



HAMILTON SOUTHEASTERN SCHOOLS

FISHERS HIGH SCHOOL

Strategic and Continuous School Improvement & Achievement Plan

2019-2025

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



[Click here for the 2024-2025 FHS School Profile](#)

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.

School Improvement Team 2024-2025			
Name	Group Represented	Name	Group Represented
Jason Urban	Administrator	Joelle Andrew-Mohr	Parent
Kyle Goodwin	Administrator	Jennifer Boudreau	Parent
Chrissie Sturgill	Administrator	Teresa Hunt	Parent
Sarah Riordan	Administrator	Brent Freed	Teacher
Matt Rund	Administrator	Terri Thompson-Mejias	Teacher
Patrick Schooley	Administrator	Jennifer Gabbard	Teacher
Tabbatha Collier	Parent	Dan Reddan	Teacher
Wambui Mwangi	Parent	Kelsey Ondish	Teacher
Lizette Baumann	Counselor	Amanda Howard	Teacher
Marcy Clone	Teacher	Ben Beasley	Teacher
Brooke Chan	Teacher	Lori Kixmiller	Teacher
Beth Schulhof	Teacher	Stephanie Gutting	Teacher
Sarah Pritts	Teacher	Shanna McCabe	Teacher
Cole Anderson	Student	Taylor Meador	Teacher
Yavuz Atlamaz	Student	Matt Stahl	Teacher
Lee Balkcom	Student	Timmy Lawrence	Student
Ava Carter	Student	Maggie Lynch	Student
Caleb Dack	Student	Chandler Phillips	Student
Elise Emerson	Student	Ainsley Powers	Student
Hasara Jaysekere	Student	Omar Samara	Student
Richard Lancaster	Student	Kaiser Shockley	Student

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 2024-2025 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

1. In each grade/cohort of students, the percentage of students “on track” to graduate will increase 1% from August 2024 to August 2025.
2. 99% of seniors in the class of 2025, 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 (49%), there are significant gaps for Black/African American (28%) students and Hispanic/Latino students (32%) 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)	460	510

FHS Class of 2025

School Improvement Goal #1: Future-Ready Skills

- The percentage of students earning BOTH CCR Benchmarks will **increase by 5%** from the 10th grade PSAT → 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%** from the 10th grade PSAT → 11th grade SAT

RESULTS: Percentage of Students Achieving BOTH CCR Benchmarks

PSAT Benchmarks	10th PSAT	11th PSAT	11th SAT	Goal Gap
Overall % of students meeting both benchmarks	55%	49% (-6%)	56% (+7%)	-4%
• Overall % of students meeting ERW benchmark	77%	75% (-2%)	76% (+1%)	
• Overall % of students meeting Math benchmark	59%	51% (-8%)	59% (+8%)	
% of Black students meeting both benchmarks	37%	28% (-9%)	42% (+14%)	+2%
% of Hispanic students meeting both benchmarks	32%	32% (even)	37% (+5%)	+2%

FHS Class of 2026

School Improvement Goal #1: Future-Ready Skills

- The percentage of students earning BOTH CCR Benchmarks will **increase by 5%** from the 10th grade PSAT → 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%** from the 10th grade PSAT → 11th grade SAT

RESULTS: Percentage of Students Achieving BOTH CCR Benchmarks

PSAT Benchmarks	10th PSAT	11th PSAT	11th SAT	Goal Gap
Overall % of students meeting both benchmarks	51%			
• Overall % of students meeting ERW benchmark	74%			
• Overall % of students meeting Math benchmark	54%			
% of Black students meeting both benchmarks	26%			
% of Hispanic students meeting both benchmarks	22%			

