



HAMILTON SOUTHEASTERN SCHOOLS

FISHERS HIGH SCHOOL

Strategic and Continuous School Improvement & Achievement Plan 2019-2024

School Name: **Fishers High School**

School Address: **13000 Promise Road**

Fishers, IN 46038

School Telephone **317-915-4290**

Number:

School Fax Number: **317-915-4299**

School DOE Number: **2487**

Corporation DOE **3005**

Number:

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STATEMENT OF MISSION, VISION, AND BELIEFS

HSE SCHOOLS

Hamilton Southeastern Schools, as one innovative school community, provides an educational opportunity for each student to achieve maximum potential, to become a responsible citizen and influence an ever-changing world community.

FISHERS HIGH SCHOOL

VISION STATEMENT

The Fishers High School educational community will nurture a culture of excellence and empower students to become lifelong learners.

MISSION STATEMENT

HAVE PRIDE – SHOW CHARACTER – BUILD TRADITION

CORE PURPOSE

To positively impact EACH student and their work.

CORE VALUES

Integrity

Perseverance

Community

Respect



OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process utilizing the principles of Stanford Design Thinking. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of Indiana Rules and Regulations.

ORGANIZATIONAL STRUCTURE

Many individuals were involved in the creation of this school improvement plan.

GROUPS AND ROLES

The **Steering Team** is comprised of educators, students, parents, and business community representatives. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

- John Wechsler-Parent, Launch Fishers Founder
- Marissa Deckert-Fishers Parks and Rec
- Scott Brown-Business community
- Jordan Dickey-Business community
- Matt Swaim-School Counselor
- Jennifer Pope-Teacher
- Kyle Goodwin-Assistant Principal
- Chrissie Sturgill-Assistant Principal
- Riley Padron-Student
- John Yun-Student
- Shamika Morales-Parent
- Holly Statz-Parent
- Tracy Butler-Parent
- Jason Urban-Principal
- Steve Loser-Assistant Principal
- Brent Freed-Teacher

The **School Improvement Council** is made up of educators, students, and parents. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

Name	Group Represented	Name	Group Represented
Tony Bagato	Parent	Dan Reddan	Teacher
Jennifer Boudreau	Parent	Beth Schulhof	Teacher
Tabbatha Collier	Parent	Cole Anderson	Student
Shannon Fields	Parent	Yavuz Atlaman	Student
Jessica Finn	Parent	Lee Balkcom	Student
Teresa Hunt	Parent	Ava Carter	Student
Erica Mayfield	Parent	Caleb Dack	Student
Brittany McClary	Parent	Vince Dieu	Student

Amy Oviedo	Parent	Jacob Dowd	Student
Jason Urban	Principal	Elise Emerson	Student
Kyle Goodwin	Assistant Principal	Tseganesh Gregg	Student
Sarah Riordan	Assistant Principal	Hasara Jayesekere	Student
Chrissie Sturgill	Assistant Principal	Jennifer Jo	Student
Patrick Schooley	Dean	Richard Lancaster	Student
Lizette Baumann	Counselor	Timmy Lawrence	Student
Marcy Clone	Teacher	Natalie Lux	Student
Jenni Gabbard	Teacher	Maggie Lynch	Student
Stephanie Gutting	Teacher	Wangeshi Mwangi	Student
Amanda Howard	Teacher	Chandler Phillips	Student
Lori Kixmiller	Teacher	Ainsley Powers	Student
Shanna McCabe	Teacher	Omar Samara	Student
Taylor Meador	Teacher	Kaiser Shockley	Student
Kelsey Ondish	Teacher	Veda Thangudu	Student
Sarah Pritts	Teacher	Dahnya Chop	Teacher

SCHOOL IMPROVEMENT PROCESS

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Design Thinking process:

Discussion 1: Academic & Future Ready Skills, Social and Emotional Well-being of Students, the FHS Student Experience

Discussion 2: Common Vision for High Student Success, Data Analysis & Achievement Goals, Interventions

DATA-DRIVEN DECISION-MAKING

The school improvement process relies heavily on data as a foundation for decision-making.

1. *Achievement Data* – To what degree are students prepared for success at the next educational level, whether postsecondary education and/or a global economy?
2. *Root Cause Data* – What conditions in the school and community interfere with student achievement?
3. *Intervention Data* – Is the intervention having the desired impact on stakeholders?

IMPLEMENTATION WINDOW

Our school and community will be implementing this plan during the 2023-2024 school year. Questions about the School Improvement Plan should be directed to Jason Urban, Fishers High School principal.

GOALS AND INTERVENTIONS

PART I: ACADEMIC GOALS

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment and student mastery of each Indiana College and Career Readiness Standard. A full list of academic assessments is found in the Indiana Rules and Regulations section of this plan.

