Riverside Intermediate School #2500
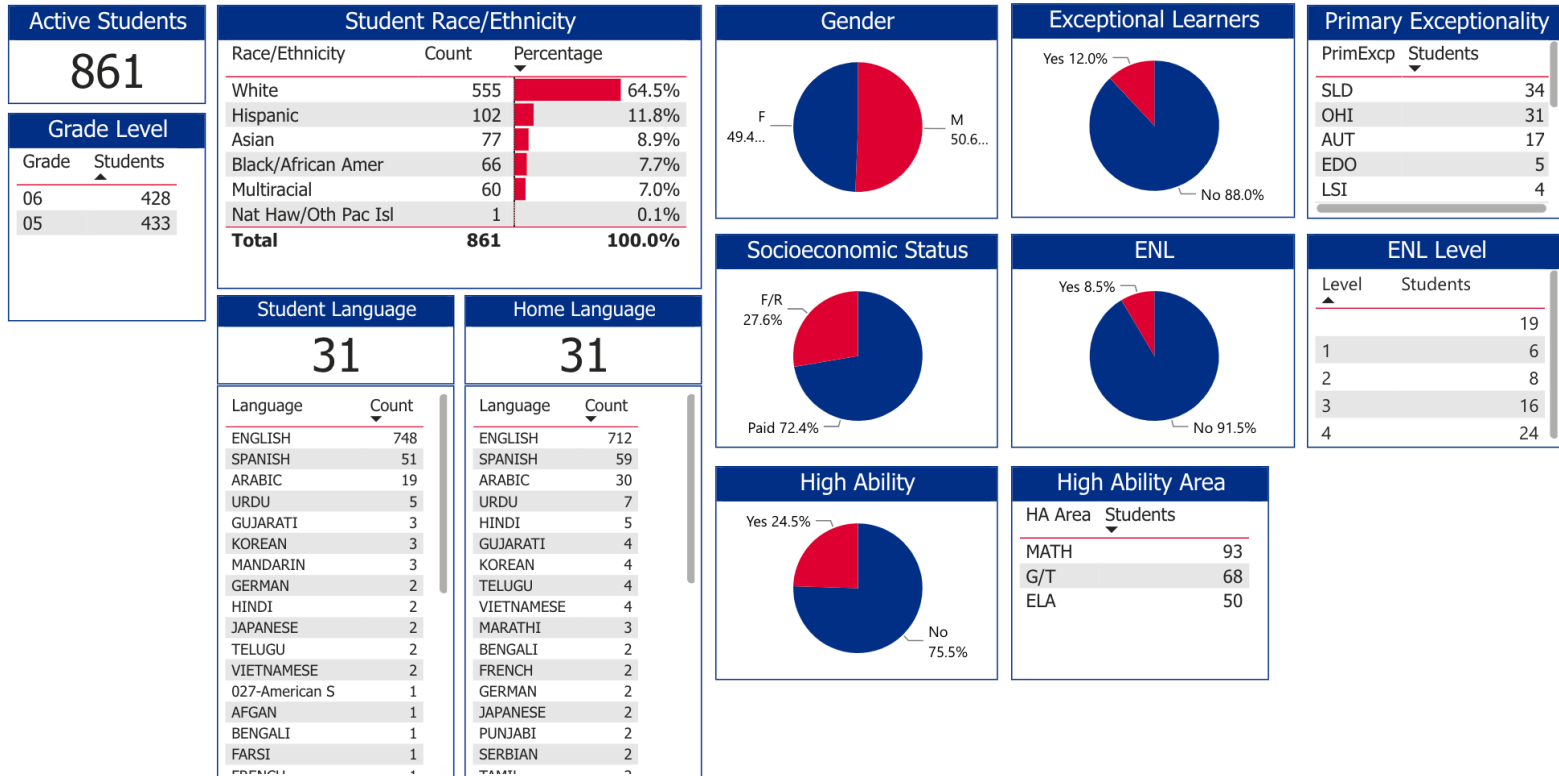# Hamilton Southeastern Schools
Fishers, IN

