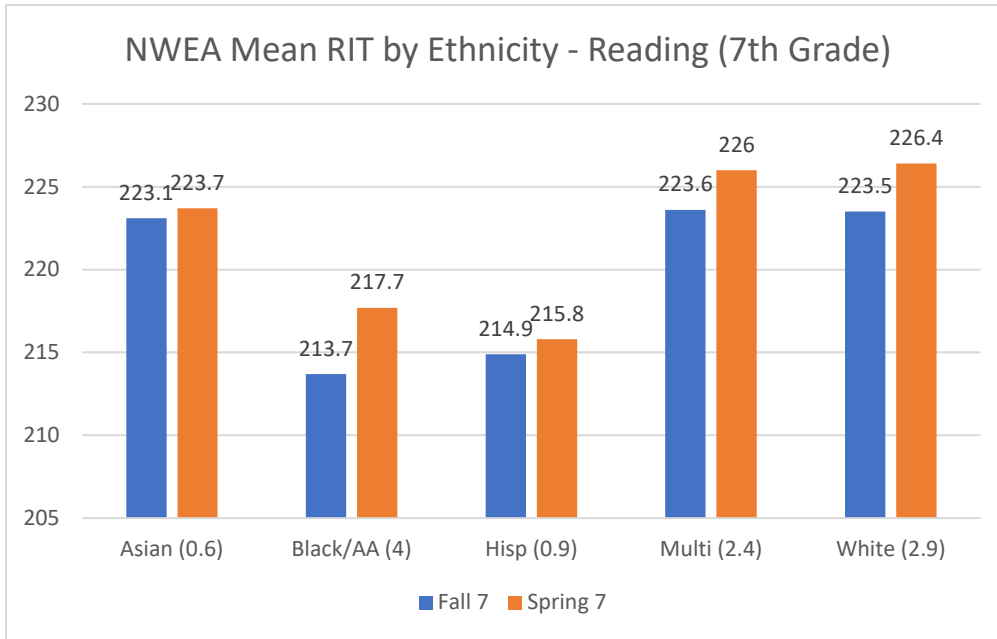
2023 ILEARN Pass Rates - SocioEcon.



2022-2023 NWEA Mean RIT Data

Mean RIT SCORES	7th Reading	8th Reading	7th Math	8th Math	Algebra	Geometry
Fall 2022-2023	221.8	223.3	226.3	222.3	254.0 (7 th) 245.9 (8 th)	257.6
District Fall Mean RIT	221.3	223.8	225.6	225.3	255.5 (7 th) 248.0 (8 th)	259.8
National Fall Mean RIT	214.20	218.01	220.21	224.92	228.9	231.3
Winter 2022-2023	228.8	224.7	231.3	229.3	262.9 (7 th) 253.6 (8 th)	264.0
District Winter Mean RIT	223.1	225.4	232.5	232.4	264.9 (7 th) 256.8 (8 th)	269.6
National Winter Mean RIT	217.09	220.52	224.04	228.12	233.0	235.4
Spring 2022-2023	224.3	225.6	237.8	235.1	268.5 (7 th) 259.7 (8 th)	275.4
District Spring Mean RIT	224.3	226.2	238.1	238.5	272.6 (7 th) 264.1 (8 th)	280.5
National Spring Mean RIT	214.20	218.01	220.21	224.92	228.9	231.3

NWEA Student Group Data (Growth in Parenthesis):



Normal growth for 7th and 8th grade students is 3 – 4 points in a year

Section 3: Conclusions about Current Educational Programming and Learning Environment

Supporting Indiana Academic Standards

Each content area has developed Instructional Frameworks grounded in the Indiana Academic Standards, thus helping to focus instruction. Our PLC work brings a focus to the Indiana Academic Standards and essential skills needed for academic success. The Common Formative Assessments each PLC Crew creates are used to gather data and respond to the students who fall short of the learning target as well as to the students who meet or exceed the learning target. It is in this capturing and responding to the data where we can help ensure our struggling learners are meeting the learning goals.