The School Improvement Council (including educators, students, and parents) were involved in the analysis of the achievement data. The following questions were addressed during the data analysis:

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us? What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council first identified a small number of focus areas. These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the focus areas and created specific **SMART Goals** focused on academic standards, and/or student groups that, if improved, would impact the broad focus areas. Both the focus areas and the SMART Goals are listed below. Once the SMART goals were developed, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of the following school year. The data targets fall between the current student data and the vision (ideal) data.

GOAL #1 FUTURE-READY SKILLS

EXPECTED OUTCOMES

1. The percentage of students earning both “College and Career Readiness” (CCR) benchmarks will increase by 5% from the 10th grade PSAT to the 11th grade SAT.
2. Additionally, when compared to the overall percentage of 11th grade students meeting both CCR benchmarks the gaps for Black/African American students and Hispanic/Latino students will decrease by 2% each year.

GOAL #2 ATTENDANCE RATE

EXPECTED OUTCOMES

1. The overall attendance rate will improve at least .50% each year.
2. By the end of the 2025-2026 school year, the overall attendance rate will exceed pre-Covid levels.

GOAL #3 PROMOTION AND GRADUATION

EXPECTED OUTCOMES

99% of seniors in the class of 2024, who are eligible for a diploma, will graduate high school.

FHS SCHOOL IMPROVEMENT GOAL #1 FUTURE-READY SKILLS

PROBLEM STATEMENT

Approximately 60% of FHS juniors demonstrated college-readiness scores on the PSAT. That said, 89% of FHS seniors indicate they intend to enroll in college.

Additionally, when compared to the overall percentage of 11th grade students meeting both “College and Career Readiness” (CCR) benchmarks* on the PSAT (55%), there are significant gaps for Black/African American (33%) students and Hispanic/Latino students (46%) students.

EXPECTED OUTCOMES

The percentage of students earning both CCR benchmarks will increase by 5% from the 10th grade PSAT to the 11th grade SAT.

Additionally, when compared to the overall percentage of 11th grade students meeting both CCR benchmarks, the gaps for Black/African American students and Hispanic/Latino students will decrease by 2% each year.

*COLLEGE & CAREER READINESS INDEX		
Assessment	Reading & Writing Benchmark	Math Benchmark
SAT	480	530
PSAT (Grade 10)	430	480

FHS Class of 2025							
Skill Sub-Scores	Sophomore Year (Fall 2022 PSAT)			Junior Year (Spring 2024 SAT)			Delta
	Needs to Strengthen	"Close to CCR"	On Track for CCR	Needs to Strengthen	"Close to CCR"	On Track for CCR	CCR
EWR: Command of Evidence	24%	36%	40%			Goal: 45%	
EWR: Words in Context	10%	40%	49%			Goal: 54%	
EWR: Expression of Ideas	16%	44%	39%			Goal: 44%	
EWR: Standard English Conventions	12%	54%	34%			Goal: 39%	
Math: Heart of Algebra	18%	56%	26%			Goal: 31%	
Math: Prob. Solv. & Data Analysis	18%	61%	21%			Goal: 26%	
Math: Passport to Advanced Math	33%	45%	22%			Goal: 27%	

PERCENTAGE OF STUDENTS ACHIEVING BOTH "CCR" BENCHMARKS

PSAT Benchmarks	10th PSAT	11th SAT
Overall % of students meeting both benchmarks	55%	Goal: 60%
% of Black students meeting both benchmarks	40% (gap of 15%)	Goal: 47% (gap of 13%)
% of Hispanic students meeting both benchmarks	34% (gap of 21%)	Goal: 41% (gap of 19)

INTERVENTIONS

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Teachers in English, math, science, & social studies departments engage in professional development to: <ul style="list-style-type: none"> Understand the skills on the exam. Engage in sample test questions. Collectively brainstorm ways their dept. can help students prepare. 	https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test FHS-created PSAT videos		eLearning Day: - Sept 29	Building administration (PD) Teacher leaders (presenting) All teachers (for skills)
2) Teachers in English, math, science, & social studies develop classroom activities to target specific skills assessed on the PSAT/SAT.	https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test Khan Academy Resources		eLearning Day: - Sept 29	All teachers PLC collab. teams
3) PLC collaboration teams will create and implement common formative assessments tied to their ELOs.	PLC Resources Essential Learning Outcomes	Teachers will progress monitor individual student growth on ELOs & utilize Targeted Instruction for interventions	On-going Weekly collab. team mtgs. 2-3 T.I. blocks per week	Teachers PLC collab. teams
4) Dept. Instructional Leaders (English, math, science, social studies) will perform curriculum audits to ensure PSAT/SAT skills are embedded in department curriculum.	IDOE “Priorities” in English & Math for SAT/PSAT	Updated curriculum maps for each PLC; CFAs tied directly to SAT/PSAT skills	Fall 2023	Department Instructional Leaders
5) Counseling staff will provide PSAT prep & reflection materials for students.	Individual PSAT scorecard SAT/PSAT prep class Khan Academy	Student growth & CCR achievement will be published on a data wall in the CCA	PSAT class will be offered in September Each student will receive scorecard w/ test results	Counseling Staff FHS Students
6) “Employability Committee” develops lessons for Block 8 teachers to implement on independence, where to go for help, how to ask for help, etc.	Employability lessons (turnkey) for consumption in Block 8	Student survey at conclusion of lesson, reflections & takeaways from the lesson	Fall 2023	Employability committee (creating) Teachers (implementing)