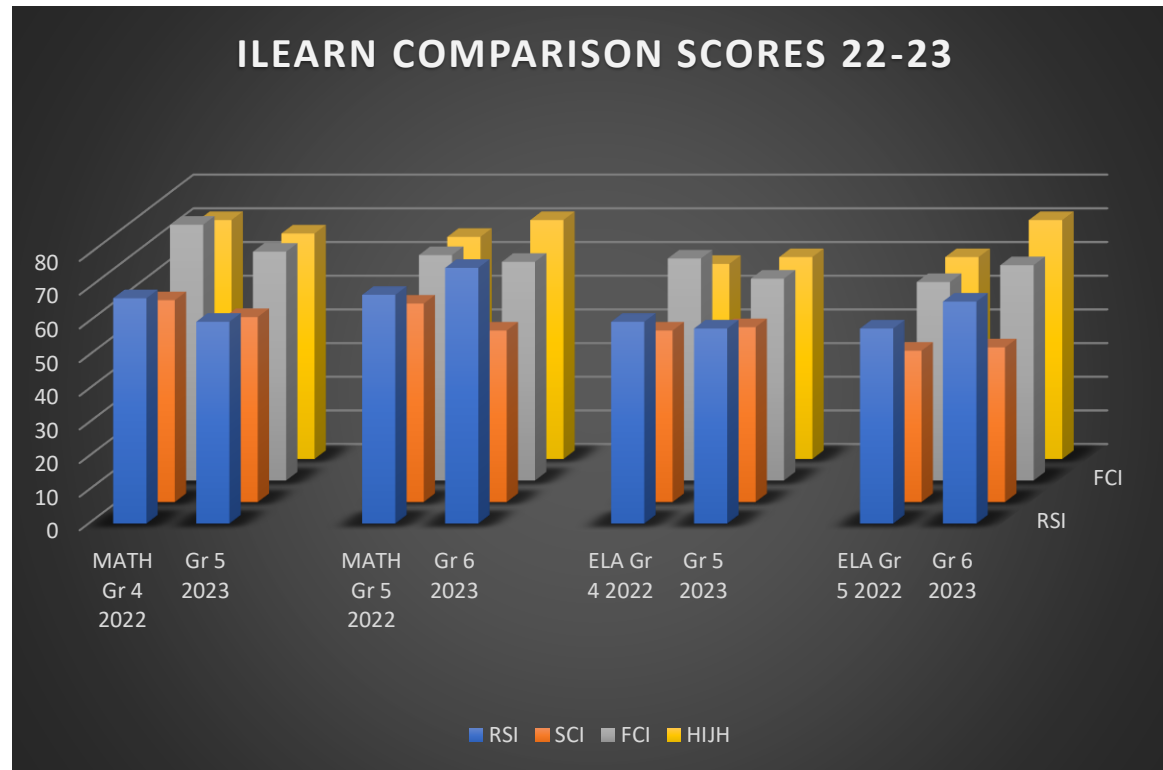# School Improvement Plan
2021-2024

Committee Members

Dana Kaminski – Principal
Brent Farrell - Assistant Principal
Emily Stout – 6th Humanities
Brieann Toste – 6th Humanities
Fallon Cuthrell – 6th STEM
Christine McLaren – 6th STEM
Becky Floetker – 5th STEM
Megan Keenan – 5th STEM
Aaron Pickett – 5th Humanities
Hollie Vessels – 5th Humanities
Shannon Herring – 5th STEM
John Hochstetler – Teacher Librarian
Carrie Lannen – Parent
Darren Heil – Parent

Riverside Intermediate Demographics
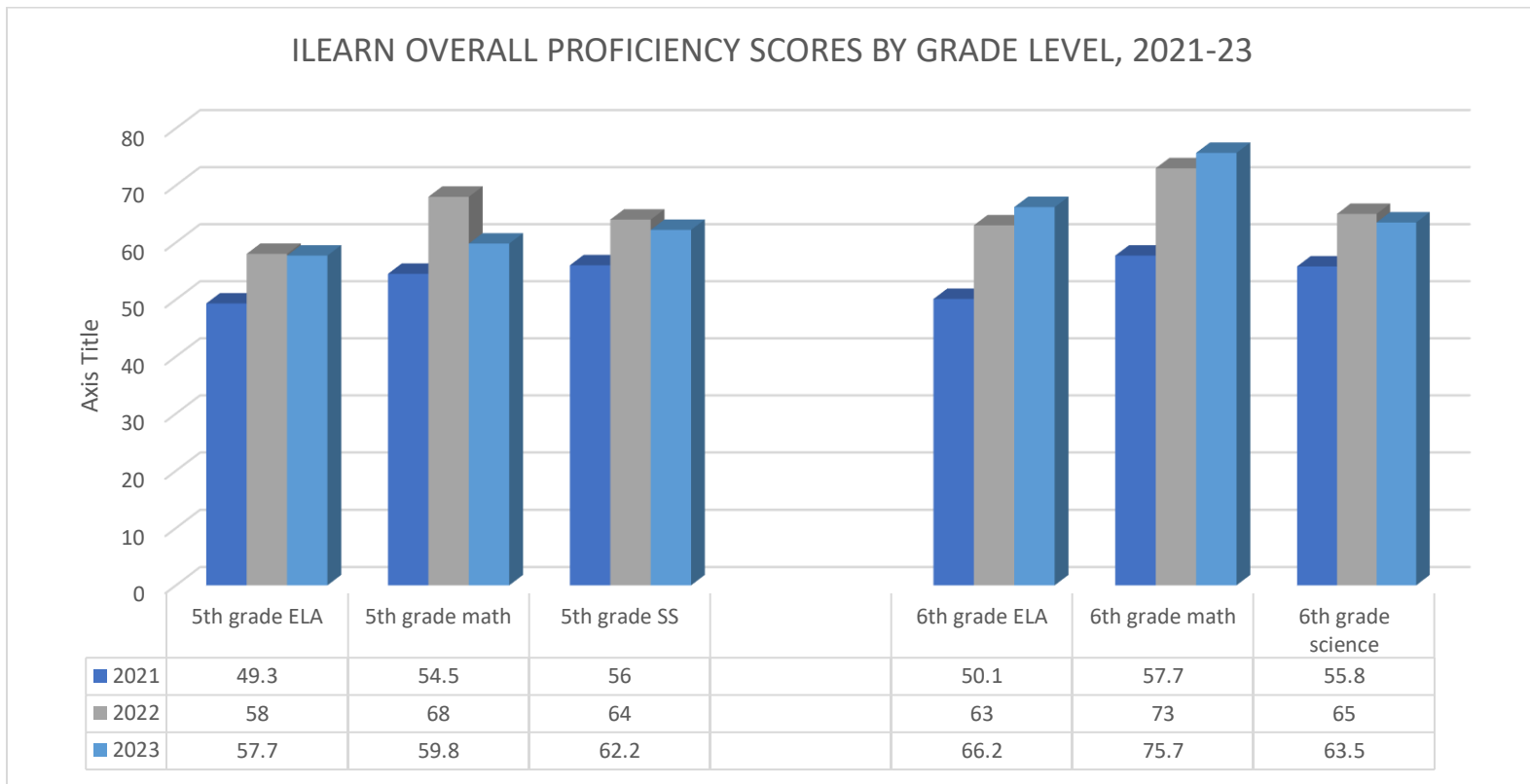
Riverside Intermediate

