

Thorpe Creek Elementary  
Hamilton Southeastern Schools  
School Improvement Plan  
2023-2026  
2023-2024 Year 1 Goals and Strategies



## TCE School Improvement Plan Team Members:

Jana Allen—Principal

Kayla Rago—Assistant Principal

Jenny Dickerson—Teacher Development Specialist

Jennifer Gabbard, Teacher, Kindergarten

Courtney Gibson—Teacher, 1<sup>st</sup> grade

Cari Hesch—Teacher, 2<sup>nd</sup> grade, TCE parent

Meghan Barry—Teacher, 3<sup>rd</sup> grade

Carissa Buck—Teacher, 3<sup>rd</sup> grade, MTSS Leadership Team Co-Leader

Jamie Grubbs—Teacher, 3<sup>rd</sup> grade MTSS Leadership Team Co-Leader

Vince Scott—Teacher, 4<sup>th</sup> grade

Agnes Pugel—Teacher, 4<sup>th</sup> grade and High Ability Coordinator

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Leslie Hopper—Teacher, Library

Jennifer Baker—Teacher, Resource

Jackie Fiesbeck—Counselor

Hamilton Southeastern Schools serves over 21,000 students in pre-kindergarten through 12<sup>th</sup> grade. We provide a student-driven, academically challenging education that prepares youth for higher education, careers and life.

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:

<https://www.hseschools.org/ADM/home>

### HSE Mission

Hamilton Southeastern School, 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.

### TCE Mission

At Thorpe Creek Elementary, human dignity is demonstrated with our words and actions in our environment of trust and respect. Our learners will grow, inquire, and achieve in our collaborative, creative, and safe learning environment.

### TCE Vision

At Thorpe Creek Elementary we are committed to the following core beliefs:

- We honor, respect, and celebrate our diverse cultures, experiences and background.
- Collaboration among staff, students, and community is key to our success.
- Student learning is most effective when curriculum is engaging and relevant.
- Our “Image of the Child” is that we believe children are unique, playful, joyful, inquisitive and creative learners who are caring and capable. We believe our children are world changers.

Thorpe Creek Elementary believes collaboration, maintaining strong relationships, and forming close family and community partnerships are key to success. TCE staff provide a multitude of opportunities for students to learn not only within, but also outside the classroom. Extra-curricular options for students in grades Kindergarten-4<sup>th</sup> grade include a **Student Leadership Council, Yearbook Club, Chess Club, Cheer Club, Basketball Club, STEAM Club, Track, Best Buddies and participation in the IASP Math Bowl, Science Bowl, and Spell Bowl** competitions. In addition to monthly communication from the principals, our families also receive the **Cardinal Post newsletter—a student-written and publicized newsletter** sharing our Thorpe Creek learning story. We are always seeking new opportunities to engage our school community in our collective work. Our PTO is a major supporter of our work and provides events such as the **Fall Festival, Candy Bar Bingo, and the annual Pancake Dinner**. The PTO provides grants and “**Cardinal Wishes**” to support learning initiatives.

All staff are invited to participate in Passion-Driven Leadership Teams. These include:

- **HSE 21 Leadership Team**—promoting engineering and creativity in our Design Studio with maker spaces and robotics.
- **Science Lab Leadership Team**—maintaining and creating opportunities for all students in grades K-4 to utilize the Science Lab to access materials, participate in experiments, and collaborate.
- **Documentation and Beautification Team**—creating a sense of belonging for students and families by sharing our learning story throughout the walls of the school using documentation of student learning.
- **Outdoor Learning and Gardens Team**—creates opportunities for students to participate in and have adequate access to outdoor learning spaces, including maintenance of our school flower and vegetable gardens, sensory space, digging pit, and seeking new opportunities for the expansion of outdoor learning.