7) Teachers in English, math, science, & social studies departments will take a practice SAT to become more familiar with question types and skills assessed	FHS Practice SAT test		eLearning Day: - Sept 29	All teachers PLC collab. teams FHS Admin
8) Students "Close to CCR" will be assigned to math and English prep sessions during Block 8.	PSAT results and PSAT/SAT prep resources	Junior PSAT scores will be compared to senior SAT scores to determine impact	Second semester until the March SAT	Math and English teachers FHS Admin

FHS SCHOOL IMPROVEMENT GOAL #2 ATTENDANCE RATE

PROBLEM STATEMENT

The overall attendance rate has reduced significantly (as much as 2%) since the COVID years.

EXPECTED OUTCOMES

The overall attendance rate will improve at least .50% each year. Eventually, the overall attendance rate will exceed pre-Covid levels.

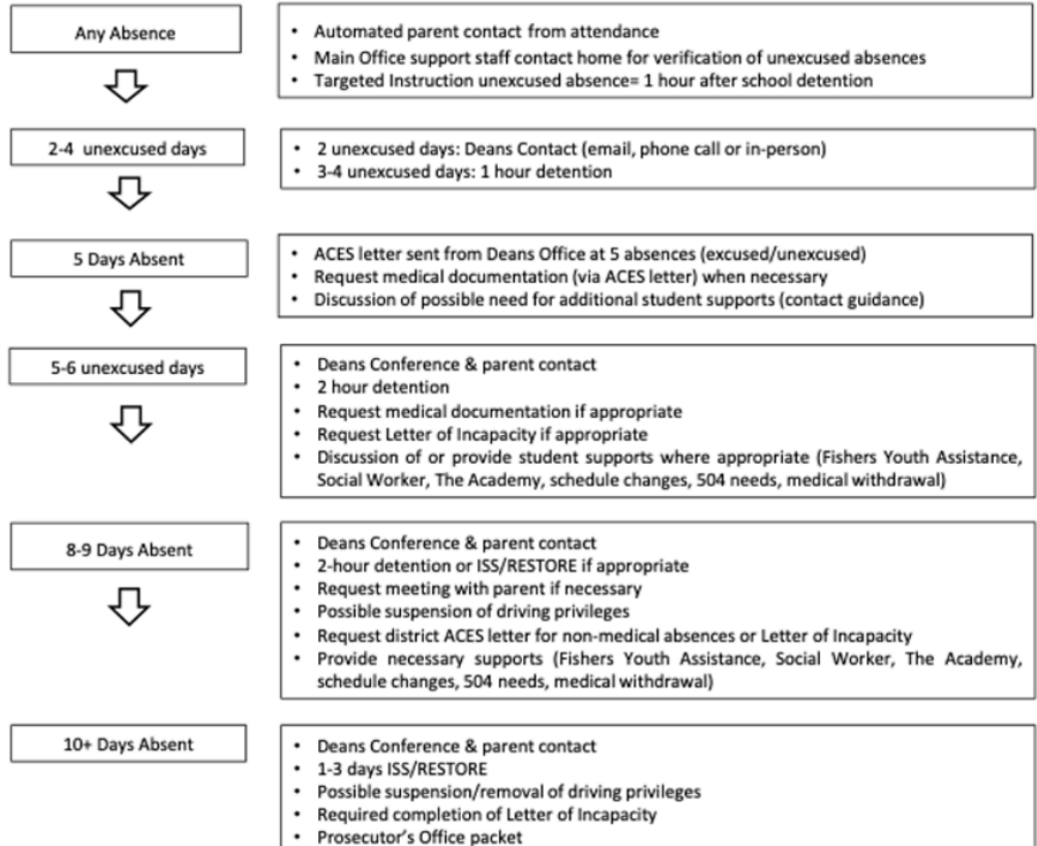
YEAR	OVERALL ATTENDANCE RATE	OVERALL ATTENDANCE RATE GOAL
2016-2017	96.02	
2017-2018	95.87	
2018-2019	95.73	
2019-2020	COVID	
2020-2021	COVID	
2021-2022	93.93	
2022-2023	94.15	
2023-2024		<i>Goal: 94.75</i>
2024-2025		<i>Goal: 95.25</i>
2025-2026		<i>Goal: 95.75</i>