Active Students
861

Grade Level

Grade	Students
06	428
05	433

Student Race/Ethnicity

Race/Ethnicity	Count	Percentage
White	555	64.5%
Hispanic	102	11.8%
Asian	77	8.9%
Black/African Amer	66	7.7%
Multiracial	60	7.0%
Nat Haw/Oth Pac Isl	1	0.1%
Total	**861**	**100.0%**

Gender
F 49.4… M 50.6…

Exceptional Learners
Yes 12.0% No 88.0%

Primary Exceptionality

PrimExcp	Students
SLD	34
OHI	31
AUT	17
EDO	5
LSI	4

Socioeconomic Status
F/R 27.6% Paid 72.4%

ENL
Yes 8.5% No 91.5%

ENL Level

Level	Students
	19
1	6
2	8
3	16
4	24

Student Language
31

Language	Count
ENGLISH	748
SPANISH	51
ARABIC	19
URDU	5
GUJARATI	3
KOREAN	3
MANDARIN	3
GERMAN	2
HINDI	2
JAPANESE	2
TELUGU	2
VIETNAMESE	2
027-American S	1
AFGAN	1
BENGALI	1
FARSI	1

Home Language
31

Language	Count
ENGLISH	712
SPANISH	59
ARABIC	30
URDU	7
HINDI	5
GUJARATI	4
KOREAN	4
TELUGU	4
VIETNAMESE	4
MARATHI	3
BENGALI	2
FRENCH	2
GERMAN	2
JAPANESE	2
PUNJABI	2
SERBIAN	2

High Ability
Yes 24.5% No 75.5%

High Ability Area

HA Area	Students
MATH	93
G/T	68
ELA	50

Riverside Intermediate ILEARN Data

ILEARN COMPARISON SCORES 22-23

	MATH Gr 4 2022	MATH Gr 5 2023	MATH Gr 5 2022	MATH Gr 6 2023	ELA Gr 4 2022	ELA Gr 5 2023	ELA Gr 5 2022	ELA Gr 6 2023
RSI	67	60	68	76	60	58	58	66
HSE Overall	69	62	65	65	59	57	55	61

ILEARN DISAGGREGATED DATA 2021 -2023

ELA Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
53.3%	52.6%	36.5%	70.8%	27.0%	30.4%	53.8%	53.7%	51.2%	48.1%	14.5%	13.3%

ELA Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
56.3%	66.8%	35.4%	64.7%	29%	34.2%	58.2%	67.8%	62.8%	58.8%	22.8%	10.2%

ELA Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
61.9%	68.8%	36.5%	58.3%	34.9%	44.6%	52.6%	68.7%	63.1%	60.8%	27.8%	16.1%

Math Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
61.4%	61.4%	33.6%	67.6%	23.0%	27.5%	53.8%	62.6%	52.7%	59.8%	17.1%	16.7%

Math Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
66.6%	75.8%	47.9%	79.4%	36.2%	46.6%	68.7%	76.6%	64.1%	76.4%	32.9%	32.7%

Math Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
67.7%	75.8%	37.6%	73.6%	30.2%	50.6%	57.9%	74.4%	62.3%	72.3%	38%	27.4%

ILEARN OVERALL PROFICIENCY SCORES BY GRADE LEVEL, 2021-23

	5th grade ELA	5th grade math	5th grade SS		6th grade ELA	6th grade math	6th grade science
2021	49.3	54.5	56		50.1	57.7	55.8
2022	58	68	64		63	73	65
2023	57.7	59.8	62.2		66.2	75.7	63.5

Additional ILEARN, NWEA, and WIDA scores and breakdowns can be found Appendices A-D.

Riverside Intermediate

Achievement Goal I: Language Arts:

Problem Statement with Baseline Data:
The language arts achievement gap for a variety of subgroups (listed below) exceeds gap data from the previous ILEARN assessment data in 2021 (See page 3). The growth gap for each student subgroup will be reduced by the outcome target listed.

Expected SMART Outcome 1:

- Black/African American students will achieve a passing score of 50% or above on ILEARN and will have a mean score of 65th percentile in NWEA by the end of year three (2024).
- ENL students will achieve a passing score of 20% or above on ILEARN and will have a mean score 65th percentile in NWEA by the end of year three (2024)
- Exceptional learners' students will achieve a passing score of 30% or above on ILEARN and have a mean score of 50th percentile in NWEA by the end of year three (2024).

