Fishers Elementary School
School Improvement Plan
2023-2024

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About Fishers Elementary School

Value Proposition:

Fishers Elementary is an inclusive, project-based learning school that empowers students to ask questions, innovate, collaborate, and find solutions for our community and world.

Collective Commitments:

- We will provide all students with opportunities to contribute their voice and be valued in their ideas.
- We will provide students with opportunities to wonder about and discover real-world problems and solutions.
- We will provide pathways that allow students to create something new and/or better.
- We will provide opportunities for students to work together and learn from each other and the community.

Fishers Elementary School Summary of Data: English/Language Arts (ELA)

Spring 2019 3rd Grade	Spring 2021 3rd Grade	Spring 2022 3rd Grade	Spring 2023 3rd Grade	Spring 2019 4th Grade	Spring 2021 4th Grade	Spring 2022 4th Grade	Spring 2023 4th Grade
55%	59%	48%	51%	48%	49%	42%	55%

Subgroup	Spring 2019 3rd Grade	Spring 2021 3rd Grade	Spring 2022 3rd Grade	Spring 2023 3rd Grade	Spring 2019 4th Grade	Spring 2021 4th Grade	Spring 2022 4th Grade	Spring 2023 4th Grade
English Learner	22% (9)	0% (7)	29% (7)	9% (11)	20% (5)	33% (3)	7% (14)	45% (11)
Non-English Learner	59% (80)	65% (72)	50% (72)	58% (73)	49% (96)	49% (65)	49% (78)	57% (72)
Asian	33% (3)	29% (7)	50% (8)	29% (7)	60% (5)	75% (4)	20% (10)	60% (10)
Black	20% (10)	0% (2)	10% (10)	22% (9)	35% (17)	33% (6)	33% (9)	8% (12)
Hispanic	80% (5)	33% (3)	33% (6)	14% (7)	0% (3)	20% (5)	0% (5)	33% (6)
Multiracial	67% (9)	75% (4)	0% (5)	43% (7)	33% (3)	50% (8)	50% (4)	25% (4)
White	58% (62)	65% (63)	62% (50)	65% (54)	52% (73)	51% (45)	50% (64)	71% (51)
Female	54% (50)	63% (41)	57% (44)	50% (52)	50% (5)	50% (26)	51% (47)	62% (50)
Male	56% (39)	55% (38)	37% (35)	53% (32)	45% (51)	48% (42)	33% (45)	45% (33)
Free/reduced	48% (25)	23% (13)	26% (23)	25% (24)	35% (20)	20% (10)	10% (21)	35% (31)
Not Free/reduced	58% (64)	67% (66)	57% (56)	62% (60)	51% (81)	53% (58)	52% (71)	67% (52)
Exceptional Learner	17% (6)	25% (8)	0% (9)	14% (7)	11% (9)	33% (3)	22% (9)	29% (14)
Not Exceptional Learner	58% (83)	63% (71)	54% (70)	55% (77)	51% (92)	49% (65)	45% (83)	61% (69)

IREAD-3 Percent Pass

2018	2019	2021	2022	2023
96.8%	97%	89%	84%	79% (89% w/ SS)

Fishers Elementary School Summary of Data: Math

Spring 2019 3rd Grade	Spring 2021 3rd Grade	Spring 2022 3rd Grade	Spring 2023 3rd Grade	Spring 2019 4th Grade	Spring 2021 4th Grade	Spring 2022 4th Grade	Spring 2023 4th Grade
68%	61%	52%	56%	56%	59%	47%	60%