INTERVENTIONS

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Enhanced approach to providing parental information to Spanish and Arabic speaking families.	Weekly attendance letters translated Spanish and Arabic speaking families. Deans Office emails will be translated into the home language using Google translate.	Reports with students at 5 days and 8 days of absence	Letters will be sent weekly	FHS Admin District personnel FHS support staff
2) New procedures for student late arrivals to school	Teachers will require students arriving 15 min. late to class to go to attendance for a pass. Support staff will issue passes to class after students check in with attendance office.	Monthly attendance reports	Admin will monitor procedure through the first semester. Adjustments will be made based on results from the first semester.	Teachers FHS Admin Support staff
3) ACES program coordination between the school and the Hamilton County Prosecutor's Office and DCS	Students with absences that exceed eight days per semester or sixteen days per school year are candidates for referral to the ACES program.	FHS will submit monthly reports on students eligible for ACES to the Prosecutor's Office and HSE District personnel.	Admin will monitor procedure through the first semester. Adjustments will be made based on results from the first semester.	FHS Admin District administration Support staff Prosecutor's office
4.) Referrals of families to the Fishers Youth Assistance Program for attendance concerns.	Ongoing relationship with Fishers Youth Assistance	FHS will review make determinations on Youth Assistance placements in collaboration with social workers during monthly at-risk student meetings.	Referrals will be based on student and family need	Social Workers Fishers Youth Assistance Parents FHS Admin

5) Intentional practices will be implemented to build a positive school culture for students	A culture of care, collaboration, growth, and risk-taking	School culture survey will be administered and reviewed annually	Monthly teacher celebrations & appreciation activities will be implemented to impact the environment Students of the month and PAWS rewards for positive student behavior	FHS Admin Teachers Counselors
6) Restorative practices.	Restorative leaders trained through district trainer	Recidivism rate after student restorative modules are completed Number of staff members trained in restorative practices	Follow up training throughout the year	All staff
7.) FHS Deans Office will assign students with excessive unexcused absences to mandatory Targeted Instruction	Targeted Instruction supervision through an IA	Monthly attendance reports Targeted Instruction requests	Students will begin being assigned after first 9 weeks. The procedure will continue through the first semester and be reevaluated	FHS Admin
8.) Positive supports for students who demonstrate improved attendance	Lunch for students who demonstrate increased attendance Monthly email and newsletter notification for those students in the 97% club Teachers submit two Students of the Month, the second student is for attendance recognition (perfect or improved attendance)	Monthly attendance reports	Monthly – Student of the Month Monthly – Newsletter May – Lunch for improved attendance	FHS Admin Support Staff Teachers Counselors
9.) Clear and consistent procedure for unexcused absences	N/A	See chart below	See chart below	FHS Admin Support Staff Teachers Counselors

FHS ATTENDANCE DISCIPLINE PROGRESSION 2023-2024 UNEXCUSED ABSENCES



FHS School Improvement GOAL #3 PROMOTION AND GRADUATION RATE

PROBLEM STATEMENT

The graduation rate for FHS decreased significantly in the 2014-2015 school year to an all-time low of 93.8%. An increased number of students in grades 9-11 were deficient in credits, and no longer on track for graduation for their grade level.

EXPECTED OUTCOMES

All seniors in the class of 2024, who are eligible for a diploma, will graduate high school.

Year	Graduation Rate
Baseline (2018-2019)	97%
SY 2019-2020	98.2%
SY 2020-2021	97.8%
SY 2021-2022	97.9%
SY 2022-2023	Projected 98%
SY 2023-2024	<i>Goal 98.5%</i>
SY 2024-2025	<i>Goal 99%</i>

SENIORS "ON TRACK" TO GRADUATE

Class of 2024 (23-24)	
Passing (28+ credits)	858
Under (<28 credits)	30
Move-Ins	17
Total Population	888
Percentage	96.62
Target	

Class of 2023 (22-23)	
Passing (28+ credits)	892
Under (>28 credits)	35
Move-Ins	26
Total Population	927
Percentage	96.22%
Target	100%

Class of 2022 (21-22)	
Passing (28+ credits)	886
Under (>28 credits)	28
Move-Ins	25
Total Population	914
Percentage	96.9%
Target	100%

Class of 2021 (20-21)	
Passing (28+ credits)	820
Under (>28 credits)	33
Move-Ins	2
Total Population	855
Percentage	95.9%
Target	100%

JUNIORS "ON TRACK" TO GRADUATE

Class of 2025 (23-24)	
Passing (20+ credits)	808
Under (<20 credits)	26
Move-Ins	29
Total Population	834
Percentage	96.8%
Target	