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 & resources	Teacher attendance on E-Learning Day	E-Learning Day (Sept. 29, 2023)	Building administration (PD) Teacher leaders (presenting) All teachers (for skills)
2) Students enrolled in Algebra II and/or one of the English elective courses will engage in SAT prep activities regularly throughout the year.	Sample Math Question Bank Sample English Question Bank <i>(& more coming)</i>	N/A	School Year 2024-2025	Math (Alg. 2) teachers English elective teachers
3) Teachers of Algebra II, Pre-Calculus, and any English elective course will be provided with PSAT scores (10 th grade, and subsequently 11 th grade) for all students in their courses.	PSAT Student Roster (by teacher) Full PSAT Results Roster (Fall 2023)	Teachers tracking student performance on practices	School Year 2024-2025	Building Admin (roster creation) Teachers implement interventions
4) Students in the “Close to CCR” (as well as some in the top-end “Not Yet Approaching”) bucket will be assigned to SAT prep cohorts during Targeted Instruction for math and/or English.	Full PSAT Results Roster (Fall 2023) SAT Prep Cohort Game Plan & Lessons	Progress on SAT Prep Cohort Assessments	From Oct 2024 – March 2025	Math Teachers English Teachers
5) PLC collaboration teams will create and implement common formative assessments tied to their ELOs.	PLC Resources Essential Learning Outcomes	Teachers will monitor individual student progress	On-going Weekly collab. team mtgs. Interventions during T.I. & class	Teachers PLC collab. Teams Dept. Chairs (monitor PLC)
6) 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
7) Professional Development tied directly to “3 Pillars” (PLC, T.I., MTSS) proven to positively impact student learning and achievement.	PD Plan for Year	N/A	School Year 2024-2025	Administration (planning PD) All Teachers

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	93.87	<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. Attendance expectations sent in ParentSquare and translated in multiple languages.	Reports with students at 5 days, 8 days, 10 days, and 15 days of absence	Letters will be sent weekly	FHS Admin District personnel FHS support staff
2.) Extra communications to families on specific attendance expectations	New one page (listed below) handout given to all families at Preview Day. This handout clarifies attendance procedures and consequences for poor attendance. New attendance video communicating the changes in the state habitual truant law and the district change in allowable absences from 8 per semester to 10 total for the school year.	Monthly attendance reports	Handouts given during Preview Day (Aug). Video sent to families in September	FHS Admin District personnel FHS support staff
3.) Parent meetings for students over 15 days absent and on-going parent and student communication regarding unverified absences from the deans' office	Student support teams will develop an Attendance Intervention plan with student and family	Attendance Intervention plans will be uploaded to Skyward in the "Notes" section	Attendance Intervention plans will be reviewed at weekly student support team meetings The deans will	FHS Admin Counselors Student support teams

			communicate via in-person meeting, emails, and phone calls prior to students reaching the 10-day limit	
4.) Expanded procedures for responding to weekly attendance reports	Building-level supports—MTSS—will be utilized for students with extended absences.	Monthly attendance reports	Admin will monitor procedure through the first semester. Adjustments will be made based on results from the first semester.	Teachers Counselors FHS Admin Support staff
5.) New attendance procedures for the Targeted Instruction Block	A scan out system will be developed and utilized to better track student attendance during this unique block	Targeted Instruction attendance reports	Ongoing	FHS Admin Support staff Teachers
6.) Weekly meetings with Student Support Teams (assistant principal, dean, and counselor teams) to identify interventions	FHS Student Support Teams Microsoft Teams Collaboration Space	Weekly Attendance Reports	School Year 2024-2025	Assistant Principals Deans Counselors
7.) ACES program coordination between the school and the Hamilton County Prosecutor’s Office and DCS	Students with absences that exceed eighteen total absences, or ten unexcused absences 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
8.) Referrals of families to the Fishers Youth Assistance Program for attendance concerns	Ongoing relationship with Fishers Youth Assistance.	FHS will review and make determinations on Youth Assistance placements in collaboration	Referrals will be based on student and family needs.	Social Workers Fishers Youth Assistance Parents FHS Admin

		with social workers during monthly at-risk student meetings.		
9.) 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 and appreciation activities will be implemented to impact the environment. Students of the month and PAWS rewards for positive student behavior.	FHS Admin Teachers Counselors
10.) FHS Deans Office will assign students with excessive unexcused absences to mandatory Targeted Instruction	Targeted Instruction supervision through an IA.	Daily, weekly, and monthly attendance reports. Targeted Instruction requests.	Students will begin being assigned after the first 9 weeks. The procedure will continue through the first semester and be reevaluated.	FHS Admin Support Staff
11.) 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	Monthly attendance reports	Monthly – Student of the Month Monthly – Newsletter May – Lunch for improved attendance Monthly – Handel's emails	FHS Admin Support Staff Teachers Counselors

	improved attendance). Handel's ice cream rewards for perfect attendance.			
12.) Clear and consistent procedure for unexcused absences	N/A	See chart below	See chart below	FHS Admin Support Staff Teachers