ILEARN 2023											
ELA Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
61.9%	68.8%	36.5%	58.3%	34.9%	44.6%	52.6%	68.7%	63.1%	60.8%	27.8%	16.1%
										21%	
			50%							MET	20%

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Core Tier 1 Focus: Standards informed instruction (Scholastic) - Instruction to create independent thinkers, readers, and writers. Reading: Leverage small group instruction to the workshop model, ensuring differentiation student level Design and deliver explicit instruction that engages and is accessible to all learners. (UDL). Differentiated Instruction: Use data from formative and summative assessments to create student groups. Provide standards-based instruction at appropriate levels for each student group. Writing: Implement curricular materials (Newsela, Scholastic) to provide writing experiences that develop elaboration and stamina. **Development/Focus** DOK 2.0 within reading/writing workshop Use assessment data to identify student needs and target instruction based on those needs. Opportunity to create conferring toolkits to support both reading and writing workshop.	UDL Scholastic Literacy, Lit Pro, and WORD digital programs. PLC Planning Time Model Scope and Storyworks IXL 6th Grade Newsela Sonday Level 1&2	Authentic and thoughtful reading responses. Discussion and comparison in PLC. Formative and summative data from conferring, assessments, writing samples, etc. Discussion and comparison in PLC Formative and summative data from Scholastic Literacy NWEA – (ALL) Fall/Winter/Spring	2023-2024	5th & 6th Grade Humanities teachers in coordination with Admin/TDS Intermediate Principal Collaboration PLC Humanities Leads and Intermediate Collaboration Volunteers PTO financial support

Note: Teachers will have mentor texts with targeted teaching points highlighted and ready for use with students. Students will use these in their writing and confer with a teacher until they achieve their specific writing goals. Scholastic Teacher Dashboard- data analysis and grouping students for small group instruction during PLCs. Staff Colleague Visits - w/ D. Kaminski including goal & reflection				
Reflect Diversity in Humanities Curriculum – School Literacy Collection (Library)	Increased number of diverse literary sources. Diverse current reading and visual materials. Scholastic Literacy mentor texts and diverse leveled bookroom. Scholastic Literacy Pro- diverse interactive e-bookroom for students.	Collection summary and addition of new collections. Monthly	2021-2024	Teacher Librarian Equity Team Administration
UDL – Equitable Learning Opportunities				

Develop staff capacity to create equitable learning outcomes through UDL. • Restorative Practices Lev 2 - Local • Celebration of Culture – 3rd annual International Fair – Oct. 2023 • Global Read Aloud – One School One Book – Spring 2024 • Introduction to Universal Design for Learning (UDL) • Professional learning and collaboration focused on developing UDL practices	Articles and Research shared by District Equity Equity by Design, delivering on the Power and Promise of UDL, Chardin &Novak UDL Now, A Teacher's Guide to Applying UDL, K. Novak. UDL in the Cloud, How to Design and Deliver UDL, Novak and Thibodeau.	Monitor staff capacity in implementation of UDL strategies – Admin/TDS Staff self-reflection and documentation of UDL learning/implementation - All Staff.	2023-2024	Equity Team Principal, Assistant Principal, Librarian, TDS, and Staff
Communication with the school community stakeholders will be both further established and monitored by the school improvement team along with the equity and inclusion team.	SMORE	Weekly Community Newsletter Monthly Student Newspaper Student Advisory Committee Parent Advisory Committee (PTO) Student Announcements (daily) Student Council ParentSquare	2023-2024	Teachers, Students, Principals, Counselors, Office Staff, Parents and Community Members.

MTSS – Fully Active Continue to address and monitor student needs (academic/behavior) through the MTSS process. Increase accessibility to Tier 1 (core) through UDL. Fully implemented Tier II/III	MTSS Committee Meeting - Monthly MTSS Child Study – Bi-Monthly by grade level.	District MTSS Committee Resources and Collaboration. Student Study Team Scheduled RTI Data Review Fall, Winter, and Spring (NWEA)	2023-2024	Administration, Teachers, Counselors/MTSS Coordinators, School Psychologists, and District MTTS Support Team

Achievement Goal II: Mathematics

Problem Statement with Baseline Data:
The mathematics achievement gap for a variety of subgroups (listed below) exceeds gap data from the previous ILEARN assessment data in 2022 (See page 1). The growth gap for each student subgroup will be reduced by the outcome target.

Expected SMART Outcome 1:

- Black/African American students will achieve a passing score of 58% or above on ILEARN and will have a mean score in the 50th percentile in NWEA by the end of year three (2024).
- ENL students will achieve a passing score of 38% or above on ILEARN and will have a mean score in the 65th percentile in NWEA by the end of year three (2024).
- Exceptional learners' students will achieve a passing score of 42% or above on ILEARN and will have a mean score in the 45th percentile in NWEA by the end of year three (2024).