Class of 2024 (22-23)	
Passing (20+ credits)	862
Under (>20 credits)	54
Move-Ins	47
Total Population	916
Percentage	94.1%
Target	99%

Class of 2023 (21-22)	
Passing (20+ credits)	825
Under (>20 credits)	51
Move-Ins	43
Total Population	876
Percentage	94.2%
Target	99%

Class of 2022 (20-21)	
Passing (20+ credits)	887
Under (>20 credits)	56
Move-Ins	15
Total Population	958
Percentage	92.6%
Target	99%

SOPHOMORES “ON TRACK” TO GRADUATE

Class of 2026 (23-24)	
Passing (10+ credits)	879
Under (<10 credits)	27
Move-Ins	35
Total Population	906
Percentage	97.02%
Target	

Class of 2025 (22-23)	
Passing (10+ credits)	827
Under (>10 credits)	41
Move-Ins	49
Total Population	868
Percentage	95.28%
Target	99%

Class of 2024 (21-22)	
Passing (10+ credits)	786
Under (>10 credits)	56
Move-Ins	42
Total Population	842
Percentage	93.3%
Target	99%

Class of 2023 (20-21)	
Passing (10+ credits)	855
Under (>10 credits)	48
Move-Ins	35
Total Population	904
Percentage	94.6%
Target	99%

INTERVENTIONS

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Weekly grade pulls through and review by the MTSS committee	MTSS spread spreadsheet	Weekly, the MTSS committee will evaluate progress to determine tiered interventions for at-risks students	weekly	Counselors FHS Admin Teachers
2) Parent and student meetings with at-risk 9 th and 10 th graders	Grade reports	The at-risk list will include 9 th / 10 th graders after semester 1 who have not earned at least 5 credits	At 9-weeks, counselors will meet w/ 9 th /10 th graders who has 1+ "F" grade & their parent	Counselors FHS Admin
3) In-house alternative school for at-risk students	Counselor, Social Worker & Teacher	Pass rates of students in FHS alternative school	2022-2023 SY is year 4 for new alternative school at FHS	Alternative school staff
4) Tier 2 intervention Mastery Learning Center	IAs, Grade reports, skyward reports	Number of impacted students, Pass % of students receiving services	Every 9 weeks	MLC staff FHS Admin
5) Targeted Instruction	Data from Enriching Students	Total students requested, average students by day and teacher	Every "Silver" day	Teachers IAs Students Support staff FHS Admin
6) Restore room	Skyward data, discipline data, Canvas modules	9 weeks data, repeat occurrences	Every 9 weeks	IAs FHS Admin

PART II: INTERVENTIONS IMPACTING ALL GOALS

The Steering Team was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by stakeholders, the Council selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

ENROLLMENT & ACCESS TO AP, IB, AND DUAL CREDIT COURSES

FHS has been increasing enrollment in Advanced Placement courses steadily since the school opened. In the last decade, for example, the growth speaks for itself:

- In 2010, 533 students took 783 AP exams (with 55.7% of exams earning a score of 3+)
- In 2021, 1252 students took 2144 AP exams (with 60.5% of exams earning a score of 3+)
- In 2022, 1269 students took 2189 AP exams (with 72% of exams earning a score of 3+)
- In 2023, 1212 students took 2105 AP exams (with 77% of exams earning a score of 3+)

In the last few years, the AP enrollment and achievement data has also been disaggregated by student demographic groups to determine where gaps may exist and what can be done to address those gaps. Meetings with AP teachers, guidance counselors, and the AP Coordinator have all served to find solutions to some of these issues. Additionally, all teachers are now asked to make course recommendations for their students for the next school year prior to the scheduling season, which gives counselors more information from current classroom teachers about potential readiness for advanced coursework. The equity team at FHS has also looked at enrollment data and created some interventions for increasing equity and access to advanced coursework for all students. AP Potential is used every year to identify students who may have been missed through traditional means and who have the potential to be successful in AP courses.

With the opening of the College & Career Academy in 2015, an emphasis on expanding dual credit course offerings and having multiple pathways also exists. In addition to the existing partnership with Indiana University through their ACP offerings, FHS now has dual credit partnerships with Ball State, Indiana University, Purdue Polytechnic, and

Ivy Tech. This has allowed more students to access dual credit courses while in high school. During the 2016-2017 school year, the partnership with J. Everett Light, the vocational school, was expanded to bring several offerings into the building so that students do not have to travel out of the building to take the courses.