FHS ATTENDANCE DISCIPLINE PROGRESSION 2024-2025
UNEXCUSED FULL-DAY ABSENCES

any unexcused absence



- Automated parent contact from Attendance Office same day
- Main Office support staff contact home for verification of unexcused absences (Elaine) the next day
- Deans phone call home and/or meet with student to verify reason for absence (within 2-3 days)
- Assign 2-hour detention for unexcused or unverified absence
- This process remains the same for every unexcused absence

5 days unexcused



- ACES letter sent from Deans Office via Parent Square at 5 total unexcused absences
- Required parent meeting w/administrator or counselor (scheduled within 5 days of 5th unexcused absence); request medical documentation
- MTSS supports implemented (Fishers Youth Assistance, Social Worker, The Academy, schedule changes, MLC, class WD, 504 needs, medical withdrawal)
- Required Attendance Intervention Plan (AIP) created & uploaded to Skyward
- DCS/SRO integration as needed

6-9 days unexcused



- Deans continue contact home
- Continue discipline progression of 2 hours detention and ISS at 7-8 unexcused days
- Home visit with SRO if necessary
- Possible suspension of driving privileges
- Provide necessary MTSS supports (Fishers Youth Assistance, Social Worker, The Academy, schedule changes, MLC, class WD, 504 needs, medical withdrawal)
- AIP created & uploaded to Skyward if not previously completed

10+ days unexcused



- ACES letter sent from Deans Office via Parent Square at 10 unexcused absences
- Letter mailed home via US Mail- residency check
- Required parent meeting w/ administrator or counselor
- Complete DCS on-line paperwork for educational neglect
- Review AIP plan
- Continue discipline progression of ISS; suspension/removal of driving privileges
- Additional MTSS supports as needed

15+ days unexcused

- ACES letter sent from Deans Office via Parent Square at 10 unexcused absences
- Required parent meeting w/administrator
- Continue discipline progression of ISS and suspension/removal of driving privileges and other participation restrictions at school events
- Complete 2nd DCS on-line paperwork for educational neglect
- SRO home visit
- Review AIP plan
- Submission of truancy packet with HCPO
- Additional MTSS supports as needed
- Mandatory notification to Central Office

FISHERS HIGH SCHOOL

Attendance Procedure



Updated June 2024

ATTENDANCE PHILOSOPHY

Our primary responsibility at Fishers High School is to ensure learning for each student, but that core purpose becomes more difficult when students are not in attendance. Student success in coursework requires consistent in-person attendance to engage with learning materials, teachers, and classmates. Recurring absences place undue stress on students, families, and FHS teachers. Recognizing the relationship between attendance and high academic achievement, FHS places high expectations and accountability on student attendance. It is essential that Tiger students and their families take responsibility for knowing and following attendance expectations. Please review the following document closely.

Need to Report an Absence?

Report online via
Skyward (*preferred*)



- or -

Call the Attendance Office (317) 915-4295

ATTENDANCE PROCEDURES

All Day Absence	Arriving Late	Leaving Early - Appt.	Leaving Early - Illness
Parent/Guardian enters an absence request in Skyward or calls the attendance office by 9:00 AM	Students arriving late to school will be prompted to sign in at a main entrance (door FH1 or FH19) or the attendance office.	Parent/Guardian enters an absence request in Skyward. Please allow a minimum of two hours' notice to process your request.	Students feeling unwell should visit the FHS clinic. If the student needs to leave school early, parents / guardians will be notified.

LIMIT ON ABSENCES

A student may not be absent from school for more than **ten (10) days** each year. Ten absences on a block schedule is the equivalent of missing more than fifteen hours of instructional time for that particular course. Both excused and unexcused absences count towards this maximum of ten days. Continuation of school attendance after the tenth absence may be subject to the student complying with conditions (e.g. a doctor's note may be required, an attendance contract may be generated) regarding additional absences, and parent conferences may be requested.

EXTENDED ABSENCES: Pre-arranged family vacations cannot occur during final exams, and they cannot occur in excess of ten (10) consecutive school days. Students who violate this provision may be subject to the following actions in accordance with the FHS Student Handbook and Indiana law: (i) the school may exit the student as an out-of-state transfer, and the parent/guardian shall be responsible for enrolling the student where they are located and re-enrolling the student upon their return; (ii) at the election of the parent/guardian, the student may be exited as a transfer to Homeschooling; (iii) upon approval of the school, the extended absence may be excused if the trip is for educational purposes; or (iv) the extended absence may be reported as unexcused absences.

