



Sand Creek Elementary 2024-2025 (*Year 1 of 3*)
Strategic and Continuous School Improvement and Achievement Plan

School Name:	Sand Creek Elementary
School Address:	11420 E. 131 st St. Fishers, IN 46038
School Phone:	317-915-4270
School Fax:	317-915-4279
School DOE Number:	2482
Corporation DOE Number:	3005

Sand Creek Elementary is one of 13 elementary schools located in Fishers, Indiana. SCE serves 504 PK-4th grade students in one of the largest Indiana districts. Hamilton Southeastern Schools serves over 21,000 students. SCE employs about 70 staff members that collectively serve 19 K-4 general education classrooms with an average of 22 students per classroom totaling 424 in all. There are 25 languages spoken at SCE. SCE is unique because we house four Preschool of Natural Sciences and two Communication and Foundations for Learning classrooms that serve a variety of students with special needs. Other statistics special to SCE is our ENL population is made up of 9% of our total population, advanced students in math, reading or both make up 21% and 26% of our students qualify for free or reduced lunch.

Student Race/Ethnicity		
Race/Ethnicity	Count	Percentage
White	270	63.7%
Asian	49	11.6%
Black/African Amer	47	11.1%
Hispanic	31	7.3%
Multiracial	24	5.7%
Nat Haw/Oth Pac Isl	3	0.7%
Total	424	100.0%

Our spring highlights in achievement include:

- 82% of our enrolled 3rd graders passed IREAD in spring of 2024 which increased to 90% after summer school 2024
- 81% of K-4 students exceeded 41stile or greater in spring MATH NWEA

Although we do not have IREAD or MATH as a focus area for a goal at this time, we did include the data to track over 3 years.

Hamilton Southeastern Schools District Goal	
Academic: All students will demonstrate growth in academic achievement and proficiency 3-5%.	
School Improvement Team Members	
Chelsea Elmore Teacher Kelly Staples Teacher Kara Horras Teacher Amanda Kelly Teacher Laura Bearce Teacher Lorena Forbes Teacher J Golando RA Teacher Darla Nolan Teacher Lindsey Schober Teacher	Hannah Cunningham Resource Teacher Emily Ahlfeld ENL Teacher Tiffany Zaleski Librarian Jennifer Jacks Counselor Whitney Byrnes Instructional Coach Christina Vetter AP Fatima Rich Principal Emily Ramquist Parent Julie Micheal Parent

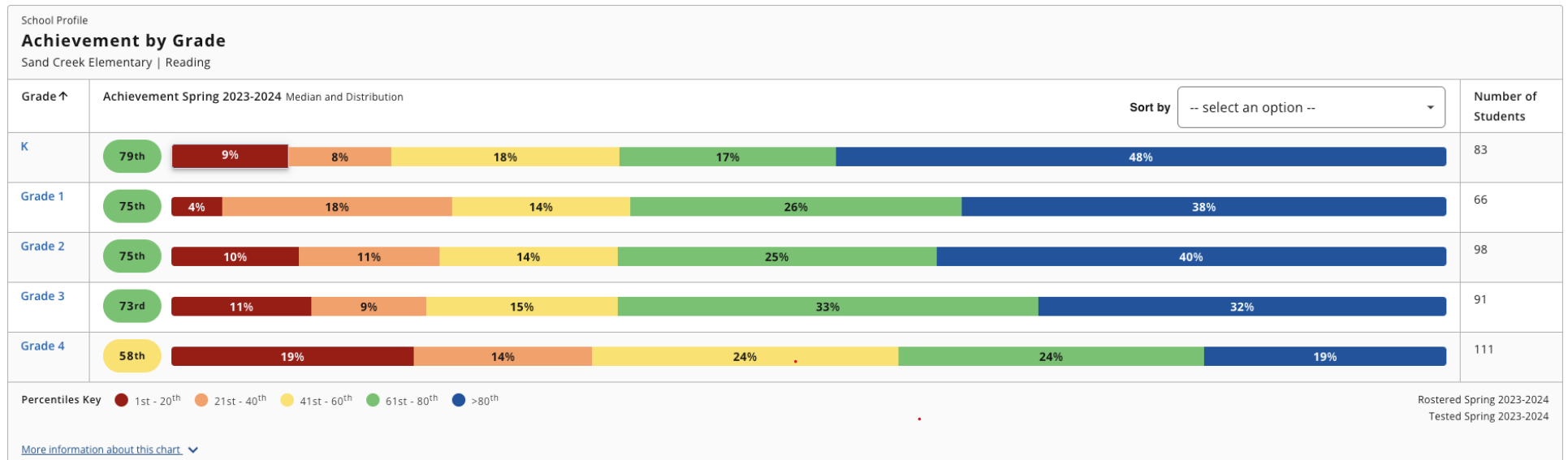
School Goal #1: Achievement Gap in Literacy