Class of:	Students took at least 1 AP/DC Course	Total AP/DC Courses Taken
2014	396 / 534, 74%	2470
2015	425 / 562, 76%	2444
2016	556 / 697, 80%	3637
2017	564 / 715, 79%	3959
2018	681 / 815, 84%	4096
2019	721 / 857, 84%	4102
2020	599 / 839, 71%	4695
2021	615 / 846, 73%	5249
2022	661 / 873, 76%	5696
2023		

ACADEMIC HONORS DIPLOMA & CORE 40 DIPLOMA

Annually there is an analysis of the course offerings that are available to students. This includes courses needed to meet the requirements of the Academic Honors Diploma. Teachers and administrators have the option to propose new courses that will allow students to meet this rigorous diploma option. These proposals are vetted through the buildings and then forwarded to the Executive Director of Secondary Education for approval and recommendation to the Assistant Superintendent for Teaching and Learning and the Superintendent. Course recommendations then go to the Board of School Trustees for final approval.

HISTORICAL PERCENTAGE OF SENIORS GRADUATING WITH HONORS DIPLOMA

Year	% Graduating with Honors Diploma
2008	44%
2009	41%
2010	40%
2011	45%
2012	45%
2013	51%
2014	50%
2015	51%
2016	55%
2017	51%
2018	53%
2019	55%
2020	60%
2021	53%
2022	58%
2023	55%

When students enter high school, all students are placed on a path to obtain the Core 40 diploma. Each year prior to scheduling, students and parents/guardians are provided opportunities to learn about course offerings and various diploma types. Students and families are informed of the requirements for an academic honors diploma and all students interested in pursuing this type of diploma are placed in classes that will help them meet the requirements. A student's plan and past courses taken is also reviewed each year to ensure they are still pursuing the appropriate diploma.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is a framework used to provide targeted support to struggling students. The goal of MTSS is to intervene early—through a tiered process—so students can catch up with grade level academic competencies. Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by diagnostic assessments, achievement data, progress

monitoring, and how a student responds to one level of intervention. All students should have access to support systems when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem solving the specific needs of the student.

GOAL: The MTSS work at FHS will be in place to support our relentless focus on learning for EACH student. Ultimately, the goal of this work is to support student achievement at FHS.

DRIVING DATA: Weekly F Report from Skyward

TIER 0: The Baseline – Safety (Main Leadership: Chrissie Sturgill and The Deans)

- Before students can truly engage in their learning, they must first have their basic needs of SAFETY met. **Tier 0 interventions** include – Attendance, Discipline, Threat Assessment, SAT Team, Columbia Screener, Restorative Practices, PrePARE, StopIt, Securly

TIER 1: Quality Classroom Instruction (85%) (Main Leadership: Admin Team and Teachers)

- This work is incredibly important, as it should allow 85%+ of our student population to thrive in their learning at any given time. **Tier 1 interventions** include – hiring, PLC's, PD, Graduation Pathways, Teacher Evaluations, Summer School, Guidance, AP Program, IB Programme, PLTW, SAT/PSAT, PBIS

TIER 2: Additional Time and Support (10%) (Main Leadership: MTSS Team)

- To identify students who need additional time and support at any given time in learning, we will look for students who are on the F report for three consecutive weeks in a course. **Tier 2 interventions** include all Tier 1 interventions, plus a combined effort by all stakeholders to increase support for the student's learning (see below).
 - Whole Staff: Monthly Data Review at Faculty Meetings
 - Individual Teachers: [Check-in form for support](#)
 - Individual Parents: Guaranteed Communication + Positive Progress Report
 - Individual Students: Guidance Counselor Convos, PBIS