# Goal #1: ILEARN—English Language Arts (3<sup>rd</sup> and 4<sup>th</sup> Grade)

## Opportunity with Baseline Data:

ILEARN data from 2022-2023 school year indicates an achievement gap between the highest performing demographic groups and the lowest performing demographic groups in English Language Arts.

Baseline Data from 2022-2023 ILEARN		
	3 <sup>rd</sup> Grade (overall % passing 67)	4 <sup>th</sup> Grade (overall % passing 68.97)
Asian	59%	80%
Black	25%	58.33%
Hispanic	67%	80%
Multi	75%	33.33%
White	71%	69.61%

**Expected SMART Outcome:** The ELA achievement gap between our highest and lowest performing demographic groups will decrease by 10% points each year over three years (for a total of 30%) as measured by ILEARN ELA assessment.

	Achievement Gap Decrease
Year 1 Expected Outcome:	10%
Year 2 Expected Outcome:	10%
Year 3 Expected Outcome:	10%

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
Data-Focused Small Groups	-HMH Into Reading	-Weekly Assessments	August 2023- May 2024	Administration Teachers TDS

	-Reading Strategies by Serravallo -Writing Strategies by Serravallo	-Module Assessments -PLC data collection -Benchmarking		
Unpacking Essential Standards	Indiana Academic Standards	-Learning targets -Common assessments	August 2023- May 2024	Teachers TDS Teacher Librarian ENL Teacher Resource Teacher
TDS Coaching Cycles	-Student Centered Coaching by Diane Sweeney -The Art of Coaching by Elena Aguilar	-Data collected during cycle	August 2023- May 2024	TDS Teachers
Improve MTSS Practices		-Aimsweb Plus - Progress monitoring within interventions -NWEA	August 2023- May 2024	TDS MTSS team Teachers Teacher Librarian Administrators
Implement UDL Strategies	Professional Development	MOY NWEA data	August 2023- May 2024	TDS Speech and Teachers Administrators District Intervention and Professional Development Specialist
Student Goal Setting	-Reading Strategies by Serravallo -Writing Strategies by Serravallo	Check ins with students	August 2023- May 2024	TDS All teachers Administrators

PLC	-PLC training with Guiding Coalition -Solution Tree PD (Admin) -Global PD with teachers	Common assessment data	August 2023- May 2024	Teachers TDS Teacher Librarian ENL Teacher Administrators
Peer Observations	Peer framework from University of Washington – College of Education	Reflection Sheets Future Coaching Cycles	August 2023- May 2024	Teachers TDS

**Professional Development Opportunities as it Relates to Goal #1 ILEARN:**

- Unpacking Essential Standards—Solution Tree
- Guiding Coalition book study—PLC leadership-- “Powerful Guiding Coalitions”
- Extension of Learning/Rigor--led by High Ability Coordinators and H/A Teachers
- UDL
- Student Goal Setting

## Goal #2: NWEA (Kindergarten, 1<sup>st</sup>, & 2<sup>nd</sup> Grade)

### Opportunity with Baseline Data:

End of year NWEA data from 2022-2023 indicates only 66% of K-2 students were at or above the 65<sup>th</sup> percentile which is the NWEA projected percentile for passing ILEARN in grade 3.

	Percentage at or above 65 <sup>th</sup> %
Kindergarten	71%
First Grade	61%
Second Grade	65%
Total Number	66%

**Expected SMART Outcome:** 80% of students in K-2 will meet or exceed the 65<sup>th</sup> percentile as measured by Spring NWEA Reading Assessment by the 2025-2026 school year.