Math Overall	Paid	F/R	Asian	Black	Hispanic	Multi-R	White	Female	Male	ExL Learners	ELL
67.7%	75.8%	37.6%	73.6%	30.2%	50.6%	57.9%	74.4%	62.3%	72.3%	38%	27.4%
				58%						37% MET	38%

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person Responsible
Core Tier 1 Focus: Math workshop model implementation to increase students' deep learning of mathematics concepts. **Provide Professional Development**: • Math best practices as described by NCTM Principles to Actions • NCTM's Effective Math Teaching Practices, especially as they define equitable classrooms • STEM Integration • Rich Math Tasks: accessible to all students, encourage discourse and strategic thinking	NCTM Principles to Actions resource, IDOE Math Framework, Science Framework Mathematical Mindsets and grade level Mindset Math resource books, Youcubed DOE Learning Lab, NCTM, NGSS Open Middle, nrich.maths.org, and other sites providing rich math learning experiences.	Periodic formative assessments - PLC developed ILEARN data Do the Math Module Assessments Fluency Interviews IXL NWEA – Fall, Winter, and Spring	2023-2024	STEM teachers in collaboration with TDS, Amy Knerr ENL Lead Teacher, Heather Jahn Principal and Assistant Amy Knerr - TDS

• Inquiry approach in STEM, dispositions necessary for students to construct their own deep understandings • NCTM's Facilitating Productive Math Discourse	Building Thinking Classrooms: Peter Liljedahl Taking Action: Implementing Effective Math Teaching Practices, NCTM			
Analyze Strengths and Weaknesses of Math Instruction • Review ILEARN and NWEA data. Fall/Spring • Continue to participate in STEM lesson review and development • Collaborate on STEM unit update to provide consistency in all intermediate schools. • Reflect on next steps – Add future development.	Collaboration with district intermediate STEM teachers and STEM TDS PLC allocated vertical team discussions.	Periodic formative assessments ILEARN NWEA	2023-2024	STEM teachers in collaboration with TDS, Amy Knerr PLC Leaders Principal & Assistant Principal
Student-centered coaching cycles for STEM teachers - Intermediate Collaboration	*Diane Sweeney's* Student -Centered Coaching model	Ongoing documentation of coaching cycle, including student learning outcomes	2023-2024	STEM teachers in collaboration with TDS, Amy Knerr

UDL – Equitable Learning Opportunities Develop staff capacity to create equitable learning outcomes through UDL. • Restorative Practices Lev 2 - Local • Celebration of Culture – 3rd annual International Fair – Oct. 2023 • Global Read Aloud – One School One Book – Spring 2024 • Introduction to Universal Design for Learning (UDL) • Professional learning and collaboration focused on developing UDL practices	Articles and Research shared by District Equity Equity by Design, delivering on the Power and Promise of UDL, Chardin &Novak UDL Now, A Teacher's Guide to Applying UDL, K. Novak. UDL in the Cloud, How to Design and Deliver UDL, Novak and Thibodeau.	Monitor staff capacity in implementation of UDL strategies – Admin/TDS Staff self-reflection and documentation of UDL learning implementation - All Staff.	2023-2024	Equity Team Principal, Assistant Principal, Librarian, TDS, and Staff
Communication with the school community stakeholders will be both further established and monitored by the school improvement team along with the equity and inclusion team.	SMORE	Weekly Community Newsletter Monthly Student Newspaper Student Advisory Committee Parent Advisory Committee (PTO) Student Announcements (daily) Student Council ParentSquare	2023-2024	Teachers, Students, Principals, Counselors, Office Staff, Parents and Community Members.

MTSS – Fully Active Continue to address and monitor student needs (academic/behavior) through the MTSS process. Increase accessibility to Tier 1 (core) through UDL. Fully implemented Tier II/III	MTSS Committee Meeting - Monthly MTSS Child Study – Bi-Monthly by grade level.	District MTSS Committee Resources and Collaboration. Student Study Team Scheduled RTI Data Review Fall, Winter, and Spring (NWEA)	2023-2024	Administration, Teachers, Counselors/MTSS Coordinators, School Psychologists, and District MTTS Support Team

Goal #3: Innovation (HSE21)

Problem Statement with Baseline Data:

Through innovation, we plan to promote the long-term development and success of all children through providing rich opportunities to explore interests, identify gifts, and grow their skills/abilities. Teachers will take actionable steps towards providing their students with the opportunity to apply learning in real-world contexts. Utilizing the Next Generation Science Standards *3-Dimensional Framework*, activities will focus on Science & Engineering Practices and Cross-Cutting Concepts to promote students doing STEM and thinking like real scientists and engineers. Through these experiences, students will understand communities of practice by engaging in authentic tasks conducted by scientists, technologists, engineers and mathematicians. Our plan involves local industry and RSI engaging in the learning community of STEM to provide authentic learning experiences to students. Given that our building sits directly to the east of the White River and south of the Nonie Werbe Kraus Nature Preserve, Riverside Intermediate School is located in an ideal area for this type of place-based learning to study the environment as well. Our major school projects have been divided into three categories which maximize learning in these areas:

1. **Agriculture**: goats, chickens, and bees
2. **Environment**: river watch studies, bird watching, support endangered species (butterflies), and seasonal changes to the outdoors
3. **Engineering**: innovative uses of technology to involve the design process within Humanities and STEM projects

While grounded in foundational skills, we believe in *situated cognition theory*- understanding how skills can be applied is as important as the knowledge and skills itself. As a long-term goal of becoming an IDOE STEM Certified school, a situated learning environment will move us towards this objective:

Expected SMART Outcome:
Teachers will provide integrated STEM and Humanities opportunities for students to apply their learning in real-world contexts- employing a great deal of inquiry, design, exploration, problem solving, project-based learning, community partnerships, student-centered classrooms, and out-of-school/outdoor activities. The Innovation Team will continue to:

1) Use the IDOE STEM Certification Rubric as a guide.   Additionally, we are expanding our targets to improve in all domains: Domain 1- Culture, Domain 2- Curriculum, Domain 3- Instruction, Domain 4- Partnerships. In the future, the rubric will transfer to goals associated with the Ford NGL 3E: Explore, Engage, and Experience.

