

**Hoosier Road Elementary
School Improvement Plan**

2021-2024

2023-2024 Updates



HRE SIP Committee Members

Jeni Ricketts	Principal
Katie Luck	Assistant Principal
Katie Turean	TDS
Amber Harling	Teacher
Rachael Many	Teacher
Mindi Sitar	Teacher
Kristen Bare	Teacher
Lauren Avery	Library Media Specialist
Katie Sangiorgio	Parent
Brooke Daniel	Parent

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

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.

HRE Mission

HRE will provide an educational opportunity for every student to fulfill their highest potential, to become caring and responsible citizens, and to develop the skills necessary to positively impact the world around them.

HRE Vision

At Hoosier Road Elementary we want to be a school that:

- Values all learners by meeting their social, emotional, physical, and academic needs
- Provides rich, authentic, and relevant learning opportunities for our students
- Empowers students to develop 21st century skills such as communication, collaboration, critical thinking, and creativity
- Develops family, community, and global partnerships
- Fosters a culture of collaboration, accountability, and respect as a professional learning community

Hamilton Southeastern Schools
HRE School Improvement Goal and Strategies
2023-2024 School Year

Goal #1: Academic Achievement in Reading

Problem Statement with Baseline Data:

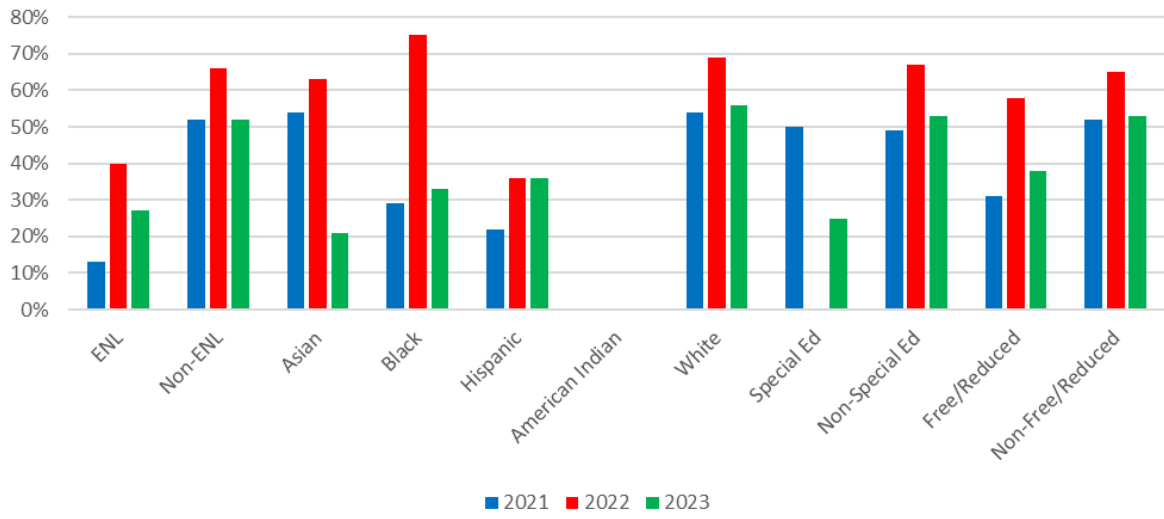
The Language Arts achievement gap between the highest performing student groups and the lowest performing student groups will be narrowed as measured by the ILEARN test.

3 rd Grade Data 2020-2021 Overall Pass Rate-49% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-13% (8)	Asian-54% (13)	Special Ed.-50% (4)	Free/Reduced - 31% (84)
Non-ENL-52% (92)	Black-29% (7)	Non-Special Ed.-49% (96)	Non-Free/Reduced - 52% (16)
	Hispanic-22% (9)		
	American Indian-0% (1)		
	White-54% (70)		
3 rd Grade Data 2021-2022 Overall Pass Rate-64% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-40% (10)	Asian-63% (16)	Special Ed.- 0% (5)	Free/Reduced - 58% (19)
Non-ENL-66% (115)	Black-75% (12)	Non-Special Ed.- 67% (120)	Non-Free/Reduced - 65% (106)
	Hispanic-36% (14)		
	American Indian-NA		
	White-69% (78)		

3 rd Grade Data 2022-2023 Overall Pass Rate-50% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-27% (11)	Asian-21% (14)	Special Ed.-25% (12)	Free/Reduced - 38% (26)
Non-ENL-52% (105)	Black-33% (6)	Non-Special Ed.- 53% (104)	Non-Free/Reduced - 53% (90)
	Hispanic-36% (11)		
	American Indian-NA		
	White- 56% (77)		