Conclusions about Student Achievement Based on ILEARN and Other Assessments:

COHORT	2021	2022	2023	Difference 2021 to 2023
ELA 7	49.3%	63.6%	54.1%	+4.8
ELA 8	50.1%	53.3%	62.5%	+12.4
Math 7	54.5%	72.7%	62.2%	+7.7
Math 8	57.7%	49.3%	46.0%	-11.7

Non COHORT	2021	2022	2023	Difference 2021 to 2022
ELA 7	54.2%	53.3%	54.1%	-0.1
ELA 8	58.2%	60.7%	62.5%	+4.3
Math 7	44.7%	49.3%	62.2%	+17.5
Math 8	38.1%	38.9%	46.0%	+7.9

Analysis of 2023 ILEARN Cohort Data:

Cohort Strengths:

- Three of the four Cohort categories saw increases over last three years
 - Grade 7 ELA Cohort Pass Rates on ILEARN increased by 4.8 percentage points from 2021 – 2023
 - Grade 8 ELA Cohort Pass Rates on ILEARN increased by 12.4 percentage points from 2021 – 2023
 - Grade 7 Math Cohort Pass Rates on ILEARN increased by 7.7 percentage points from 2021 – 2023
- Three of the four Non-Cohort categories saw increases over the last three years
 - Grade 8 ELA Pass Rates on ILEARN increased by 4.3 percentage points from 2021 – 2023
 - Grade 7 Math Pass Rates on ILEARN increased by 17.5 percentage points from 2021 – 2023
 - Grade 8 Math Pass Rates on ILEARN increased by 7.9 percentage points from 2021 – 2023
- All 8th grade student ELA cohort groups increase (except for DEL learners) from 2022 – 2023
 - The 8th grade Black/AA student ELA cohort had the second-highest growth behind multi-racial students
- The 8th grade Multiracial student math cohort grew by 18.7 percentage points when comparing 2022 & 2023 ILEARN data.
- The 8th grade Hispanic student math cohort grew by 0.3 percentage points when comparing 2022 & 2023 ILEARN data.
- The 7th grade DEL student ELA cohort grew 1.8 percentage points when comparing 2022 & 2023 ILEARN data.
- The 7th grade DEL student math cohort grew 4.2 percentage points when comparing 2022 & 2023 ILEARN data
- The disparity between DEL cohort pass rates decreased in ELA 7, math 7, and math 8 from 2022 to 2023.
- The disparity between DEL, ELL, and Free/Reduced cohort pass rates decreased in ELA 7
- The disparity between Free/Reduced cohort pass rates decreased in ELA 8
- While our 7th grade Cohort math 7 scores decreased over their 6th grade scores, our pass rate was 4th of the 14 similar schools we compared.

Challenges:

- A significant disparity continues to exist when comparing the ILEARN pass rates of black, and Hispanic students with white and multi-racial students
- A significant disparity exists when comparing the ILEARN pass rates of general education to exceptional learners, general education to English language learners, as well as Non-Free/Reduced to Free/Reduced students.

Analysis of 2023 NWEA Data:

- 78.9% of all students showed Hi Growth on their NWEA math assessment from Fall 2022 to Spring 2023
- 79.1% of our 7th grade math 7 students met or exceeded their growth goal on NWEA
- 74.3% of our 7th grade algebra students met or exceeded their growth goal on NWEA
- 84.4% of our 8th grade math 8 students met or exceeded their growth goal on NWEA
- 75.0% of our 8th grade algebra students met or exceeded their growth goal on NWEA
- 83.3% of our 8th grade geometry students met or exceeded their growth goal on NWEA
(It is reported that nationally, 40 – 60 percent of students meet their growth projection)

Challenges:

- 49.9% of all students showed Hi Growth on their NWEA reading assessment from Fall 2022 to Spring 2023
- 47.5% of our 7th grade ELA students met or exceeded their growth goal on NWEA
- 55.1% of our 8th grade ELA students met or exceeded their growth goal on NWEA
(While these scores are within the national norms, they are lower than our math growth scores)

Riverside Junior High Trends:

- Generally, our 7th grade math scores (in both ILEARN and NWEA) indicate higher and increased levels of achievement and growth
- Generally, our 8th grade ELA scores (in both ILEARN and NWEA) indicate higher and increased levels of achievement and growth
- Generally, our 7th grade ELA scores (in both ILEARN and NWEA) indicate lower levels of achievement and growth
- Generally, our 8th grade math scores (in both ILEARN and NWEA) indicate lower levels of achievement and growth