Student
absences should
not exceed

10

per year

PROGRESSIVE DISCIPLINE FOR EXCESSIVE ABSENCES

Fishers High School places high expectations and accountability on student attendance. As such, progressive disciplinary measures may be taken for **excessive absences** and/or **unexcused / unverified absences**. Consequences may include *but are not limited to*:

- After-school detentions and/or in-school suspensions
- Loss of driving privileges or revocation of driver's license / permit
- Temporary prohibition on extracurricular activity participation, including attendance at school dances or other activities
- Referral to the Hamilton County Prosecutor's Office for truancy

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

1. In each grade/cohort of students, the percentage of students “on track” to graduate will increase 1% from August 2024 to August 2025.
2. 99% of seniors in the class of 2025, 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	98.4%
SY 2023-2024	<i>Goal 98.5%</i>
SY 2024-2025	<i>Goal 99%</i>

Historical Promotion Rates: “On Track” to Graduate

Seniors “On Track” to Graduate						
	Total Population	Move-Ins	Passing (28+ Credits)	Under (< 28 credits)	Percentage	Target
Class of 2021	855	2	820	33	95.95%	100%
Class of 2022	914	25	886	28	96.95%	100%
Class of 2023	927	26	892	35	96.22%	100%
Class of 2024	888	17	858	30	96.60%	100%
Class of 2025	867	44	847	20	97.69%	100%
Class of 2026					Goal: 97.69%	

Juniors “On Track” to Graduate						
	Total Population	Move-Ins	Passing (20+ Credits)	Under (< 20 credits)	Percentage	Target
Class of 2022	958	15	887	56	92.6%	100%
Class of 2023	876	43	825	51	94.2%	100%
Class of 2024	916	47	862	54	94.1%	100%
Class of 2025	834	29	808	26	96.88%	100%
Class of 2026	937	59	906	31	96.69%	100%
Class of 2027					Goal: 95.46%	

Sophomores “On Track” to Graduate						
	Total Population	Move-Ins	Passing (10+ Credits)	Under (< 10 credits)	Percentage	Target
Class of 2023	904	35	855	48	94.6%	100%
Class of 2024	842	42	786	56	93.3%	100%
Class of 2025	868	49	827	41	95.28%	100%
Class of 2026	906	35	879	27	97.02%	100%
Class of 2027	957	30	904	53	94.46%	100%

INTERVENTIONS

Intervention / Strategy	Resources Needed	Progress Monitoring (Incl. Data)	Timeline	Person Responsible
1) Weekly meetings with Student Support Teams (assistant principal, dean, and counselor teams)	FHS Student Support Teams Microsoft Teams Collaboration Space	Attendance Discipline Student Assistance Credit Deficiency Weekly Grade Pulls (D/F)	School Year 2024-2025	Assistant Principals Deans Counselors
2) MTSS weekly grade pulls, to be reviewed by Student Support Teams	MTSS spreadsheet	Weekly; SSTs will evaluate progress to determine tiered interventions for at-risks students	Weekly	Counselors FHS Admin Teachers
3) "Missing Assignment Communication" (MAC) interventions with 9 th grade students; phone calls home	Teacher form	N/A	First 9 weeks: anytime a 9 th grade student has a missing assignment	Teachers Freshman Student Support Team
4) In-house alternative school for at-risk students	Student Support Teams; referral process	Pass rates of students in FHS alternative school	2024-2025 SY is year 6 for new alternative school at FHS	FHS Counselor Alternative school staff
5) 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
6) Professional Development calendar focused on "3 Pillars" (PLC, MTSS, Targeted Instruction)	PD Calendar	Number of students on D/F List (or credit deficient) Number of requests in Enriching Students for Targeted Instruction Number of data cycles completed by PLC team	School Year 2024-2025	Teachers Students 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 2024, 1284 students took 2371 AP exams (with 83% 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.

ACADEMIC HONORS DIPLOMA & CORE 40 DIPLOMA

Annually there is an analysis of the course offerings available to students. This includes courses needed to meet the requirements of the Academic Honors Diploma. Teachers and administrators can 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.

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 are also reviewed each year to ensure they are still pursuing the appropriate diploma.

**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%
2024	58%

Year	Average % Graduating with Honors Diploma over the four-year span
2008-2011	42.5%
2012-2015	49.2%
2016-2019	53.5%
2020-2023	56.5%

MULTI-TIRED 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% of student population at any given point)

Main Leadership: Admin Team and Teachers

Stakeholders: Students, Teachers, Parents, Admin Team

- This work 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% of student population at any given point)

Main Leadership: Teachers

Stakeholders: Students, Teachers, Parents, Admin Team

- To identify students who need additional time and support at any given time in learning, we 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% of student population at any given point)

Main Leadership: Student Support Teams

Stakeholders: Students, Teachers, Teachers of Record, School Counselors, School Social Workers, Parents, Admin Team

- To identify students who need intensive interventions, we 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.