Focus Areas for Growth over 3 Years by Measure:

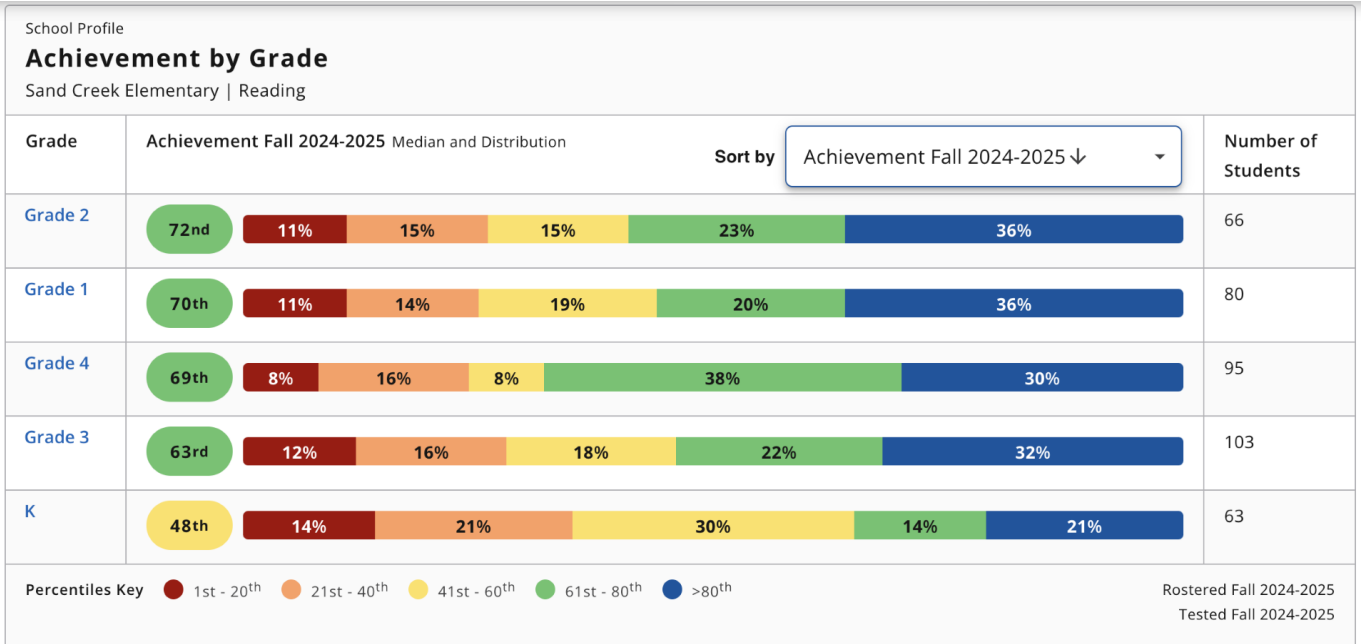
1. Growth in Grades K-4 NWEA in reading
2. Growth in Grades K-2 DIBELS in overall Composite Foundations of Literacy
3. Growth in Grades 3-4 ILEARN in ELA

Problem Statement 1 with Baseline Data Spring 2024:	<i>77% of K-4 students are at or above 41st percentile in single term achievement. (346 out of 449 students)</i>
Focus Area #1 Expected Outcome:	The amount of K-4 students that are at or above the 41 st percentile in single term achievement will increase to 84% over the next 3 years.