3rd Grade Academic Achievement in Reading Data From 2020-21, 2021-22, and 2022-23

Overall Pass Rate 2020-21 49%
Overall Pass Rate 2021-22 64%
Overall Pass Rate 2022-23 50%



4th Grade Data 2020-2021
Overall Pass Rate-52%
(Number of students)

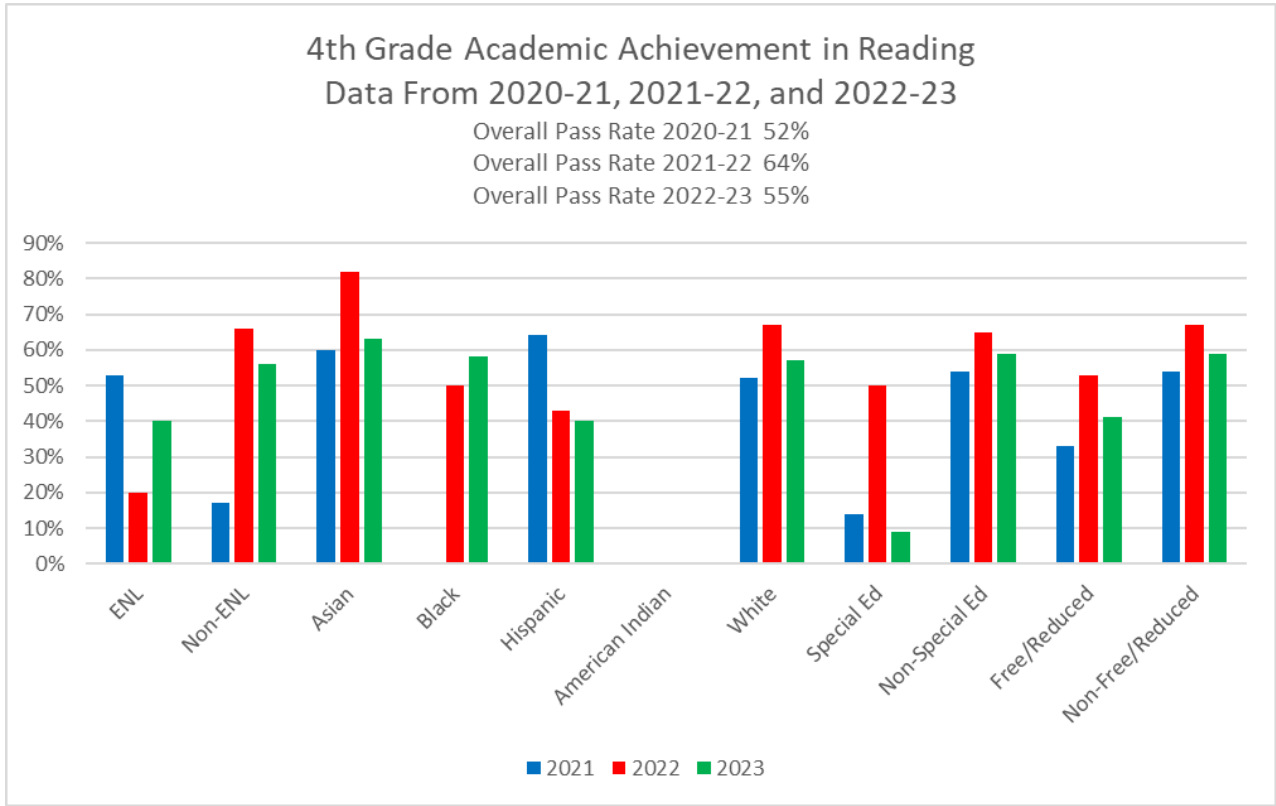
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL- 53% (6)	Asian-60% (15)	Special Ed.-14% (7)	Free/Reduced - 33% (18)
Non-ENL-17% (124)	Black-0% (4)	Non-Special Ed.- 54% (123)	Non-Free/Reduced - 54% (112)
	Hispanic-64% (11)		
	American Indian-0% (1)		
	White-52% (94)		

4th Grade Data 2021-2022
Overall Pass Rate-64%
(Number of students)

ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-20% (5)	Asian-82% (11)	Special Ed.-50% (6)	Free/Reduced - 53% (19)
Non-ENL-66% (92)	Black-50% (10)	Non-Special Ed.- 65% (91)	Non-Free/Reduced - 67% (78)
	Hispanic-43% (7)		
	American Indian-NA		
	White-67% (67)		

4th Grade Data 2022-2023
Overall Pass Rate-55%
(Number of students)

ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-40% (10)	Asian-63% (19)	Special Ed.-9% (11)	Free/Reduced - 41% (27)
Non-ENL-56 % (112)	Black-58% (12)	Non-Special Ed.- 59% (111)	Non-Free/Reduced - 59% (95)
	Hispanic-40% (15)		
	American Indian-NA		
	White-57% (72)		



IREAD Results

Year	Pass Percentage
2021	94.2 %
2022	94.4%
2023	94%

Expected Smart Outcome for Goal

The English/Language Arts scores will increase overall by 24% over three years as measured by LEARN.

Year 1 (2022) Expected Outcome - 8% (met)

Year 2 (2023) Expected Outcome - 5% (did not meet)

Year 3 (2024) Expected Outcome - 10% (adjusted based upon progress)

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Data-Driven Small Groups	Options for Differentiation from HMH Into Reading Rigby Guided Reading and Skill and Strategy Groups Flyleaf Decodables	Weekly and Module Assessments PLC Notes Running Records and Benchmarks	2023-2024	Administration TDS All teachers Interventionist

	Sunday Wilson	NWEA Conferring Notes WTW Inventory		
Relaunching of PLC work in the areas of reading, writing, and phonics to create standard driven lessons or interventions in response to data collection	Arrows by Carrie Rosebrock PLC Training provided to the Guiding Coalition Solution Tree PD for admin team Common Formative Assessments created by grade-level teams NWEA Continuum Assessments from HMH Into Reading	WTW Inventory NWEA Dyslexia Screener (K-2) Weekly and Module Assessment Data NWEA Data Running Record and Benchmarking Data Writing Samples Classroom Walkthrough Data	2023-2024	Administration All Teachers HRE Guiding Coalition TDS
Continued support of core instruction in the areas of conventions, phonics, phonemic awareness and word study	Heggerty Phonemic Awareness Resources Structured Literacy from HMH Into Reading Flyleaf Grammar Lessons from HMH Into Reading	WTW Inventory Weekly and Module Assessments Aimsweb Progress Monitoring Classroom Walkthrough Data (K-4) Classroom Observations (K-4)	2023-2024	Administration All Teachers TDS
Utilizing of diverse texts through read aloud and reading workshop	HMH Resources Monthly School-Wide Read Alouds	Walk Through Data	2023-2024	Administration Classroom Teachers
Unpacking Notice and Note Strategies to grow comprehension knowledge and	Notice and Note lessons from HMH Into Reading Teaching Pal from HMH Into Reading	Weekly and Module Assessments Exit Tickets Running Records	2023-2024	All teachers Admin TDS

<p>awareness of DOK questioning Use DOK questioning to improve student feedback</p>	<p>DOK leveled prompts Junior Great Books ILEARN Blueprints NWEA continuum Professional Development Time</p>	<p>Aimsweb+ Written Responses to Reading</p>		
<p>Monitoring of demographic groups and trends; knowing and naming students</p>	<p>Student Background Form Power BI Skyward Data <u>We Got This</u> by Cornelius Minor</p>	<p>RTI and MTSS Data PBIS Data NWEA Data Work Samples Observations Data meetings to analyze progress</p>	<p>2023-2024</p>	<p>Leadership Team Grade-Level Teachers Counselor Equity Coaches Community Health Counselor All teachers Admin</p>

Goal #2: Academic Achievement in Math

Problem Statement with Baseline Data:

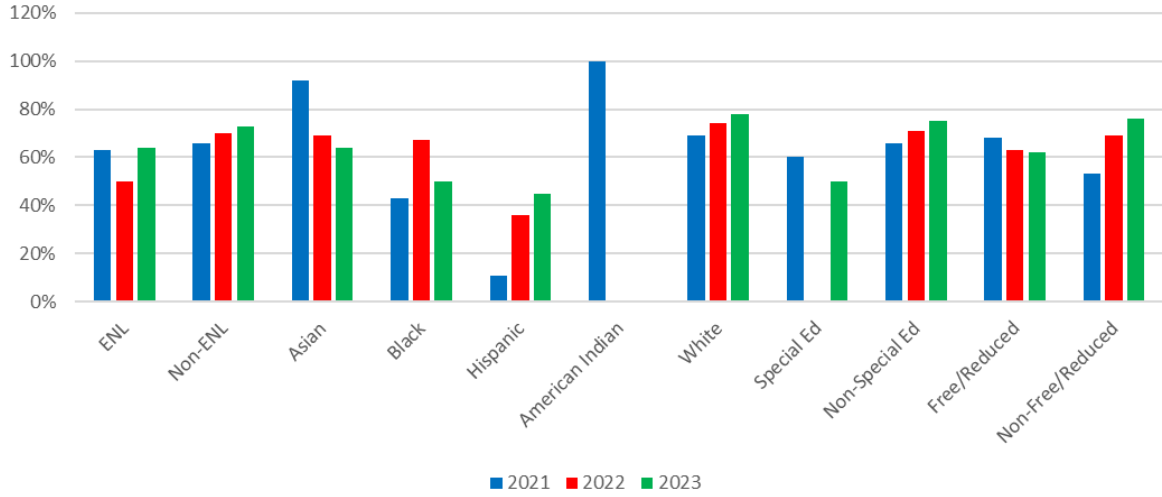
The Math achievement gap between the highest performing student groups and the lowest performing student groups will be narrowed as measured by the ILEARN test.

3 rd Grade Data 2020-2021 Overall Pass Rate-65% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-63% (8)	Asian- 92% (13)	Special Ed.- 60% (5)	Free/Reduced - 68% (84)
Non-ENL- 66%(93)	Black- 43% (7)	Non-Special Ed. - 66% (96)	Non-Free/Reduced - 53% (17)
	Hispanic-11% (9)		
	American Indian-100% (1)		
	White- 69% (71)		
3 rd Grade Data 2021-2022 Overall Pass Rate-68% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL- 50%(10)	Asian- 69% (16)	Special Ed.- 0% (5)	Free/Reduced - 63% (19)
Non-ENL- 70%(115)	Black- 67% (12)	Non-Special Ed. - 71% (121)	Non-Free/Reduced -69% (106)
	Hispanic-36% (14)		
	American Indian-NA		
	White- 74% (78)		

3 rd Grade Data 2022-2023 Overall Pass Rate-72% (Number of students)			
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL- 64% (11)	Asian-64% (14)	Special Ed.- 50% (12)	Free/Reduced - 62% (26)
Non-ENL- 73% (105)	Black- 50% (6)	Non-Special Ed. - 75% (104)	Non-Free/Reduced - 76% (90)
	Hispanic-45% (11)		
	American Indian-NA		
	White- 78% (77)		

3rd Grade Academic Achievement in Math Data From 2020-21, 2021-22, and 2022-23

Overall Pass Rate 2020-21 65%
Overall Pass Rate 2021-22 68%
Overall Pass Rate 2022-23 72%



4th Grade Data 2020-2021
Overall Pass Rate-72%
(Number of students)