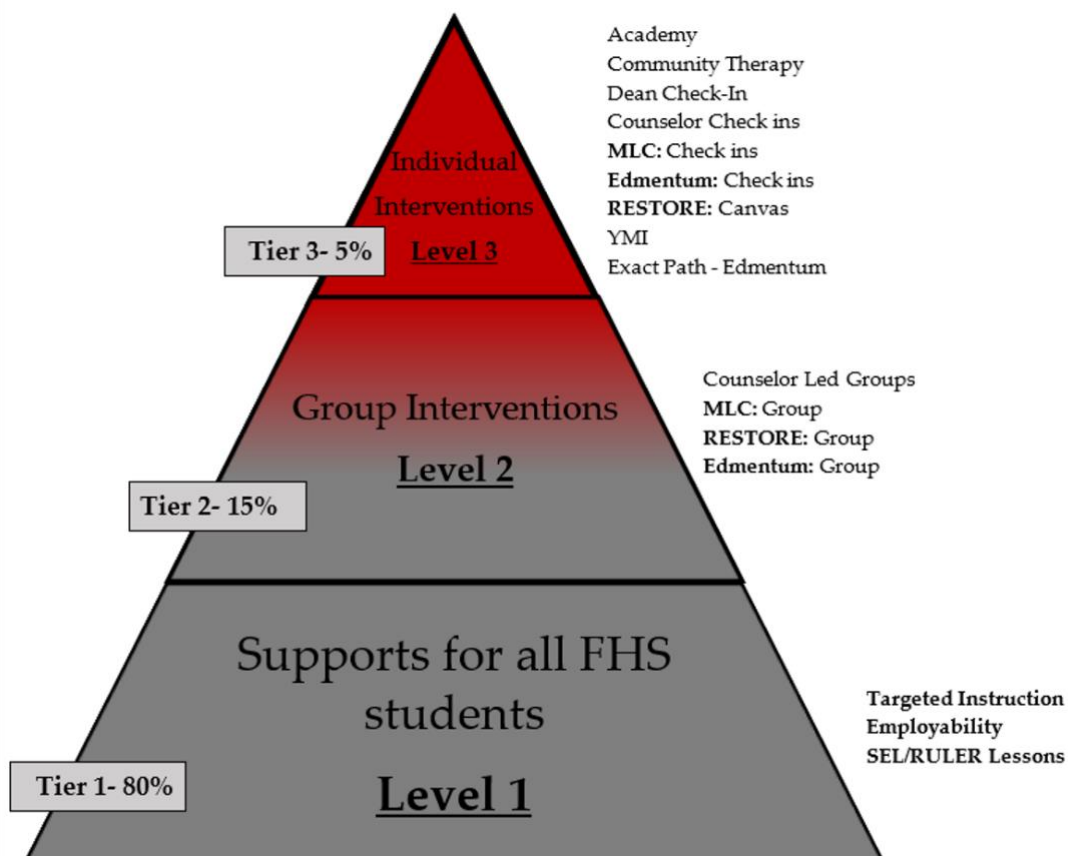
[Note: We collectively recognize as a staff that *targeted instruction* is necessary for any student who needs Tier 2 interventions at any given time.]

TIER 3: Intensive Interventions (5%) (Main Leadership: Nawla Williams and Matt Swaim)

- To identify students who need intensive interventions, we will look for students who have an F in 3+ courses (credit deficient). **Tier 3 interventions** include all Tier 1 and 2 interventions, plus – MLC, Edmentum, Academy, 504, IEP, TMI, TI prioritized scheduling.

MTSS Team: Sarah Riordan (Grade 9-11 MTSS Coordinator), Nawla Williams (Grade 9-11 Tier 3 support; Grade 12 MTSS Coordinator), Katie Hagerty (MTSS Teacher Coordinator), 9th Grade Counselors, Sarah Pritts (ENL support), Jen Pope (EL support), Matt Swaim (Tier 3 support), Gretchen Stullken (Data Coordinator), The Guidance Department

- This team will meet once a month to look at the data for each student group identified by the representatives on the team. During this monthly meeting the team will look for trends in the data to create professional development for the FHS staff. The team will also spend a great amount of time working on the interventions needed per tier and per student.



SPECIAL EDUCATION & ENGLISH AS A NEW LANGUAGE

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.

SAFE & DISCIPLINED 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.

PARENTAL PARTICIPATION IN THE SCHOOL

PTO – PARENT TEACHER ORGANIZATION

The FHS PTO is an active member of the FHS community. The PTO provides grants to teachers for classroom materials and supports several programs throughout the school. They organize such events such as Homecoming tailgate, Chili Cook-Off (a competition between FHS academic departments), African American Heritage Celebration, and Senior Celebration.

The FHS PTO provides rewards for teachers in our CLAWS character education program. The PTO helps sponsor teacher appreciation week offering many rewards and prizes for teachers. PTO funds are raised through concession stands at all home sporting events. All money raised by the PTO is put back into programs at FHS.

SCHOOL IMPROVEMENT TEAM

Parents serve on the School Improvement Council which meets regularly to review the school goals and plan.

FORD/NGL

Parents are a part of the committee envisioning a new Portrait of a Graduate and the expansion of K-12 CTE opportunities across the district.

COMMUNITY EQUITY & INCLUSION MODEL

Parents participate in the district Inclusive Excellence model. This model is derived from the American Association of Colleges and Universities. It reflects the belief that diversity and equitable practices are catalysts for educational excellence including inclusive environments. Therefore, inclusive practices must be visible at all levels, from instructional practices to community relations.

CTE ADVISORY BOARDS

Parents serve on FHS CTE advisory boards which meet yearly to review progress and shape vision of CTE course offerings.

PARENT INFORMATION NIGHTS

FHS hosts numerous parent information nights and parent webinars. Topics include: ENL supports, financial aid, International Baccalaureate, Advanced Placement, interpreting PSAT results and the costs of college.

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.

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

Fishers High 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 High 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.