Achievement by Grade Baseline Data Spring 2024



Achievement by Grade BOY Data Fall 2024



K-4 Reading NWEA Expected and Actual Outcomes													
Group		Year 1 2025-2026					Year 2 2025-2026				Year 3 2026-2027		
		Baseline	BOY	Goal	EOY		BOY	Goal	EOY		BOY	Goal	EOY
ELL		68%	40%	70%			73%				75%		
K		83%	65%	85%			88%				90%		
1		78%	75%	80%			83%				85%		
2		79%	74%	81%			84%				86%		
3		80%	72%	82%			85%				87%		
4		67%	76%	69%			72%				74%		
Overall		77%	73%	79%			82%				84%		

Problem Statement 2 with Baseline Data 2024:	<i>60% of Kinder students have met or exceeded DIBELS overall composite score.</i> <i>67% of 1st grade students have met or exceeded DIBELS overall composite score.</i> <i>75% of 2nd student have met or exceeded DIBELS overall composite score.</i>
Focus Area #2 Expected Outcome:	K-2 students overall proficiency rate will increase to 77% over the next 3 years.

Achievement By Grade BOY Fall 2024

K-2 DIBELS												
Expected and Actual Outcomes in Composite Scores (Green and Blue)												
Grade		Year 1 2024-2025				Year 2 2025-2026				Year 3 2026-2027		
		Baseline	Goal	EOY		BOY	Goal	EOY		BOY	Goal	EOY
K		60%	65%				68%				70%	
1		67%	72%				74%				77%	
2		75%	80%				82%				85%	
Overall		67%	72%				74%				77%	







DIBELS Composite Score								
332+	393+	450+	354+	424+	480+	361+	423+	474+
331	392	449	353	423	479	360	422	473
306	371	420	330	389	441	329	389	439
305	370	419	329	388	440	328	388	438
280	356	406	321	377	427	316	373	421
279	355	405	320	376	426	315	372	420
200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade		

Problem Statement 3 with Baseline Data 2024:	<i>In Grade 3, 56% of students demonstrated an overall proficiency rate on ELA ILEARN. In Grade 4, 51% of students demonstrated an overall proficiency rate on ELA ILEARN.</i>
Focus Area #3 Expected Outcome:	Students in Grade 3 will increase overall proficiency rate to 64% over the next 3 years. Students in Grade 4 will increase overall proficiency rate to 60% over the next 3 years.

3-4 ILEARN English Language Arts Expected and Actual Outcomes										
Grade		Year 1 2024-2025				Year 2 2025-2026			Year 3 2026-2027	
		Base	<i>Goal</i>	EOY		<i>Goal</i>	EOY		<i>Goal</i>	EOY
3 rd Grade		56%	59%			61%			64%	
4 th Grade		51%	54%			57%			60%	

*Additional Data Relevant to School Goal 1

Grades 2-3 IREAD Expected and Actual Outcomes										
Grade		Year 1 2024-2025				Year 2 2025-2026			Year 3 2026-2027	
		Baseline	<i>Expect</i>	EOY		<i>Expect</i>	EOY		<i>Expect</i>	EOY
2nd Grade		61%	63%			65%			67%	
3rd Grade		82-90%	90%*			92%*			94%*	

Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
IREAD-3 (Summer 2024)	13	438 	 Percent 46% 54% Count 6 7	06/26/2024
IREAD-3 Grade 2 (Spring 2024)	96	458 	 Percent 21% 18% 61% Count 20 17 59	03/14/2024
IREAD-3 (Spring 2024)	90	526 	 Percent 18% 82% Count 16 74	03/14/2024