Professional Development

At the beginning of the school year, the staff analyzes ILEARN, NWEA, and other data to determine the direction of improvement initiatives and areas of needed professional development (PD) for the school year. These areas then become the focus of faculty meetings, choice PD, and professional development days that provide time for departments and professional learning communities to collaborate. Added emphasis is placed on PLCs (Professional Learning Communities) as that is where student performance is discussed. PLCs meet weekly on Tuesday mornings. Administrative-led PD and Faculty meetings occur on the 2nd and 4th Thursday of the month. Some of the topics of these PD conversations include (but are not limited to) curriculum mapping, NWEA training, grading practices, restorative practices, de-escalation strategies, DEI, increasing student engagement and achievement, literacy strategies, increasing rigor, differentiation, data analysis and progress monitoring. The 1st, 3rd, and occasional 5th Thursday of the month is designated for Teacher-led PD. This is dependent on the needs and goals of the individual teachers. There is also one Professional development day during the year where students learn remotely while teachers participate in both administrative-led and teacher-led PD. Certified staff participate in Professional Learning Networks (PLN's) on seven of the Administrative-led Thursdays. PLNs are essentially committee work. Our PLNs include: PBIS, RtI, Spirit, Restorative Practices / New Teacher Training, and Equity.

Specific areas where improvement is needed

Immediate improvement is needed in closing the achievement gap between our highest performing groups and our lower performing subgroups in standardized assessments. Not addressing the achievement gap will allow these students to fall further behind their peers and put them at a disadvantage academically. This deficit will negatively impact students' ability to reach their high school and post-secondary educational and career goals. The need for all students to master grade level Indiana Academic Standards is a goal in all discipline areas. Professional development must also continue to address effective curriculum design and differentiation promoting student transfer and application of knowledge and skills. Additionally, teachers must come alongside struggling learners to re-teach, support, and nurture them to help ensure learning and growth.

It is our belief that academic goals cannot be attained without solid social and emotional support in place. Hamilton Southeastern Schools desires to focus on developing a renewed sense of purpose, shared vision, and sense of belonging across our learning community. This goal encompasses not only the students in our schools, but also the adults educating and supporting these children.

Section 5: Action Plan

Goal #1: Closing Achievement Gaps and Increasing Scores as Indicators of Learning – Language Arts

Baseline Data Concerns:

- The Language Arts achievement gap for our current students is 42.5% for Black students and 31.5% for Hispanic students as compared to their White peers.
- The Language Arts achievement gap for ELL students is 58.2% as compared to Non-ELL students.
- The Language Arts achievement gap for Exceptional Learner students is 37.0% as compared to general education students.
- The Language Arts achievement gap for students who qualify for free/reduced lunch is 31.3% as compared to students who don't qualify.