Subgroup	Spring 2019 3rd Grade	Spring 2021 3rd Grade	Spring 2022 3rd Grade	Spring 2023 3rd Grade	Spring 2019 4th Grade	Spring 2021 4th Grade	Spring 2022 4th Grade	Spring 2023 4th Grade
English Learner	33% (9)	13% (8)	38% (8)	64% (11)	60% (5)	33% (3)	21% (14)	45% (11)
Non-English Learner	72% (81)	67% (72)	54% (71)	55% (73)	56% (96)	60% (65)	51% (78)	61% (72)
Asian	100% (3)	43% (7)	63% (8)	86% (7)	100% (5)	50% (4)	20% (10)	60% (10)
Black	30% (10)	50% (2)	10% (10)	22% (9)	29% (17)	50% (6)	22% (9)	17% (12)
Hispanic	50% (6)	0% (4)	14% (7)	14% (7)	33% (3)	20% (5)	0% (5)	67% (6)
Multiracial	78% (9)	25% (4)	20% (5)	43% (7)	100% (3)	63% (8)	25% (4)	25% (4)
White	73% (62)	70% (63)	67% (49)	65% (54)	59% (73)	64% (45)	59% (64)	71% (51)
Female	62% (50)	62% (42)	53% (43)	52% (52)	58% (50)	50% (26)	47% (47)	60% (50)
Male	75% (40)	61% (38)	50% (36)	63% (32)	55% (51)	64% (42)	47% (45)	58% (33)
Free/reduced	56% (25)	23% (13)	22% (23)	33% (24)	40% (20)	10% (10)	14% (21)	35% (31)
Not Free/reduced	72% (65)	69% (67)	64% (56)	65% (60)	60% (81)	67% (58)	56% (71)	73% (52)
Exceptional Learner	29% (7)	50% (8)	22% (9)	14% (7)	22% (9)	33% (3)	33% (9)	21% (14)
Not Exceptional Learner	71% (83)	63% (72)	56% (70)	60% (77)	60% (92)	60% (65)	48% (48)	67% (69)

Goal 1: English Language Arts

Problem Statement: There is a need to improve the overall performance in **Language Arts** at Fishers Elementary School as reflected on statewide standardized tests. Spring 2021, the overall percentage of students passing ILEARN Language Arts at FES in grades 3 and 4 was 54%.

Expected SMART Outcome: Language Arts scores will increase to 65% over 3 years as measured for all students using the 2024 ILEARN assessment.

Year 1 Expected Outcome 57%   **Spring 2022 Actual: 45%**
Year 2 Expected Outcome 55%   **Spring 2023 Actual: 53%**
Year 3 Expected Outcome 65%

Related Expected Outcome: The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 59.3%. The following demographic groups and their percent passing for grades 3 and 4 are as follows: Black students (13%), Hispanic students (25%). Language Arts scores for these demographic groups will increase by 5% each year over the next 3 years.

- **Spring 2022 Actual Data (cohort size in parentheses): White = 55% (101); Black = 21% (19) ; Hispanic = 18% (9)**
- **Spring 2023 Actual Data (cohort size in parentheses): White = 68% (118); Black = 15% (21); Hispanic = 23.5% (11)**

ELA Goal Strategies

Strategy	Indicator of Success for the 2023-24 School Year	Progress Monitoring	PD
Study assessment data to determine essential standards with low proficiency scores and work with TDS and Indiana Literacy Cadre Coach to determine the best way to support these identified standards moving forward.	**Baseline**: Review of item types and ways to integrate various item types into instruction. **Target**: Review of grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments.	• Adjustments made to written, taught and assessed curriculum. • Targeted standards discussion/data in PLC notes. • Common formative assessments are being used during PLC cycles.	Professional learning time provided to study assessment data and create common formative assessments to track student growth during PLC learning cycles. Provide professional learning time to develop appropriate DOK level experiences based on the essential standard and learning targets.
Learning how to design intentional reading practices with HMH Into Reading.	**Baseline**: Teams regularly utilize appropriate HMH components to meet learning goals and student needs. **Target**: Unpack reading and writing essential standards as a team to prioritize high quality instruction throughout HMH modules.	• Use of the essentials standards to prioritize the learning targets by the end of each HMH module. • Observation of intentional reading practices through informal walkthroughs of peers and/or administration.	Provide time to map HMH Units to essential standards. Provide professional learning time to unpack and understand the DOK level within the essential standards in HMH units prioritized by PLC cycles.
Learn how to incorporate the UDL framework throughout the day to efficiently meet the needs of all students.	**Baseline**: Currently teachers meet one on one with exceptional learners' team and ENL team to implement strategies to meet the needs of individual students. **Target**: All teachers design lessons and learning environments using the UDL framework to efficiently meet the needs of all students.	• Closely track our subgroup data on local, state, and school assessments to monitor the growth for all students. • Review PLC team notes for strategies teachers are using within the UDL framework. • Classroom observations/post observation conference discussion focused on reflection of UDL implementation • Classroom walkthroughs to observe intentionally designed learning spaces to meet the needs of all students.	Provide professional development on the UDL framework to meet the needs of all students. Provide time within professional development, PLC cycles, and coaching cycles to model and practice transfer of learning of the UDL framework. Provide professional development on assistive technology to support the UDL framework.
Utilizing the Indiana Literacy Cadre Coach and TDS to support learning around the Science of Reading.	**Baseline**: During the 2022-2023 school year teachers participated in a district lead science of reading professional development session. **Target**: All classroom teachers participate in a coaching cycle and/or professional learning on the science of reading components to use at the various grade levels.	• Tracking assessment data compared to the key performance indicators provided by the Indiana Literacy Cadre.	Provide professional development on structured literacy, science of reading, and side by side coaching with Indiana Literacy Cadre Coach and TDS.
Intentionally embed pictures and text from the classroom for families to understand what they could do at home and/or big concepts that are covered in the classroom.	**Baseline**: All teachers send out a weekly newsletter. **Target**: All teachers send out a newsletter that is accessible to all families.	• Weekly newsletter sent with accessibility and translation features	Provide options and PD opportunities for teachers to learn and practice using different communication platforms for families