Goal 1: Achievement Gap in Literacy Response

Strategy	Support and Resources	Ongoing Progress Monitoring	Person Responsible
All students receive daily 90 minutes of CORE reading instruction.	<ul style="list-style-type: none"> Master Schedule Design Heggerty, HMH Into Reading, UFLI Standards and assessments aligned to 5 pillars of reading Differentiation through fluid 1 on 1, small groups, partners Responsive whole group instruction 	<ol style="list-style-type: none"> Classroom observations Coaching cycles HMH Module Assessments 	-Instructional Leadership Team Members -K-4 classroom teachers -Child study team -ENL Teacher -Librarian -Counselor
Develop deeper vocabulary acquisition for readers at all levels.	<ul style="list-style-type: none"> Explicit vocabulary instruction paired with interactive and shared reading experiences 	<ol style="list-style-type: none"> Walk through observations 	-Instructional Leadership Team Members -K-4 classroom teachers

	<ul style="list-style-type: none"> • Lean/clear teaching point with scaffolds and support such as anchor charts, text selection, and visuals for readers • Engage readers questioning, collaborative discussion, critical thinking, and using text evidence using prompts from My Teaching Pal and Junior Great Books 	<ol style="list-style-type: none"> 2. My book reading responses 3. HMH Module Assessments 	-ENL Teacher
Direct Instruction and practice of Foundational Skills (phonemic awareness, phonics, fluency).	<ul style="list-style-type: none"> • Systematic phonemic awareness instruction through Heggerty (K-1), Structured Literacy Pathway (K-2), and HMH Foundational Skills lessons (3-4). • Opportunities for applying phonics skills in decodable text (K-2)- FlyLeaf, Start Right Readers, Blend It Readers • Fluency practice at all grades through explicit repeated readings. • Targeted small group instruction 	<ol style="list-style-type: none"> 1. HMH Module Assessments 2. Classroom observations 	-Instructional Leadership Team Members -K-4 classroom teachers -ENL Teacher
Effectively use K-4 clustering with NIET influence to increase number of students meeting grade level goals with focus on CORE Tier 1 instruction.	<ul style="list-style-type: none"> • Standards and data driven cluster cycles focused on supporting all readers to grade level proficiency • MTSS strategies • Differentiation through HMH Into Reading resources • Conferring/Small Groups 	<ol style="list-style-type: none"> 1. Coaching cycles 2. Observations 3. Cluster collaboration bring backs 	-Instructional Leadership Team Members -K-4 classroom teachers -Child study team -ENL Teacher
Writing in Reading: Daily instruction and application of student writing with a focus on developing ideas, revising & editing, and	<ul style="list-style-type: none"> • HMH Into Reading discussion and response options within My Book • HMH Into Reading Writing Workshop resources 	<ol style="list-style-type: none"> 1. Writing celebrations 2. HMH Module Assessments i 	-Instructional Leadership Team Members -K-4 classroom teachers -Child study team -ENL Teacher -Librarian

writing in response to reading.			-Counselor
Family Involvement: Create a community of readers by partnering with K-4 families to strengthen literacy connection between school and home and boost attendance	<ul style="list-style-type: none"> • Host ENL Literacy evening events with personal invites to families • Celebration of International Literacy collaboration between library and ENL team • Invitations to Academic Celebrations with Reading and Writing • “Ask Me About” sections in classroom newsletters • Increase visual photos and book recommendations • Digital texts via HSE & HEPL ebooks, audiobooks, digital magazines & encyclopedias • Daily standards-focused interactive or shared reading experiences 	<ol style="list-style-type: none"> 1. Newsletters via Parent Square for translations 2. Social Media 3. School Newsletter engagement 4. Classroom observations 	-Librarian -ENL Teacher -K-4 Teachers -Office team

*Additional Data School Team Monitoring

3-4 ILEARN MATH										
Expected and Actual Outcomes										
Grade		Year 1 2024-2025				Year 2 2025-2026			Year 3 2026-2027	
		Base	<i>Expected</i>	EOY		<i>Expected</i>	EOY		<i>Expected</i>	EOY
3 rd Grade		78%	80%			82%			85%	
4 th Grade		59%	61%			63%			67%	