**Year 1 (2023-2024) Expected Outcome: 70%**

**Year 2 (2024-2025) Expected Outcome: 75%**

**Year 3 (2025-2026) Expected Outcome: 80%**

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
Data-Focused Small Groups	-HMH Into Reading -Reading Strategies by Serravallo -Writing Strategies by Serravallo	-Weekly Assessments -Module Assessments -PLC data collection -Benchmarking	August 2023- May 2024	Administration Teachers TDS
Unpacking Essential Standards	Indiana Academic Standards	-Learning targets -Common assessments	August 2023- May 2024	Teachers TDS Teacher Librarian ENL Teacher Resource Teacher

TDS Coaching Cycles	-Student Centered Coaching by Diane Sweeney -The Art of Coaching by Elena Aguilar	-Data collected during cycle	August 2023- May 2024	TDS Teachers
Improve MTSS Practices		-Aimsweb Plus - Progress monitoring within interventions -NWEA	August 2023- May 2024	TDS MTSS team Teachers Teacher Librarian Administrators
Implement UDL Strategies	Professional Development	MOY NWEA data	August 2023- May 2024	TDS Speech and Teachers Administrators District Intervention and Professional Development Specialist
Student Goal Setting	-Reading Strategies by Serravallo -Writing Strategies by Serravallo	Check ins with students	August 2023- May 2024	TDS All teachers Administrators
PLC	-PLC training with Guiding Coalition -Solution Tree PD (Admin) -Global PD with teachers	Common assessment data	August 2023- May 2024	Teachers TDS Teacher Librarian ENL Teacher Administrators
Peer Observations	Peer framework from University of Washington – College of Education	Reflection Sheets Future Coaching Cycles	August 2023- May 2024	Teachers TDS



## Professional Development Opportunities as it Relates to Goal #2 NWEA:

- NWEA Reporting and using data to support instruction
- UDL practices
- Intervention PD side by side with TDS or colleagues

## Goal #3: MTSS

### Opportunity with Baseline Data:

After analyzing MTSS data for students who received Tier 2 and/or Tier 3 interventions and supports during the 2022-2023 school year, it was determined that 74% of students met or exceeded their projected RIT growth goal as measured by the Spring 2023 NWEA Reading Assessment.

This data shows a 50% achievement gap between our lowest performing and highest performing subgroups.

	Baseline Data: MTSS Students Who Met RIT Goal
Asian	83%
Black	50%
Hispanic	100%
Multi	50%
White	80%

### Expected SMART Outcome:

The ELA MTSS achievement gap between our highest and lowest performing demographic groups will decrease by 10% points each year over three years (for a total of 30%) as measured by NWEA Reading Assessment by the 2025-2026 school year.

	Achievement Gap Decrease
Year 1 Expected Outcome:	10%
Year 2 Expected Outcome:	10%
Year 3 Expected Outcome:	10%

Strategy	Resources Needed	Progress Monitoring Including Data	Timeline	Person Responsible
Continued Strategized Implementation of the MTSS Process & Procedures	MTSS District Committee Notes	-RTI Data -NWEA Data -Aimswab Plus Data Benchmarks and Running Records	Consistent— August 2023- May 2024	Administration Counselor School Psychologist TDS All Teachers
Monthly MTSS Team Meetings	MTSS District Committee Notes	-NWEA data -RTI data -Aimswab Plus data Benchmarks -Running Records	Monthly--August 2023-May 2024	MTSS Leadership Team Administration Counselor School Psychologist TDS
Early Literacy Screener and Diagnostic Resources	NWEA Early Literacy screening assessment	-Screener Data Triangulated Data	Screener—Sept-Oct 2023-2024 Progress Monitoring/Data Collection/Interventions--August 2023-May 2024	Administration Resource ENL TDS
Child Study Team		-Aimswab Plus -Intervention Progress Monitoring	As needed per data—August 2023-May 2024	Child Study Team Teachers Administration School Psychologist
Mentor Program		-MTSS/PBIS documentation	September 2023-May 2024	Administration Counselor Mentor Teachers
PLC/MTSS Grade Level Team Lead—Ensures		-NWEA data -RTI data	August 2024-May 2024	Teachers Administration TDS