Key Performance Indicators (KPIs) for Literacy Cadre Work (2023-2024)

The Indiana Literacy Cadre exists to help ensure students receive the foundational literacy skills they need for lifelong success.

YEARLY GOAL

87% of Indiana's students demonstrate proficiency of foundational literacy skills following the spring IREAD-3 administration by July 2024.

MONTHLY GOAL

Training Support Specialists (TSS) and Instructional Coaches (IC) will complete prework, attend, actively participate, and perform follow-up tasks as part of the Collaboration Network meetings, which are centered on project KPIs to drive student outcomes.

QUARTERLY GOAL

Increase in grade level proficiency by quarter

3% Sept 2023

6% Jan 2024

9% June 2024

56% of Special Ed and English learners are meeting grade level proficiency on formative assessment measures by June 2024.

WEEKLY GOAL

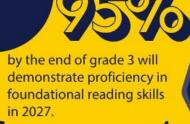**65** TSS and IC meetings will occur each week for CELL's Cohort

4 TSS and IC meetings will occur each week for Marian's Cohort

95% by the end of grade 3 will demonstrate proficiency in foundational reading skills in 2027.

Collaboratively, the Indiana Literacy Cadre, educators, and administrators can increase student achievement in foundational literacy skills.

INDIANA DEPARTMENT of EDUCATION

INDIANA Literacy Cadre

Goal 2: Math

Problem Statement: There is a need to improve the overall performance in **Mathematics** at Fishers Elementary School as reflected on statewide standardized tests. Spring 2021, the overall percentage of students passing ILEARN Math at FES in grades 3 and 4 was 60%.

Expected SMART Outcome: Math scores will increase to 70% over 3 years as measured for all students using the 2024 ILEARN assessment.

Year 1 Expected Outcome 63%   **Spring 2022 Actual: 49%**
Year 2 Expected Outcome 60%   **Spring 2023 Actual: 58%**
Year 3 Expected Outcome 70%

Related Expected Outcome: The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 68%. The following subgroups and their percent passing for grades 3 and 4 are as follows: Black students (50%), Hispanic students (11%). Math scores for these demographic groups will increase by 5% each year over the next 3 years.

- **Spring 2022 Actual Data (cohort size in parentheses): White = 63% (113); Black = 16% (19); Hispanic = 8% (12)**
- **Spring 2023 Actual Data (cohort size in parentheses): White = 68% (105); Black = 19.5% (21); Hispanic = 40% (13)**