K-4 MATH NWEA

Expected and Actual Outcomes (41%ile or Higher)												
Grade		Year 1 2024-2025				Year 2 2025-2026				Year 3 2026-2027		
		Baseline	<i>Expected</i>	EOY		Baseline	<i>Expected</i>	EOY		Baseline	<i>Expected</i>	EOY
EXL		41%	43%				45%				50%	
ENL		80%	82%				84%				87%	
K		86%	88%				90%				93%	
1		84%	86%				88%				91%	
2		79%	81%				83%				87%	
3		81%	83%				85%				88%	
4		76%	78%				80%				83%	
Overall		81%	83%				85%				88%	

School Goal #2: Attendance

Focus Area for Growth over 3 Years:

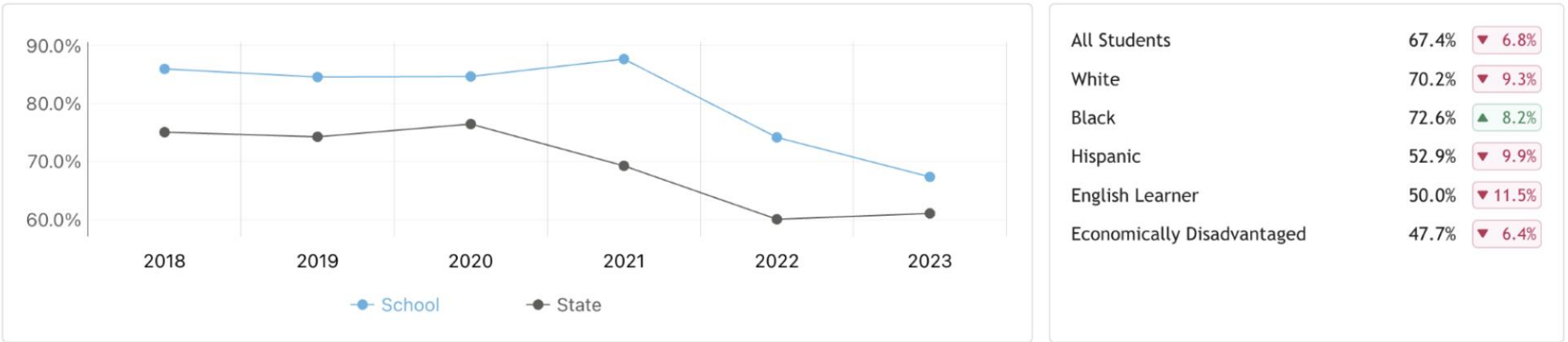
1. Increase in overall average number of students with 94% attendance average

Problem Statement 1 with Baseline Data 2024:	<i>In the last 3 years, only 68%-76% of students have had a 94% or higher attendance average.</i>
Focus Area Expected Outcome:	The overall percentage of students will increase to 80% with at least 94% attendance over the next 3 years.

Student Attendance

67.4% ▼ 6.8% State: 61.1%

Number of students with at least a 94% attendance rate divided by the total number of students enrolled in the school.



Data Based On: Majority Enrolled ▼

Students assigned to the school where they were enrolled the majority of the school year.

About Full Report

Percentage of Students with 94% Average Attendance Historical Data and Goals											
Historical Data				Year 1 2024-25		Year 2 2025-26		Year 3 2026-27			
21-22	22-23	23-24		Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
76.7%	68.4	75.7		78%		79%		80%			

Support all staff in utilizing MTSS structure and supports to ensure all students make at least one year progress each year.	<ul style="list-style-type: none"> • MTSS Framework • Support from MTSS grade level reps • Targeted small group work in all classrooms • NIET • CELL Cadre 	MTSS Data Aimsweb NWEA Data Grade level reps DIBELS MARF Data UFLI
Support readers through targeted instruction during WIN (What I Need) time	<ul style="list-style-type: none"> • Formative assessment data through exit tickets, Module Assessments, and NWEA data • Targeted small group and Differentiation resources from HMH 	Master Schedule MTSS progress monitoring and data grids NWEA Progress HMH Module Assessment progress
Representative assigned at each grade level to support staff with revised action plans and process.	<ul style="list-style-type: none"> • SCE Levels of Support for Academics and Behavior • Shared MTSS Folder Access and Flowchart for process • Action Plans / Family Letters 	Master Caseload List Aimsweb Dibels NWEA IREAD
Curriculum resources will be linked to targeted students for remediation with Dibels/IREAD data.	<ul style="list-style-type: none"> • Bridge to Practice Gr 2-3 • UFLI • MARF 	Aimsweb, Dibels NWEA IREAD