FHS INCLUSIVE EXCELLENCE PLAN

I.E Focus Area	Goal	Accomplished in 22-23	Goals (23-24)
Access & Equity	Ensure all students have access to all resources in the building.	<ul style="list-style-type: none"> – TI allows us to meet diverse needs of students – Course scheduling discussions with teachers – Support Student Supply Room 	<ul style="list-style-type: none"> – Host “Listening Tour” of various student affinity groups to better understand concerns of students – Better advertisement for student supply room
Climate	Support a culture of equity and sense of belonging for all student populations.	<ul style="list-style-type: none"> – International Fair – Diverse voices/stories on announcements – ENL Night – Ramadan Iftar Dinner 	<ul style="list-style-type: none"> – Continue support for events from last year – Work to include FAP more – Better support mental well-being of staff and students – Continue to build trust at all levels (departments, staff to admin etc.)
Diversity in the Curriculum/Co-Curriculum	Create tools to support diverse curriculum and diverse learners.	<ul style="list-style-type: none"> – PLC process allows us to identify and intervene with students in a timely and effective fashion 	<ul style="list-style-type: none"> – Continue to support department-level discussions about equitable grading practices. Create space for staff to consider policies regarding late work, re-takes, etc. We simply want to create the venue for discussion, not request teachers make specific changes
Learning & Development	Ensure staff is provided opportunities to learn and grow as equitable teachers who serve all their students.	<ul style="list-style-type: none"> – Restorative Practices training 	<ul style="list-style-type: none"> – We plan to turn our Listening Tour into a series of PD Sessions for staff Thursday mornings in the Spring. After meeting with Affinity groups, they will be given a morning to present their experiences to staff. Optional PD that will honor and showcase student voices

PART III: PROFESSIONAL DEVELOPMENT SUMMARY

PREPARATION & PROFESSIONAL DEVELOPMENT

To prepare for successful implementation of the School Improvement Plan, a comprehensive Professional Development Plan has been developed.

ALIGNMENT WITH THE SCHOOL IMPROVEMENT PLAN

The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

EFFECTIVE LEARNING PROCESS

The Professional Development Summary was written by administrators and teacher-leaders; the plan includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

PROFESSIONAL GROWTH ENVIRONMENT

Each intervention is supported by School Improvement Council. Council members are responsible for 1) writing (with support from colleagues) an intervention plan which may include on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation with respect to whether or not the intervention should be sustained.

SY 2023-2024 PROFESSIONAL DEVELOPMENT SCHEDULE

Scheduled date for Professional Development*	SIP Goal Targeted	
<i>*Professional Development meetings occur on THURSDAYS BEFORE SCHOOL or on District Established eLearning Days</i>		
Aug 7 (8:30 - 10:30)	THREE PILLARS: PLC, MTSS, Targeted Instruction	Goal 1, 2, 3
Aug 24	School-Wide PD: MTSS & T.I.	Goal 1, 2, 3
Sept 14	Faculty Meeting / All-Staff Collaboration MTSS TI School Safety PSAT Day of Service	Goal 1, 2, 3
Sept 29	eLearning Day: A.I. SAT Exceptional learner accommodations Canvas Modern Classroom PSAT	Goal 1, 2, 3
Oct 5	Faculty Meeting / All-Staff Collaboration PSAT	Goal 1
Oct 26	School-Wide PD: ENL Supports & Resources	Goal 1, 2, 3
Nov 2	Faculty Meeting / All-Staff Collaboration	Goal 1, 2, 3
Dec 14	School-Wide PD: Follow Up to RESTORE	Goal 2
Jan 8 (8:30 - 10:30)	Faculty Meeting / All-Staff Collaboration	Goal 1, 2, 3
Feb 1	Faculty Meeting / All-Staff Collaboration	Goal 1, 2, 3
Feb 15	School-Wide PD: Targeted Instruction Best Practices	Goal 1, 2, 3
March 7	<u>Faculty Meeting / All-Staff Collaboration</u> (SAT Day)	Goal 1
April 18	Faculty Meeting / All-Staff Collaboration	Goal 1, 2, 3
April 25	<u>Faculty Mtg. / All-Staff Collab. (Day of Service Tmrw)</u>	Goal 2, 3
May 2	Faculty Meeting / All-Staff Collaboration	Goal 1, 2, 3

APPENDIX: INDIANA RULES & REGULATIONS

<p>A. Where is the public copy of your school's curriculum located? (PL221)</p>	<p>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.</p> <p>Information about the curriculum can be found at hseschools.org</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning? (PL221)</p>	<p>No waivers are requested.</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each (PL221)</p>	<p>PSAT is given to all freshmen, sophomores and juniors each October. The junior PSAT test serves at the National Merit Qualifying Exam. The SAT is administered to all juniors in March. Students enrolled in AP and IB classes are administer tests in May. The WIDA test is administered to all ENL students during late January through February. All courses in all subjects have common final exams. All final and semester exams are required to include an essay component in all subjects.</p>