MTSS procedures, data, & supports are in place		-AimsWeb Plus data -Benchmarks -Running Records		
Equity PD	2 Picture books with a direct correlation to current social justice and equity scenarios within HSE Schools		Spring 2024	All Teachers Equity Team Leaders Administration
Offering inclusive and accessible after school opportunities for students and families	ECA opportunities Classroom Community Night Conferences PTO-sponsored events	-Attendance Collection  -Reflections from Staff, Students, & Families	August 2023-May 2024	All TCE Staff TCE PTO
Increase Communication between school & families	-Principals Monthly Newsletter/Newscast -Cardinal Post Student Publicized monthly newsletter -PTO events	-ParentSquare data	August 2023-May 2024	All Teachers Administration TCE Families
Equitable representation of TCE students and families	All K-4 classrooms display ALL students' family portraits, updating the display as needed to represent new students	Evidence of portraits as displayed in each classroom	August 2023-May 2024	Teachers
Diversity in the Curriculum	All K-4 students will participate in "Meets Someone New Monthly"	Production of an ongoing display highlighting the learning	September 2023-May 2024	Teachers Equity Team Administration

Professional Development Opportunities as it Relates to Goal #3 MTSS:

- Restorative Practices—TCE Restorative Practices Leadership Team
- Global /Solution Tree PD—All Staff PD at least 2 times per school year
- Equity Team Book Study—2 Read-Alouds read and discussed during Staff PD.
- Individualized PD opportunities for Related Arts teachers in the areas of Restorative Practices and Inclusive Practices.
- MTSS PD—presented by the MTSS Leadership Team, Administrators and TDS
- Counselor Leadership Cadre with “Hatching Results” (1 time per month August 2023-April 2024)
- AimsWeb + Training
- NWEA Reporting and using data to support instruction
- ParentSquare training for all teachers

**\*\*All grade level team members represent a focus area to maintain a clear vision and direction during PLC. These include: Guiding Coalition, Team Communication, Equity, MTSS, PBIS and Engagement.**

**Provision outlining how Thorpe Creek Elementary 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, an 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.

Thorpe Creek Elementary is committed to utilizing the MTSS process to identify gaps in student achievement and progress. We recognize the importance of seeing our students as a whole child with multiple factors that may inhibit student learning outcomes.

The TCE teaching team will collect and monitor data through a collective and shared document. This document will include data points for all students and progress monitoring for students receiving Tier 2 and Tier 3 support. Interventions used to improve student growth and achievement will also be documented.

Attendance: Thorpe Creek Elementary will monitor attendance bi-weekly and communicate directly families when attendance has reached the level of concern as outlined in the HSE Student Handbook: **“A maximum of eight (8) days per semester and a maximum of sixteen (16) days per school year will be excused. Further undocumented absences will be unexcused. Students must have a written explanation from their doctor for every absence above and beyond that maximum of 8 days per semester or 16 days per year. Parents/guardians are ultimately responsible for their child’s school attendance. Students with excessive absences and/or tardies will be referred to the HSE attendance officer. At the elementary level, the half day absence mark is 10:55 AM for student day. Any student arriving after 8:40 AM and prior to 10:55 AM will be marked half day absence. ☐**

Restorative Practices:

- All K-4 and Related Arts Teachers will utilize and document the use of Restorative Practices on the MTSS shared document.
- All K-4 Teachers will use the shared MTSS document to record restorative conversations held with students at the end of each quarter (9 weeks).
- The analysis of discipline offenses breakdown by school and grade level in the MTSS document at the conclusion of each semester (2 times per school year).