2) In order to hone articulation and focus aligned to best practice and Indiana Academic Standards, mission statements will be written for our three pillars of innovation: Environment, Agriculture, and Engineering. The mission statements will be utilized to outline our vision and provide purpose and direction for each of the pillars that impact our instruction.

3) Establish a working document to manage the scope of logistics for major projects: goats, chickens, hydroponics, aquaponics, native plants, river study, and invasive species.

Strategy	Resources Needed	Progress Monitoring Incl. Data	Timeline	Person(s) Responsible
Project-based Experiences

Place-based Situated Learning

Design-based Learning | Book: Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences by Suzie Boss & John Larmer (ASCD) | -Indiana Phenology: 5th and 6th grade ongoing study of area of nature preserve. Increase the number of trained teachers, from 1 to 13 | 2021- Pilot | |

	The Power of Place: Authentic Learning Through Place-Based Education by Tom Vander Ark, Emily Liebtag, Nate McClennen (ASCD) Programs: -Fishers Maker Playground at Hub & Spoke -Indiana Phenology -Purdue TRAILS -Hoosier Riverwatch -Agriculture: Bees, chickens, and goats. Begin garden and hydroponics projects	-Purdue TRAILS: Pilot year to scale DBait engineering design challenge to the 5th grade level. Connection to Hoosier Riverwatch & DNR fishing studies. -White Riverwatch: 6th grade will monitor key factors aligned to the Environmental Pillar -Butterfly Waystation -Aquaponics project in conjunction with AgriPark initiative Schedule: Continue rotations of Innovation Time for students to experience agriculture	2022- Growth & training 2023- Each class involved in PBL	Principal, Assistant Principal, TDS, and Teachers

| Science & Engineering Practices

Cross-cutting Concepts & Integrating Content Areas

Integrated STEM Education | Book:
Lesson Imaging in Math + Science- Anticipating Student Ideas and Questions for Deeper STEM Learning

Standards:
ITEEA Standards for Technology and Engineering Literacy (STEL)

Articles:
A Conceptual Framework for Integrated STEM Education by Dr. Todd Kelley and Dr. J. Geoff Knowles

Prompts for Integrating Crosscutting Concepts Into Assessment and Instruction by William Penuel and Katie Van Horne

Where is the T in STEM? Education Week | NGSS: Cross-cutting concepts & Science/Engineering Practices

PLC meetings and PD with Amy Knerr to align curricular standards and maps to fit STEM & Humanities frameworks

Teachers and teacher librarian will explore ways to incorporate innovative technologies and design thinking into lessons/projects. | 2021-2023 | TDS, Teachers and Innovation Team |

Partnerships: Community of Practice Students will understand and engage in authentic practices conducted by scientists, technologists, engineers and mathematicians	• Fishers Maker Playground • Hamilton County Parks & Recreation • Central Indiana Land Trust (CILT) • Indiana Phenology • Purdue Polytechnic • Remedy Farm • Indiana DNR: Fishing in Education •	-Fishers Maker Playground: 5th grade Fall & Spring experiences -Naturalists from HC P&R, CILT -Agriculture support from Remedy Farm *See above Purdue and Indiana Phenology	2021-2024	Partnering groups & RSI teachers/administration

RSI Shorts
• Create brief posts about innovative activities in classrooms
• Write mission statements for Agriculture, Engineering, and Environment
	• Teachers sharing examples of innovative activities in their classroom
	  o Smore
	  o Podcasts
	  o Vodcasts
	  o RSI Website
	  o Social Media
		Review Smore "RSI Shorts" completion	2021-2024	Innovation Team

MakerSpace and Math Museum • Inquiry Options for Constructivist Concepts • Rich tasks for exploring math concepts	MakerSpace and Math Museum Tools/Resources Organization Systems for Usage	Track teacher/student usage of MakerSpace and Math Museum	2021-2024	Innovation Team

Professional Development Plan

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.

- Initial Start Meeting – MTSS, Playbook, and Procedure Reviews.
- ALICE Training (RJH/RSI)
- Ford NGL – Three E's...general background/information.
- Canvas Refresh and Skyward Grades (frequency)
- Restorative Practices (Part 2)
- Universal Design for Learning (UDL)
- Breaking Down Boundaries – Exceptional Learners
- MTSS Training – IEP Tech Support (MTSS Leaders)
- Purdue STEM Conference
- Phenology STEM training
- Bee/Goat/Butterfly Station Training
- Building Thinking Classrooms
- Empowering Writers/The Writing Rope
- NCTM focused staff development
- Elevating Education 2023
- 2nd Thursday of the month – Staff Meeting/ 4th Thursday of the month - Committee Meetings
  - Topics: Designed to implement the SIP plan details above: Promoting best practices in STEM/Humanities instruction, best use of resources, MTSS engagement for all students/staff, and promotion of the equity and inclusive plan for RSI.