Math Goal Strategies

Strategy	Indicator of Success for the 2021-22 School Year	Progress Monitoring	PD
Study assessment data to determine essential standards with low proficiency scores and work with TDS to determine the best way to support these identified standards moving forward.	**Baseline**: Review of item types and ways to integrate various item types into instruction. **Target**: Review of essential grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments.	• Adjustments made to written, taught and assessed curriculum. • Targeted standards discussion/data in PLC notes. • Common formative assessments are being used during PLC cycles.	Professional learning time provided to study assessment data and create common formative assessments to track student growth during PLC learning cycles. Provide professional learning time to develop appropriate DOK level experiences based on the essential standard and learning targets.
Study standards which consistently receive low proficiency scores on assessments and vertically articulate K-4.	**Baseline**: No review of standards that consistently receive low proficiency scores across all grade levels. **Target**: Vertical articulation, K-4 of standards that consistently receive low scores and identification of any gaps they may exist.	• Vertical articulation document targeting the standard strands where students are not proficient across the grade levels. • Observe developed spiral review experiences being used within classrooms and within PLC notes.	Develop math lead team with at least 1 representative from every grade level. Provide professional learning time to study and unpack standards that receive consistently low proficiency scores. Develop spiral reviews as a math lead team based on identified standards with appropriate DOK levels.
Teachers will use the 4 guiding PLC questions to monitor student mastery of content.	**Baseline**: Consistent use of the 4 guiding PLC questions to inform instruction. **Target**: 100% of teachers use the 4 guiding PLC questions to inform instruction.	• Notes identifying student groups that are successful and groups that may need additional support. • Documentation of shifts made to instruction • Shifts in documentation notes focusing on student work/data brought to PLC.	Provide professional learning time to study student data focused on the 4 guiding PLC questions.
Learn how to incorporate the UDL framework throughout the day to efficiently meet the needs of all students.	**Baseline**: Currently teachers meet one on one with exceptional learners' team and ENL team to implement strategies to meet the needs of individual students. **Target**: All teachers design lessons and learning environments using the UDL framework to efficiently meet the needs of all students.	• Closely track our subgroup data on local, state, and school assessments to monitor the growth for all students. • Review PLC team notes for strategies teachers are using within the UDL framework. • Classroom observations/post observation conference discussion focused on reflection of UDL implementation. • Classroom walkthroughs to observe intentionally designed learning spaces to meet the needs of all students.	Provide professional development on the UDL framework to meet the needs of all students. Provide time within professional development, PLC cycles, and coaching cycles to model and practice transfer of learning of the UDL framework. Provide professional development on assistive technology to support the UDL framework.
Intentionally embed pictures and text from the classroom for families to understand what they could do at home and/or big concepts that are covered in the classroom.	**Baseline:** All teachers send out a weekly newsletter. **Target:** All teachers send out a newsletter that is accessible to all families.	Weekly newsletter sent with accessibility and translation features	Provide options and PD opportunities for teachers to learn and practice using different communication platforms for families

Summary of Fishers Elementary School Professional Learning and Development Plan

Professional Learning/Development	Timeline
Professional Learning Communities	Weekly (2:35-3:20)
Professional Learning/Development on components of Goal 1 and 2: • **UDL Framework** • **Science of Reading** • **Designing intentional reading practices with Into Reading resources** • **Creating common formative assessments in PLC cycles** • **Vertical Articulation** • **Creation of targeted spiral reviews by the math lead team**	2x per Month (2:35 – 3:20)
PD responsive to data/teacher needs: • **MTSS** • **Assessment Data Review** • **PLC Notes/Discussions** • **Restorative Practices** • **More topics TBD as needed**	Monthly
Instructional Support with Teacher Development Specialist and Indiana Cadre Literacy Coach	Ongoing
Teacher of Service Training	Ongoing

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

- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.

- • A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
  + Fishers Elementary School does not wish to have any statutes or rules suspended.

- • Description of the curriculum and the location where the curriculum is available for public inspection.
  + The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.
  + Information about the curriculum can be found at hseschools.org.

- Description and name of the assessments that will be used by the school in addition to ILEARN.
  + NWEA
  + IREAD 3
  + ISPROUT
  + IAM
  + WIDA
  + Fountas and Pinnell Reading Levels

Appendix: School Improvement Plan Components

- 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 to maximize parental participation in the school.
  + Fishers Elementary School encourages, supports, and promotes parental involvement through formal and informal opportunities. FES 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.

- 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.

Appendix: School Improvement Plan Components

- 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.

Appendix: School Improvement Plan Components

- 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.

Fishers Elementary School 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.

Fishers Elementary School'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.

Appendix: School Improvement Plan Components

- 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 each school include data that outlines the need for the stated goal. Each goal includes desired outcomes and interventions to achieve those outcomes which include professional development.

- 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.