**Thorpe Creek Elementary's 2023-2024 School Improvement Plan includes the required components as outlined by the Indiana Department of Education. The plan includes objectives for continuous improvement in, at minimum, the areas of attendance rate and ILEARN proficiency rates for Thorpe Creek Elementary to achieve over a three-year period and how the school expects to meet these objectives.**

In addition to ILEARN, the following assessments will also be utilized at Thorpe Creek Elementary:

- NWEA
- IREAD 3
- IAM
- AimsWeb + Reading and Math
- Fountas and Pinnell Reading Levels
- WIDA Access
- WIDA Alternate
- CogAT
- NWEA MAP Reading Fluency
- HMH Module Assessments

**Thorpe Creek Elementary does not wish to have any statutes or rules suspended.**

**Provision to maintain 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.**

- Thorpe Creek Elementary has developed an Inclusive Excellence Plan intended to guide the efforts of the school to address cultural competency, access and opportunity, and professional development. The Inclusive Excellence Plan is developed by the school's equity team in collaboration with the building administrations and supports this requirement.
- Thorpe Creek 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.

- Thorpe Creek Elementary'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.**

- Thorpe Creek Elementary has outlined specific Professional Development opportunities as it relates to each goal within the 2023-2024 School Improvement Plan. The goals for Thorpe Creek Elementary include data that outlines the need for the stated goal. Professional Development opportunities outlined within each goal include desired outcomes and interventions to achieve those outcomes.

**Assurance that the professional development program complies with the board's core principles for professional development.**

Thorpe Creek Elementary 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.

Professional Development Opportunities	Goal Number	Resource(s)
<ul style="list-style-type: none"> <li>Unpacking Essential Standards</li> </ul>	Goals 1 & 2	-Solution Tree
<ul style="list-style-type: none"> <li>Guiding Coalition book study</li> </ul>	Goals 1 & 2	-“Powerful Guiding Coalitions” -PLC Leadership Team
<ul style="list-style-type: none"> <li>Extension of Learning/Rigor</li> </ul>	Goals 1 & 2	-High Ability Coordinators and High Ability Teachers
<ul style="list-style-type: none"> <li>UDL</li> </ul>	Goals 1, 2, & 3	
<ul style="list-style-type: none"> <li>Student Goal Setting</li> </ul>	Goals 1, 2, & 3	-Framework based on University of Washington, School of Education
<ul style="list-style-type: none"> <li>Using data to drive instruction</li> </ul>	Goals 1, 2, & 3	-NWEA -Aimsweb+
<ul style="list-style-type: none"> <li>Intervention PDs side by side</li> </ul>	Goals 1, 2, & 3	-Specific Intervention Manuals -TDS, MTSS Coordinators, Assistant Principal
<ul style="list-style-type: none"> <li>Restorative Practices</li> </ul>	Goals 1, 2, & 3	-TCE Restorative Practices Leadership Team -District Restorative Practices Resources
<ul style="list-style-type: none"> <li>Global /Solution Tree PD—All Staff PD at least 2 times per school year</li> </ul>	Goals 1, 2, & 3	Global/Solution Tree
<ul style="list-style-type: none"> <li>Equity Team Book Study</li> </ul>	Goals 1, 2, & 3	
<ul style="list-style-type: none"> <li>Individualized PD opportunities for Related Arts teachers in the areas of Restorative Practices and Inclusive Practices.</li> </ul>	Goals 1, 2, & 3	-TCE Restorative Practices Leadership Team -District Restorative Practices Resources
<ul style="list-style-type: none"> <li>MTSS PD—presented by the MTSS Leadership Team, Administrators and TDS</li> </ul>	Goal 3	

<ul style="list-style-type: none"> <li>• Counselor Leadership Cadre (1 time per month August 2023-April 2024)</li> </ul>	Goals 1, 2, & 3	- “Hatching Results”
<ul style="list-style-type: none"> <li>• Aimsweb+ Training</li> </ul>	Goals 1, 2, & 3	-Assistant Principal, TDS, MTSS Coordinators, -Instructional Materials from Aimsweb+
<ul style="list-style-type: none"> <li>• ParentSquare Training for PD</li> </ul>	Goals 1, 2, & 3	Teacher leaders

*\*All book studies will happen within PD time allotted or as an optional book study.*