Student Support Teams:

- The ultimate goal of the Student Support Teams is to come alongside individual students to ensure quality classroom instruction can be the catalyst for learning: supporting students to support teachers.
- Student Support Teams will be comprised of an assistant principal, dean, and school counselors.
- Student Support Teams will be meeting weekly to focus on supporting Tier 2 and Tier 3 students.

Chrissie Sturgill – Grade 9 (ALL)

Matt Rund – Grade 10-12 (A – Graz)

Sarah Riordan – Grade 10-12 (Grb – Obx)

Kyle Goodwin – Grade 10-12 (Oi – Zz)

SPECIAL EDUCATION & ENGLISH AS A NEW LANGUAGE

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, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN checkpoints and summative assessments.

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 evidence-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, an 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 indicates 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 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 COUNCIL

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

JOURNEY OF A STUDENT

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

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 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 and Internships. Career and college course work will be organized into “Networks” at the high school level by the 2025-2026 school year, including dual-credit college courses and Advanced Career/ Technical Education courses with student opportunities for Work-Based

Learning, earning industry credentials, and apprenticeships. K-8 student experiences will align with these networks to allow students to explore these options. Through the support of an IDOE Career Coaching grant, these experiences and opportunities 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.

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. 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.

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 the 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 2024-2025 PROFESSIONAL DEVELOPMENT SCHEDULE

Scheduled date for Professional Development*	School Improvement Plan Goal Focus	
<i>*Professional Development meetings occur on THURSDAYS BEFORE SCHOOL or on District Established eLearning Days</i>		
Aug 5 (8:30 - 10:30)	Faculty Meeting (PD portion: "3 Pillars")	Goal 1, 2, 3
Aug 29	PD: School-Wide 3 Pillars Work (Initial Student Needs)	Goal 1, 2, 3
Sept 12	Faculty Meeting	Goal 3
Sept 26	PD: School-Wide 3 Pillars Work (T.I. Strategies)	Goal 1, 3
Sept 27 E-Learning Day	E-Learning Day: Agenda Here (QPR, Safety, PSAT, Choice PD)	Goal 1
Oct 10	Faculty Meeting	Goal 1
Oct 24	PD: School-Wide 3 Pillars Work (PLC Boost)	Goal 1, 3
Nov 14	Faculty Meeting	Goal 1, 2, 3
Dec 12	PD: School-Wide 3 Pillars Work (MTSS: Finish Line)	Goal 2, 3
Jan 6	Faculty Meeting (PD portion: "3 Pillars")	Goal 1, 2, 3
Jan 23	PD: School-Wide 3 Pillars Work (<i>Topic TBD</i>)	Goal 1, 2, 3
Feb 13	PD: School-Wide 3 Pillars Work (<i>Topic TBD</i>)	Goal 1, 2, 3
Feb 27	Faculty Meeting (Focus: Prepare for SAT Day)	Goal 1
Mar 13	Faculty Meeting	Goal 1, 3
Mar 27	PD: School-Wide 3 Pillars Work (<i>Topic TBD</i>)	Goal 1, 2, 3
Apr 17	Faculty Meeting	
Apr 24	Faculty Meeting (Preparing for FHS Day of Service)	n/a
May 8	Faculty Meeting (PD focus: MTSS – Finish Line)	Goal 3

Full FHS PD Calendar (Agendas, Slide Decks, Resources, etc.) is [linked below](#):

Fishers High School Professional Development

NOTE: All teachers are expected to attend all professional development, or personally notify the principal of any conflict.

AGENDAS, SLIDES, AND RESOURCES WILL BE LINKED IN THE CHART BELOW

DATE / TIME	COLLABORATION TYPE	LOCATION
Mon, Aug 05 (8:00 - 10:15)	Faculty Meeting / All-Staff Collaboration	Eat in CCA Cafe; meeting in Cafe A
Mon, Aug 05 (10:30 - 11:30)	Department Meetings	(Location varies by Dept.)
Tue, Aug 13 (7:30 - 8:15)	PLC Collaboration	Shared Collaboration Spaces (by Dept)

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>