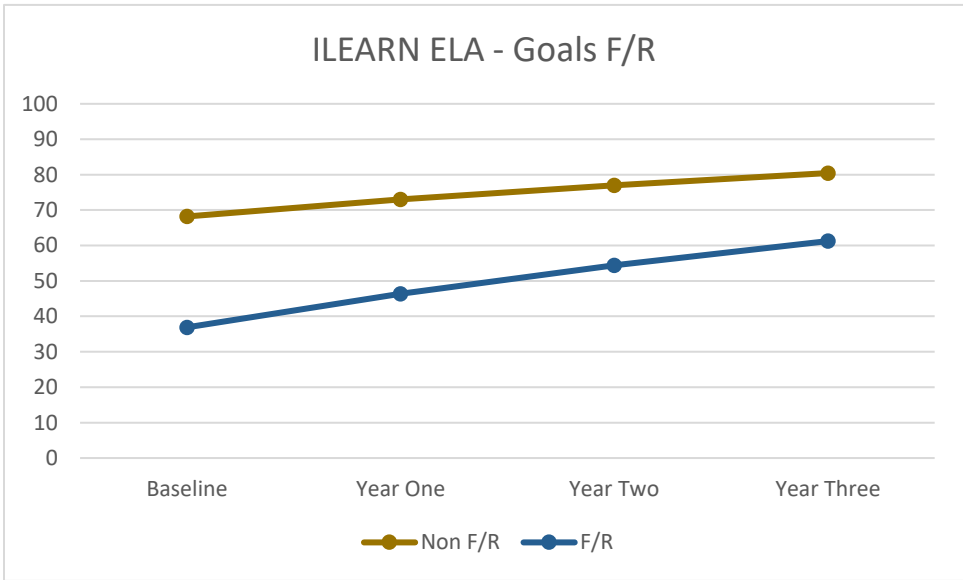
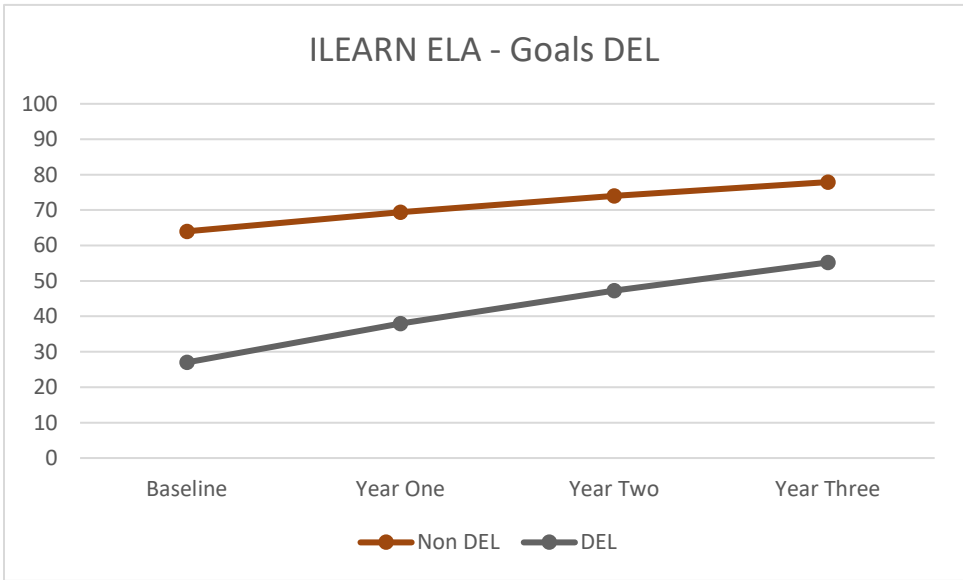
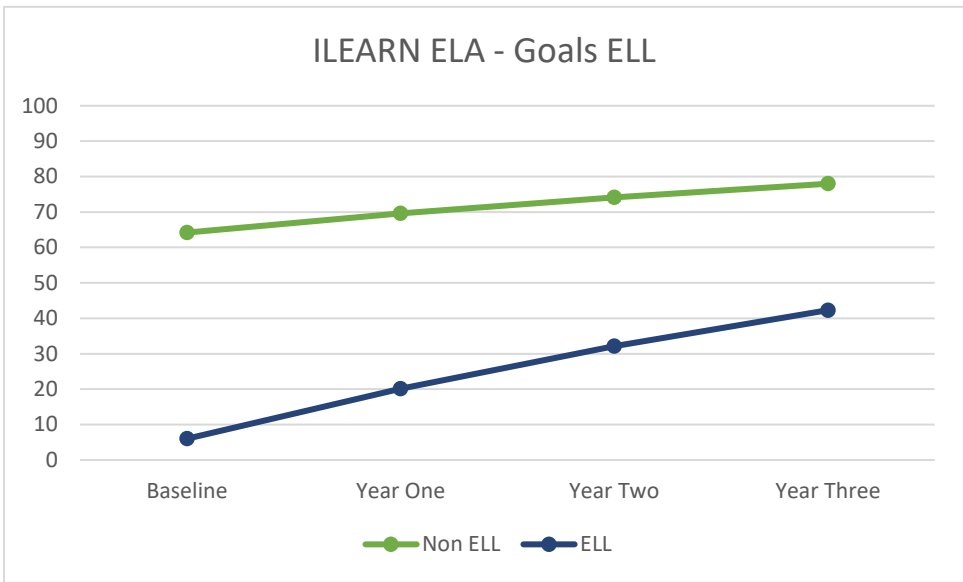
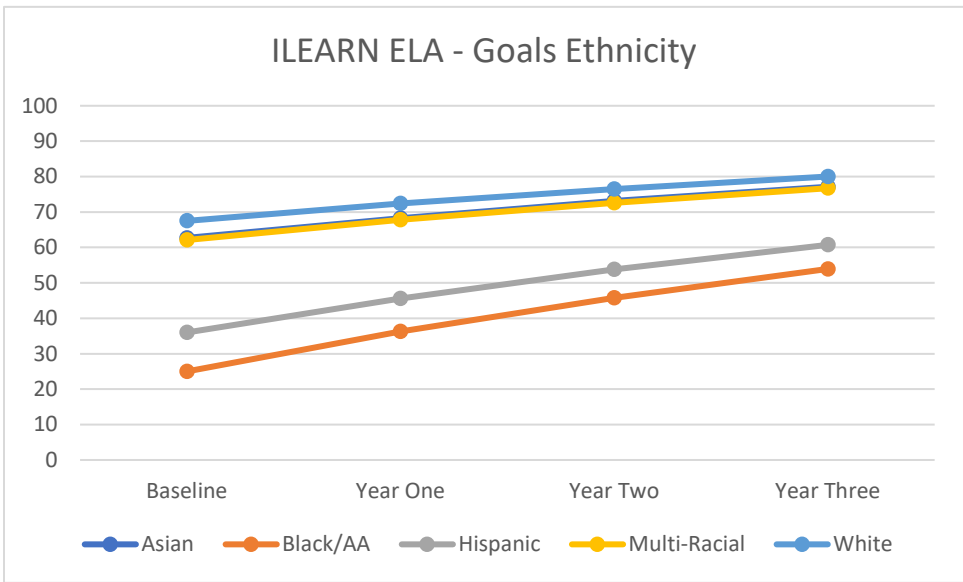
Spring 2023 Results
Students currently enrolled at RJH
<ul style="list-style-type: none">• 60.6% overall proficiency rate• 27.0% Special Ed population at or above proficiency rate• 36.9% Free/Reduced population at or above proficiency rate• 25.0% Black/African American at or above proficiency rate• 36.0% Hispanic population at or above proficiency rate• 6.0% English Language Learner population at or above proficiency rate