Important Professional Development Links:

Intermediate Humanities:

www.humanitieshighlights.com password: hsehumanities

Intermediate STEM:

- Creating a STEM community for productive struggle
- Establishing *learning* goals to facilitate conceptual understanding
- Implementing phenomenon-based science units in alignment with Next Generation Science Standards
- Planning inquiry-based STEM units that facilitate hands-on exploration of STEM concepts
- Utilizing Crosscutting Concepts as a bridge between STEM disciplines

stemhighlights.com password: hsestem

Appendix A

ILEARN ELA PROFICIENCY SCORES 2021-23

	ELA Overall		Paid	F/R		Asian	Black	Hispanic	Multi-R	White		Female	Male	ExL Learners	ELL
2021	53.30%		52.60%	36.50%		70.80%	27.00%	30.40%	53.80%	53.70%		51.20%	48.10%	14.50%	13.30%
2022	56.30%		66.80%	35.40%		64.70%	29%	34.20%	58.20%	67.80%		62.80%	58.80%	22.80%	10.20%
2023	61.90%		68.80%	36.50%		58.30%	34.90%	44.60%	52.60%	68.70%		63.10%	60.80%	27.80%	16.10%

ILEARN MATH PROFICIENCY SCORES 2021-23

	Math Overall		Paid	F/R		Asian	Black	Hispanic	Multi-R	White		Female	Male	ExL Learners	ELL
2021	61.40%		61.40%	33.60%		67.60%	23.00%	27.50%	53.80%	62.60%		52.70%	59.80%	17.10%	16.70%
2022	66.60%		75.80%	47.90%		79.40%	36.20%	46.60%	68.70%	76.60%		64.10%	76.40%	32.90%	32.70%
2023	67.60%		75.80%	37.60%		73.60%	30.20%	50.60%	57.90%	74.40%		62.30%	72.30%	38%	27.40%

21
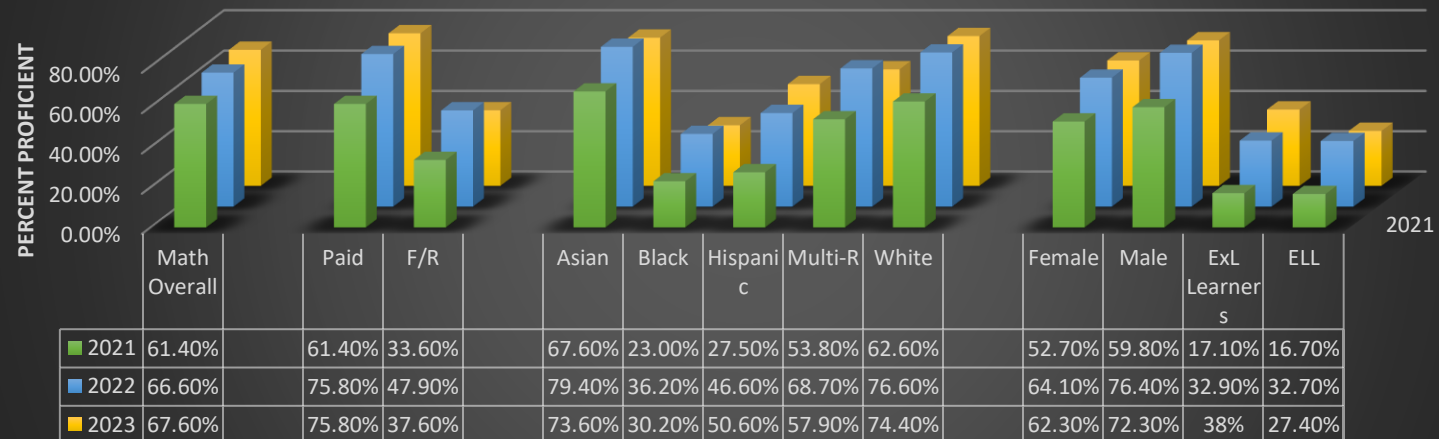
Appendix B

MATH NWEA AVERAGE SCORES AND DISTRIBUTION

	Sort by `-- select an option --` ▼	Students ⓘ
Grade 5	**Growth** Median and Distribution **83rd** | 9% | 8% | 9% | 20% | 54% **Achievement Fall 2022-2023** Median and Distribution **63rd** | 7% | 14% | 27% | 22% | 30% **Achievement Spring 2022-2023** Median and Distribution **80th** | 7% | 8% | 11% | 24% | 50%	415
Grade 6	**Growth** Median and Distribution **96th** | 4% | 4% | 5% | 15% | 72% **Achievement Fall 2022-2023** Median and Distribution **63rd** | 8% | 16% | 25% | 20% | 31% **Achievement Spring 2022-2023** Median and Distribution **90th** | 3 | 5 | 9% | 19% | 64%	403

Percentiles Key: 🔴 1st - 20th 🟠 21st - 40th 🟡 41st - 60th 🟢 61st - 80th 🔵 >80th

<div align="right">

Math K-12
Riverside Intermediate
Rostered Spring 2022-2023

</div>

Achievement by Grade
Riverside Intermediate | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution Sort by `-- select an option --` ▼	Number of Students
Grade 5	**63rd** | 10% | 12% | 27% | 22% | 29%	425
Grade 6	**63rd** | 8% | 15% | 26% | 21% | 30%	413

Percentiles Key: 🔴 1st - 20th 🟠 21st - 40th 🟡 41st - 60th 🟢 61st - 80th 🔵 >80th

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Math K-12
Riverside Intermediate
Rostered Fall 2023-2024
Tested Fall 2023-2024

</div>

More information about this chart ⌄

22

Appendix B con't.