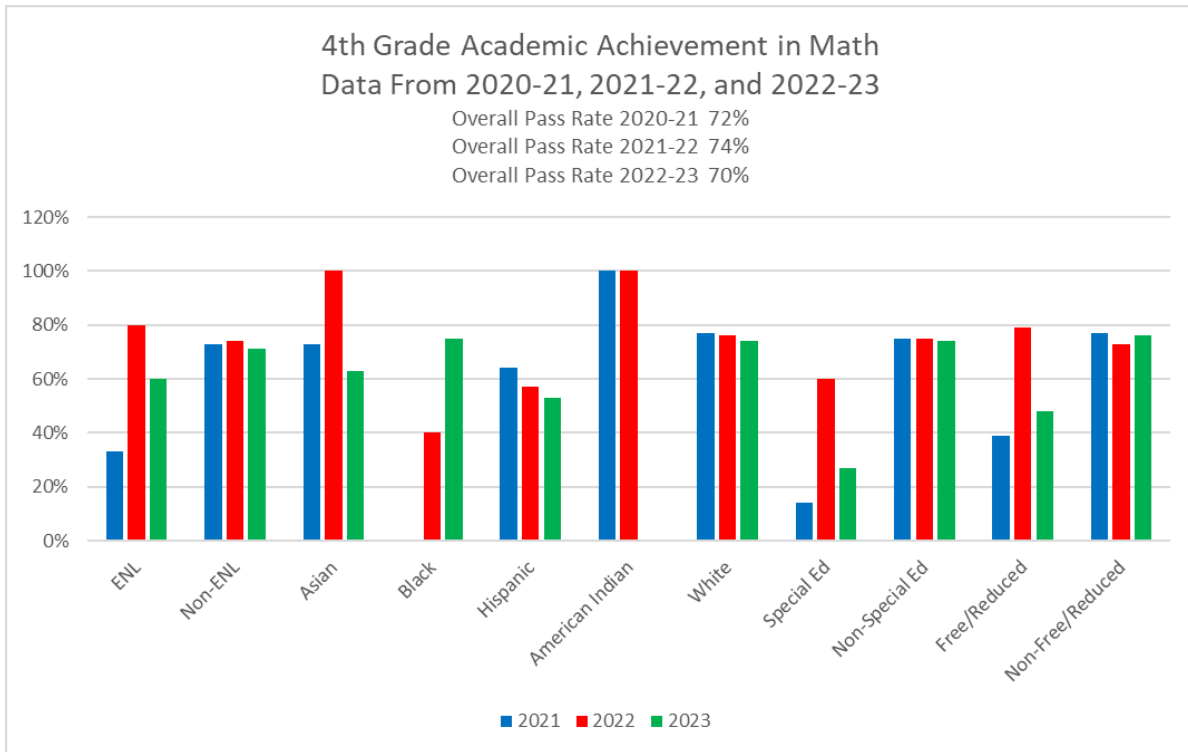
ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL- 33% (6)	Asian- 73% (15)	Special Ed.- 14% (7)	Free/Reduced- 39% (18)
Non-ENL- 73% (124)	Black – 0% (4)	Non-Special Ed.- 75% (123)	Non-Free/Reduced- 77% (112)
	Hispanic – 64% (11)		
	American Indian- 100% (1)		
	White- 77% (94)		

4th Grade Data 2021-2022
Overall Pass Rate-74%
(Number of students)

ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL-80% (5)	Asian-100% (11)	Special Ed.-60% (5)	Free/Reduced- 79% (19)
Non-ENL-74% (91)	Black – 40% (10)	Non-Special Ed.- 75% (91)	Non-Free/Reduced- 73% (77)
	Hispanic – 57% (7)		
	American Indian-100% (1)		
	White-76% (66)		

4th Grade Data 2022-2023
Overall Pass Rate-70%
(Number of students)

ENL	Ethnicity	Exceptional Learners	Socioeconomic Status
ENL- 60% (10)	Asian- 63% (19)	Special Ed.- 27% (11)	Free/Reduced- 48% (27)
Non-ENL- 71% (112)	Black – 75% (12)	Non-Special Ed.- 74% (111)	Non-Free/Reduced- 76% (95)
	Hispanic – 53% (15)		
	American Indian-NA		
	White- 74% (72)		



Expected Smart Outcome for Goal

The Math scores will increase by 12% overall over three years as measured by ILEARN.

Year 1 (2022) Expected Outcome - 4% (Did Not Meet)

Year 2 (2023) Expected Outcome – 4% (Did Not Meet)

Year 3 (2024) Expected Outcome – 8 % (adjusted based upon progress)

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Data Driven Small Groups and Math Conferencing based on NWEA data and other data sources	EDM Small Group Resources Math Manipulatives Math in Practice (aligned to EDM) Do the Math Interventions	NWEA Data EDM assessment data Classroom Observations	2023-2024	Administration TDS All teachers
Focus on Problem Solving Approaches including a focus on <u>math vocabulary</u> and DOK	ILEARN Data & Blueprints Math Notebooks DOK Frameworks and Resources	NWEA Data EDM Assessments Exit Tickets	2023-2024	Administration TDS All Teachers

	NWEA Continuum			
Monitoring of demographic groups and trends; knowing and naming students	Student Background Form Power BI Skyward Data <u>We Got This</u> by Cornelius Minor	RTI and MTSS Data PBIS Data NWEA Data Work Samples Observations Data meetings to analyze progress	2023-2024	Leadership Team Grade-Level Teachers Counselor Equity Coaches Community Health Counselor All teachers Admin
Utilize monthly grade-level problem solving opportunities	Everyday Math Problem Solving Singapore Math Resources Math Digital Resources from DOE Warm Ups and Mini-Lesson resources from Math Workshop Model Document	Exit Tickets Classroom Observations Ilearn data EDM assessments NWEA data	2023-2024	Administration TDS Grade-Level Teacher (one per grade)

Goal #3: MTSS Goal

Problem Statement with Baseline Data:

After analyzing our data for our RTI students last year, it was determined that 45% of students showed expected growth or higher on NWEA.