Expected SMART Outcome – Language Arts:

The Language Arts Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 15% each year over three years for all student groups as measured by the ILEARN test. If the combined Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 15% each year, the achievement gaps in each student group will be inherently reduced. Specifically, the decrease in the gap for ELL students will decrease by 8.7%, the gap for DEL students will decrease by 5.5%, the gap for F/R students will decrease by 4.7%, and the gap for Black/AA students will decrease by 6.4%, and the gap for Hispanic students will decrease by 4.7% the first year.

English / Language Arts	Asian	Black/AA	Hispanic	Multi-Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
2023 Students: Pass Rate on 2022 iLearn	63.5	26.0	34.2	65.3	66.6	62.7	10.2	63.2	21.4	65.9	34.9
Baseline Gap	3.1	40.6	32.4	1.3			52.5		41.8		31.0
Pass Rate Goal on 2023 iLearn	69.0	37.1	44.1	70.5	71.6	68.3	23.7	68.7	33.2	71.0	44.7
Gap Goal	2.6	34.5	27.5	1.1			44.6		35.5		26.4
Actual 2023 Pass Rate	58.6	25.0	35.4	68.8	66.8	62.6	16.4	62.2	23.1	65.4	40.6
Actual Gap	10.2	43.8	33.4		2.0		46.2		39.1		24.8
Current Students: 2023 Pass Rate	62.7	25.0	36.0	62.1	67.5	64.2	6.0	64.0	27.0	68.2	36.9
Current Gap	4.8	42.5	31.5	5.4			58.2		37.0		31.3
2024 Pass Rate Goal	68.3	36.3	45.6	67.8	72.4	69.6	20.1	69.4	38.0	73.0	46.4
2024 Gap Goal	4.1	36.2	26.8	4.6			49.5		31.5		26.6
2025 Pass Rate Goal	73.1	45.8	53.8	72.6	76.5	74.1	32.1	74.0	47.3	77.0	54.4
2025 Gap Goal	3.4	30.7	22.7	3.9			42.0		26.7		22.6
2026 Pass Rate Goal	77.1	53.9	60.7	76.7	80.0	78.0	42.3	77.9	55.2	80.5	61.2
2026 Gap Goal	2.9	26.1	19.3	3.3			35.7		22.7		19.3

Closing the ELA Gap Looks Like:



Goal #2: Closing Achievement Gaps and Increasing Scores as Indicators of Learning – Mathematics

Baseline Data Concerns:

- The Math achievement gap is 51.5% for Black students and 35.5% for Hispanic students as compared to their Asian peers.
- The Math achievement gap for ELL students is 51.1% as compared to Non-ELL students.
- The Math achievement gap for Exceptional Learner students is 32.4% as compared to general education Learners.
- The Math achievement gap for students who qualify for free/reduced lunch is 32.2% as compared to students who don't qualify.