READING NWEA AVERAGE SCORES AND DISTRIBUTION

Reading
Riverside Intermediate
Rostered Spring 2022-2023

Achievement by Grade

Riverside Intermediate | Reading

Reading
Riverside Intermediate
Rostered Fall 2023-2024
Tested Fall 2023-2024

NWEA Mean Percentiles - MATH Disaggregated Groups - Fall 2023

MEAN PERCENTILE

	Asian	Black	Hispanic	Multiracial	White		Male	Female		ELL	EXL
5th Grade	74	39	50	52	68		70	58		52	32
6th Grade	57	37	55	58	65		65	58		57	36

5th Grade

NWEA Mean Percentiles - READING Disaggregated Groups - Fall 2023

MEAN PERCENTILE

	Asian	Black	Hispanic	Multiracial	White		Male	Female		ELL	EXL
5th Grade	68	51	49	59	74		68	69		58	42
6th Grade	63	61	63	68	76		72	72		61	40
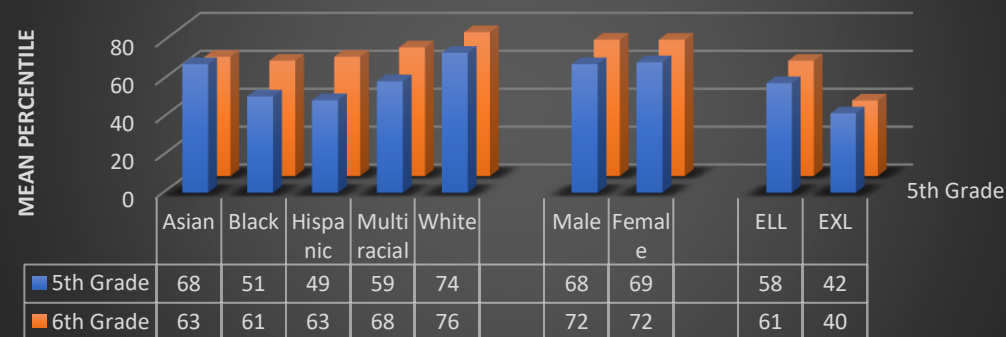
5th Grade

Appendix D

5th Grade WIDA Scores from 22-23 to 23-24

New to program: 3 students

No Growth: 14 students

Growth: 29 students

Growth No Growth New to program
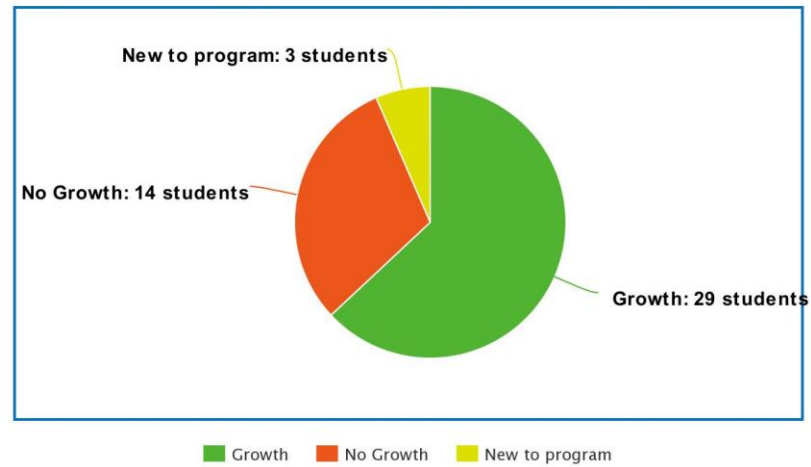
meta-chart.com

6th Grade WIDA Scores from 22-23 to 23-24

New to program: 3 students

Growth: 10 students

No Growth: 13 students

Growth No Growth New to program
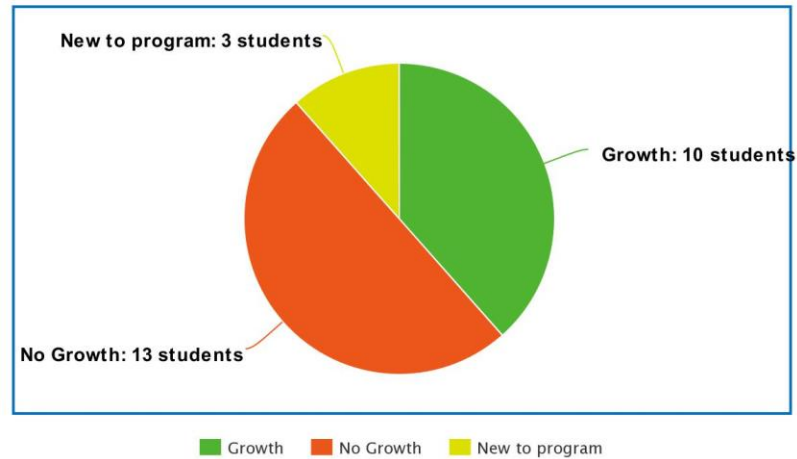
meta-chart.com

Appendix E

Career Development

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.

Cultural Competency at RSI

Riverside Intermediate 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.

Riverside Intermediate 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.

Curriculum Location

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 www.hseschools.org

MTSS - Addressing the Needs of All Learners

HSE uses a tiered approach to academics called Multi-Tiered System of Supports (MTSS) 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 (ENL) 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.

Safe Learning Environment

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.

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.