Expected SMART Outcome:

The percentage of students that show expected growth or higher on NWEA will increase significantly each year.

Year 1 (2022) Expected Outcome: 70% of students will show expected or higher growth

Actual Outcome: 57% of students in RTI showed expected or higher growth

Year 2 (2023) Expected Outcome: 80% of students will show expected or higher growth

Actual Outcome: 60% of students in RTI showed expected or higher growth

Year 3 (2024) Expected Outcome: 85% of students will show expected or higher growth

Our MTSS plan includes monitoring student attendance each school year. Reduction of absenteeism is a priority at HRE. **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 the maximum of **8 days per semester or** 16 days per year. Parents are ultimately responsible for their child's school attendance. Students with excessive absences and/or tardies will be referred to the HSE attendance officer.

Years	Number of Students	Percent of Students
2022-2023	31	5%
2021-2022	7	1%
2020-2021	15	2.5%
2019-2020	24	4.4%

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
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		Incl. Data		
Continued reflection on the MTSS Process & Procedures	MTSS District Committee Notes Student background forms Skyward Data	RTI PM NWEA Benchmarking and Running Records	2023-2024	Administration Counselor School Psychologist TDS All Teachers
Mentors for PBIS Students to help foster relationships and sense of belonging	List of PBIS Students Possible Adult Mentor List List of Relationship Building Activities for Mentors to Utilize	Frequency of Meeting Observational Notes	2023-2024	Administration Counselor Mentor Teachers
Use of PLC's to reflect on RTI data to determine next steps, set goals and plan appropriate lessons	<u>Arrows</u> by Carrie Rosebrock Literacy Footprints Sonday Do the Math Wilson	NWEA Conferring Notes RTI PM AIMS Web	2023-2024	Teachers Administration TDS
Monthly MTSS Meetings	MTSS District Committee Notes	RTI PM NWEA Benchmarks	2023-2024	MTSS Committee Members Administration Counselor School Psychologist TDS
Increased Parent Communication throughout the MTSS process with a focus on asset-based conversations	MTSS family letters and documentation forms Child Study Resources	Student Background Information Progress Monitoring Data	2023-2024	Classroom Teachers Child Study Team Administration TDS
Additional Parent Conferences with a representative of the Leadership	Student background form Progress Monitoring Data	Progress Monitoring Data	2023-2024	Leadership Team

Team for Tier 2 & 3 students in 3 rd and 4 th grade	NWEA ILEARN and IREAD Data Classroom Data			
Offering inclusive and accessible after school events for all students and families	PTO Funding	Attendance and Feedback from Clubs and Events	2023-2024	All Staff HRE PTO
Refining of the processes and procedures of Child Study Team	Early Literacy Resources Whole Child Understandings and Supports	Early Literacy Screening and Diagnostic Data Student Background Information	2023-2024	Child Study Team

HRE Professional Development Plan

2023-2024

We will use our designated time on Tuesdays, Thursdays, and the E-Learning Day to focus our PD in the following areas:

- Curriculum & Instruction-Goal 1 and 2
 - Reading, Writing, and Phonics
 - Science of Reading PD
 - PLC Work with Solution Tree and Carrie Rosebrock (Arrows
 - Optional PD led by TDS team
 - Math
 - Choice PD

Resources: Adopted Curricular Resources including HMH, Heggerty, Junior Great Books; Arrows written by Carrie Rosebrock and Sarah Henry

- MTSS - Goal 1, 2, and 3
 - PLC Work
 - ENL PD led by ENL Teacher
 - Restorative Practices
- Equity – Goal 3
 - ENL PD led by ENL Teacher
 - Equity PD led by our HRE Equity Coaches

Resources: Restorative Practice PD materials from HSE;

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.
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
- The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.
 - Information about the curriculum can be found at hseschools.org.
- Each school provides instruction based on the Indiana Academic Standards.
- Description and name of the assessments that will be used by the school and district in addition to ILEARN.

○ NWEA

○ ACT

○ PSAT

○ SAT

○ AP/IB Exams

○ IREAD 3

- o ISPROUT

- o IAM

- o WIDA

- o Fountas and Pinnell Reading Levels

- 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. 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 to maximize parental participation in the school.
 - o 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.
 - Hoosier Road 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.

Hoosier Road'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 objective 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.

- 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.