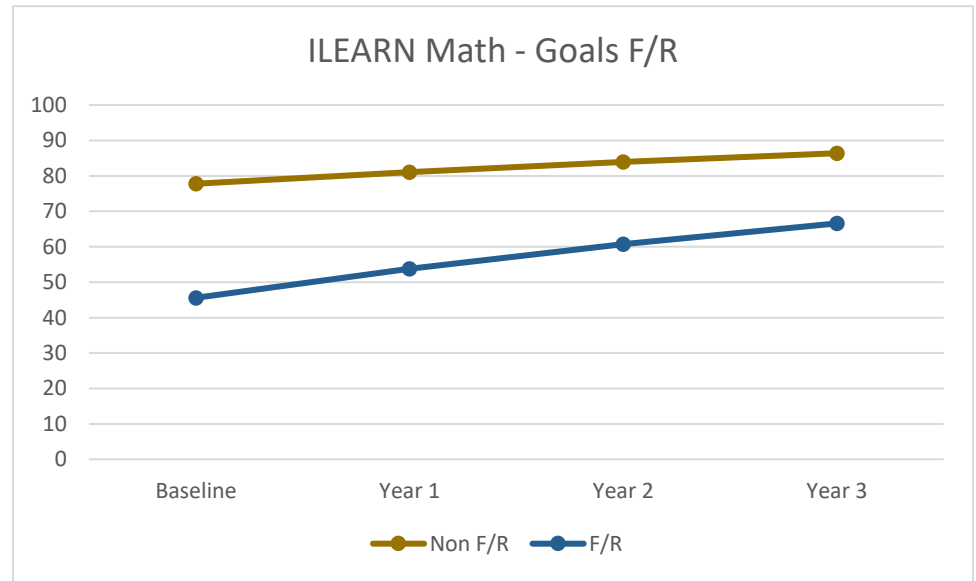
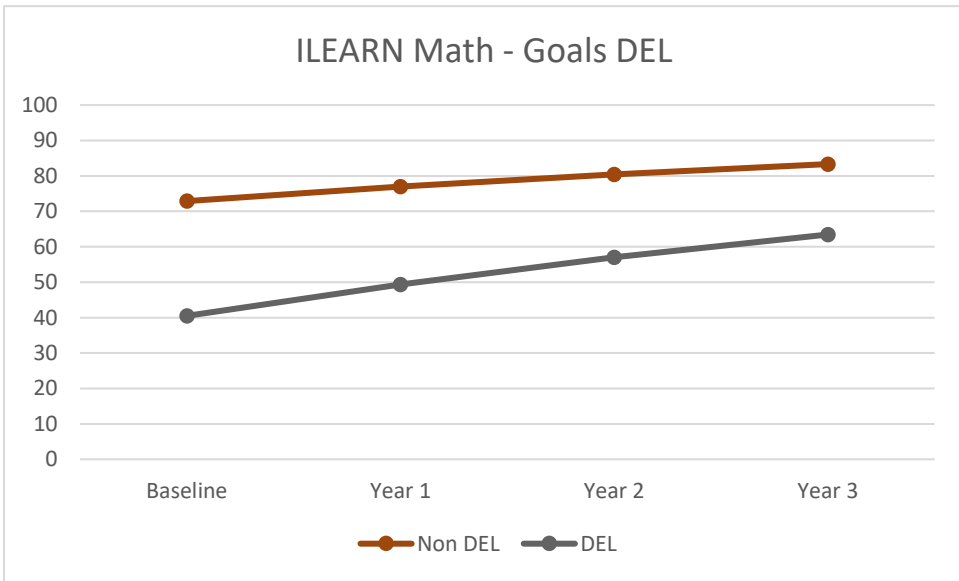
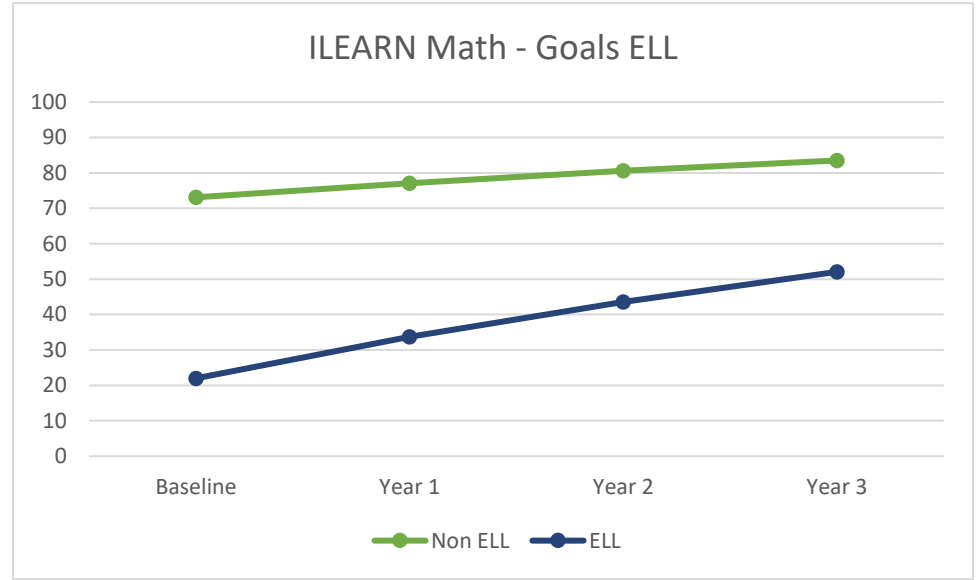
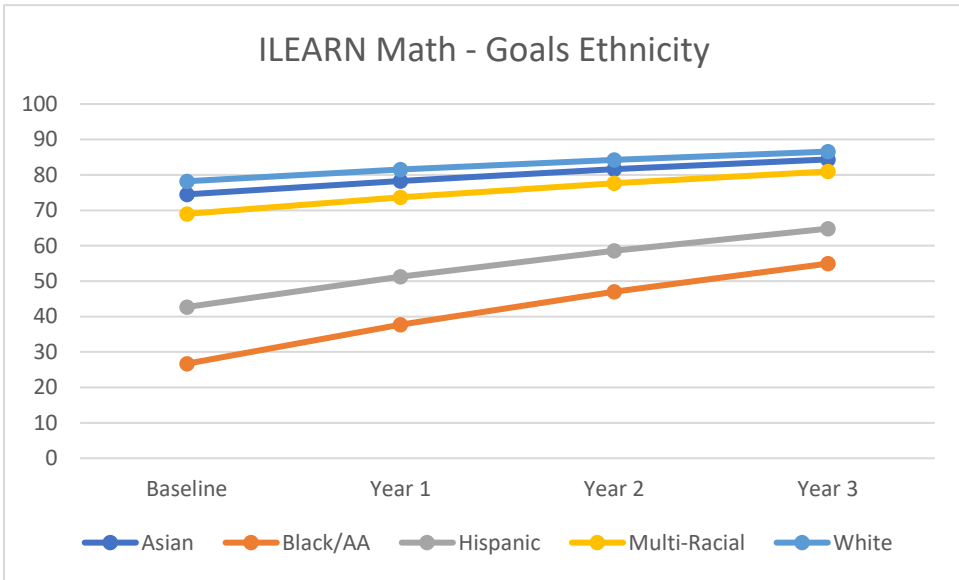
Spring 2023 Results
Current Students at RJH
<ul style="list-style-type: none">• 70.0% overall proficiency rate• 40.5% Special Ed population at or above proficiency rate• 77.8% Free/Reduced population at or above proficiency rate• 26.7% Black/African American population at or above proficiency rate• 42.7% Hispanic population at or above proficiency rate• 40.5% English Language Learner population at or above proficiency rate