Professional Development Plan Over 3 Years			
Topic	Objective	Grade	Timeline
Technology	Home/School Connection: Parent Square Communication, specific language targeted attendance	K-4	Ongoing – Year 4 of postings and alerts regularly, New-Sign Up Conferences Tool, Student Square
	Apple Classroom for all to monitor impact of learning in real time	K-4	Year 2-3
	UFLI/HMH Tech Tools to enhance instruction	K-4	Ongoing – Instructional tool, New- MTSS Response

	Snap & Read/Co-Writer tools for all students	K-4	Refresher – Ongoing
	Aimsweb Refresher/DIBELS Facilitation	K-2	Year 1 – K-2, Ongoing
Cluster Model	Redesign of PLC: Collaboration to Cluster Model	K-4	Ongoing with partnership of Cadre and NIET
	Data Collection: Informal/Formal How to analyze reports to inform instruction	K-4	Ongoing
Literacy	Unpacking and digging deep into revised essential standards in connection to curriculum scope and sequence	K-4	Ongoing
	Vocabulary and Writing Cycles with NIET	K-4	Ongoing with Instructional Leadership Team
	Coaching Cycles with teachers to transfer learning from NIET/Cadre	K-3	Continuation of practice from Year 1 Cadre - Ongoing
	Science of Reading Modules/LETRS Foundational Skills including phonemic awareness, phonics, decoding, spelling, and fluency	Select Teachers/ Admin/Coach	Continuation – Ongoing
	Celebrations of learning for Home/ School connections in literacy and boost attendance	K-4	Ongoing

Appendix: IDOE School Improvement Plan Components

2024-2025 School Year

The Indiana Department of Education requires that each school improvement plan contain the following components.

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, for the school to achieve over a three-year period and how the school expects to meet these objectives.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
 - Data for each school in the district can be found [here](#).
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.
 - Information about the curriculum can be found at hseschools.org
 - A link to the Indiana Academic standards can be found [here](#).
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - *NWEA*
 - *DIBELS*
 - *Dyslexia Screener*
 - *IREAD 3*
 - *ISPROUT*
 - *IAM*
 - *WIDA*
- Provision to maximize parental participation in the school.
 - Sand Creek Elementary encourages, supports, and promotes family involvement through formal and informal opportunities. Sand Creek Elementary has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, the staff provides opportunities for parents or guardians to support the school for fundraisers, conferences, community partnership experiences, galleries and showcases, and performances.
 - Parents also serve on SIP committee.

- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
 - Hamilton Southeastern Schools 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 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. Sand Creek Elementary uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset.
 - We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff
 - Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation.
 - We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.

- Provision for the coordination of technology initiatives.
 - The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.

- Provision for implementing career awareness and career development education curriculum.
 - HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our Journey of a Student (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

Knowledge	Skills	Attributes
Self-Aware	Collaborative	Resilient
Engaged	Responsible	Creative
Academically Prepared	Effective Communicator	Empathetic
Globally Conscious	Analytical	Honorable

- Student survey data and evidence will show student growth and attainment of these elements. Each school will use this data to inform instruction of the Journey of a Student.
- 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 Career Coaching Grant, these experiences will exponentially grow throughout the district with community engagement and support.
- Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.
 - Sand Creek Elementary will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students.
 - Sand Creek Elementary is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.
 - Sand Creek Elementary 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.

- 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 listed above.
 - 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.
- Assurance that the professional development program complies with the local school board's core principles for professional development.
 - Sand Creek Elementary's PD plan is reviewed by their building and the corporation exclusive representatives. In addition to the review by the exclusive representative, the superintendent and district administration also review the professional development plans.