Expected SMART Outcome – Math:

The Math Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 15% each year over three years for all student groups as measured by the ILEARN test. If all Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 15% ea7h year, the achievement gap will be inherently reduced. Specifically, the decrease in the gap for ELL students will decrease by 8.7%, the gap for DEL students will decrease by 4.8%, the gap for F/R students will decrease by 4.9%, and the gap for Black/AA students will decrease by 7.7%, and the gap for Hispanic students will decrease by 5.3% the first year.

Math	Asian	Black/AA	Hispanic	Multi-Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
2023 Students: Pass Rate on 2022 iLearn	71.2	35.6	35.6	63.3	67.9	64.3	22.4	65.2	25.7	66.4	43.9
Baseline Gap		35.6	35.6	7.9	3.3		41.9		39.5		22.5
Pass Rate Goal on 2023 iLearn	75.5	45.3	45.3	68.8	72.7	69.7	34.0	70.4	36.8	71.4	52.3
Gap Goal		30.3	30.3	6.7	2.8		35.6		33.6		19.1
Actual 2023 Pass Rate	60.3	22.5	28.3	64.6	60.9	57.7	11.0	57.0	20.5	62.1	31.2
Actual Gap	4.3	42.1	36.3		3.7		46.7		36.5		30.9
Current Students: 2023 Pass Rate											
Current Students: 2023 Pass Rate	74.5	26.7	42.7	69.0	78.2	73.1	22.0	72.9	40.5	77.8	45.6
Current Gap	3.7	51.5	35.5	9.2			51.1		32.4		32.2
2024 Pass Rate Goal	78.3	37.7	51.3	73.7	81.5	77.1	33.7	77.0	49.4	81.1	53.8
2024 Gap Goal	3.2	43.8	30.2	7.8			43.4		27.6		27.3
2025 Pass Rate Goal	81.6	47.0	58.6	77.6	84.2	80.6	43.6	80.4	57.0	84.0	60.7
2025 Gap Goal	2.6	37.2	25.6	6.6			37.2		23.4		23.3
2026 Pass Rate Goal	84.4	55.0	64.8	81.0	86.6	83.5	52.1	83.3	63.5	86.4	66.6
2026 Gap Goal	2.2	31.6	21.8	5.6			31.4		19.8		19.8

Closing the Math Gap Looks Like:



Strategies for Goals

Strategy	Resources Needed	Progress Monitoring	Timeline	Person(s) Responsible
1) Intentional PLC work and focus on data regarding student learning		PLC Agendas and Notes Quarterly meetings with Admin/PLCs to gauge progress	School year	Building Guiding Coalition Administration
2) Analyzing and reacting to results from Common Formative Assessments		PLCs	School year	Teachers
3) Increase intentional use of RIVER Time for intervention and extension activities			School year	Classroom Teachers Administration
4) NWEA Report training		PLCs	September 29	Admin NWEA Trained Teacher(s)
5) Best Practices / Teaching Strategies PD			As needed	Administration
6) MTSS / RtI / PBIS Processes and Procedures			School year	MTSS Coordinator PBIS Coordinator Administration
7) Connection and Teaching Strategies to Support English Language Learners			School year	ENL Teachers DEI Coaches

8) Connection & Teaching Strategies to Support Diverse Student Population			School year	DEI Coaches
9) Implicit Bias Training			School year	DEI Coaches
10) Restorative Practices			School year	Administration Restorative Practice PLN
11) Increase Essential Skills English class opportunities for skill development and support for gaps & deficits	iLearn Data NWEA Data IXL	IXL ALEKS	School year	ELA Essential Skills Teacher
12) Actively implement more flexible scheduling with Essential Skills English classes allowing greater in/out movement for support			School year	ELA Essential Skills Teacher Rtl Coordinator/PLN Counselors
13) R.A.C.E. Writing Across the Curriculum			School year	English Department Teachers Administration
14) Focusing on the content literacy standards			School year	Teachers
15) Utilize curricular connections to ELA standards			School year	Teachers

16) Increase Essential Skills math class opportunities for skill development and support for gaps & deficits	iLearn Data NWEA Data IXL	IXL ALEKS	School year	Math Essential Skills Teacher RtI Coordinator/PLN Counselors
17) Actively implement more flexible scheduling with Essential Skills math classes allowing greater in/out movement for support			School year	Essential Skills Teachers Counselors
18) Utilize curricular connections to math standards			School year	Teachers

PLC Focused Strategies
All Content Area / Student / Teacher Focused Strategies
ELA Focused Strategies
Math Focused Strategies

Professional Development Activities from Above Strategies:

Riverside Junior High will utilize the weekly PLC time for strictly PLC work. Additionally, the bi-monthly administrative directed PD days, and the scheduled e-Learning day to accomplish the professional development required or determined to be needed at a later date.

We are asking that teachers strongly consider their Professional Growth Goals through the Teacher Development System be centered around the work of PLCs and analyzing and responding to data from Common Formative Assessments to help ensure student learning of curriculum and skills, as well as teacher growth.

Appendix: School Improvement Plan Components

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

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
 - Data for each school in the district can be found [here](https://inview.doe.in.gov/) (https://inview.doe.in.gov/).
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - 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 [here](#)
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - NWEA
 - IAM
 - WIDA
 - IXL
- 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 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.
- 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 Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, each school staff provides opportunities for parents or guardians to support the school.
 - Parents also serve on SIP committees.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
 - Hamilton Southeastern Schools 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.
- 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 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.
 - Riverside Junior High 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.
 - Riverside Junior High'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.
 - 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.

- A professional development program that includes: a narrative of student learning data: strategies, programs and services to address student learning needs; activities to implement such strategies; and an evaluation of the impact of such strategies.
 - The goals for Riverside Junior High are included earlier in this document.
- Assurance that the professional development program complies with the local school board's core principles for professional development.
 - 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.