



**Strategic and
Continuous School Improvement
and Achievement Plan**

2024 - 2025

School Name: **Sand Creek Intermediate School**

School Address: **11550 East 131st Street**

Fishers, Indiana 46038

School Telephone Number: **(317) 915-4230**

School Fax Number: **(317) 915-4239**

School DOE Number: **2479**

Corporation DOE Number: **3005**



Sand Creek Intermediate
2024-25 School Improvement Plan
11550 E. 131st St.
Fishers, IN 46038

Section 1: School Profile:

School Improvement Committee Team Members:

| Represented Area | Member | Represented Area | Member |
|-----------------------------|---|-----------------------------|--|
| 5th grade | Susan Brunner Jennifer Tolle | 6th grade | Stephanie Wilson Brittany Howard Tracie Jacob Laurie Boykin Cindi Curnutt Kim Brooks Kelli Thompson |
| ENL | Laura Whiteford | Counseling | Betsy Baker Jay Springer |
| Administration | Michelle Bunnell, Principal Brice Willey, Assistant Principal Meghan McCrocklin, Instructional Coach | Related Arts | Laura Hicks Ben Waltz Robyn Stout |
| | | Parent | Cathy Henry |

2024-25 LIM/SIP Action Team Master List

Lighthouse Team Members:

Principal: Bunnell

Coordinators: Willey, Baker, Springer, Whiteford

| <i>Action Team Leaders</i> | | | | | |
|-----------------------------|------------------------|----------------------------|---------------------|-----------------------------|--------------------|
| <i>Skills= Leadership</i> | | <i>Attributes= Culture</i> | | <i>Knowledge= Academics</i> | |
| Adult Learning and Modeling | Teach Students to Lead | Leadership Environment | Share Leadership | Achieve Goals | Empower Learners |
| Whiteford Hicks | Wilson Henry | Tolle Waltz Stout | Howard Jacob Boykin | McCrocklin Curnutt Brooks | Brunnemer Thompson |

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2024-2025 School Summary:

- Community: Urban
- Enrollment: 816
- Grade Level: 5-6
- School Schedule: Traditional

Sand Creek Intermediate is located in Hamilton County in a suburban community.

Sand Creek Intermediate staff members follow the core curriculum set forth by Hamilton Southeastern School for grades K-12. This curriculum is aligned and supported by the academic standards set forth by the state of Indiana which may be accessed at <https://www.in.gov/doe/>

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 [heschools.org](https://www.hseschools.org).

Sand Creek Intermediate has 816 students consisting of 385 fifth graders and 431 sixth graders. The staff consists of 82 total staff members, 59 certified and 23 classified staff members.

The enrollment summary for Sand Creek Intermediate reports 62.0% White, 12.5% Black, 6.4% Asian, 6.5% Multi-Racial/Ethnic and 12.1% Hispanic.

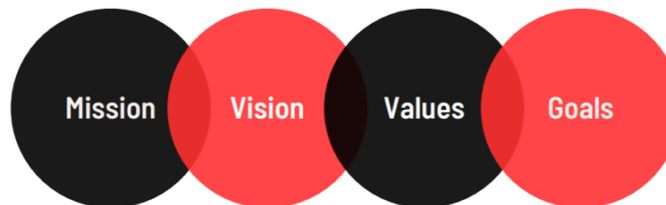
Sand Creek Intermediate is committed to fostering a culture of leadership and academic excellence. Through the implementation of the Leader in Me and the Journey of a Student principles, we aim to empower our students to achieve their full potential and contribute positively to their communities.





Sand Creek Intermediate: Mission, Vision, Values, and Goals



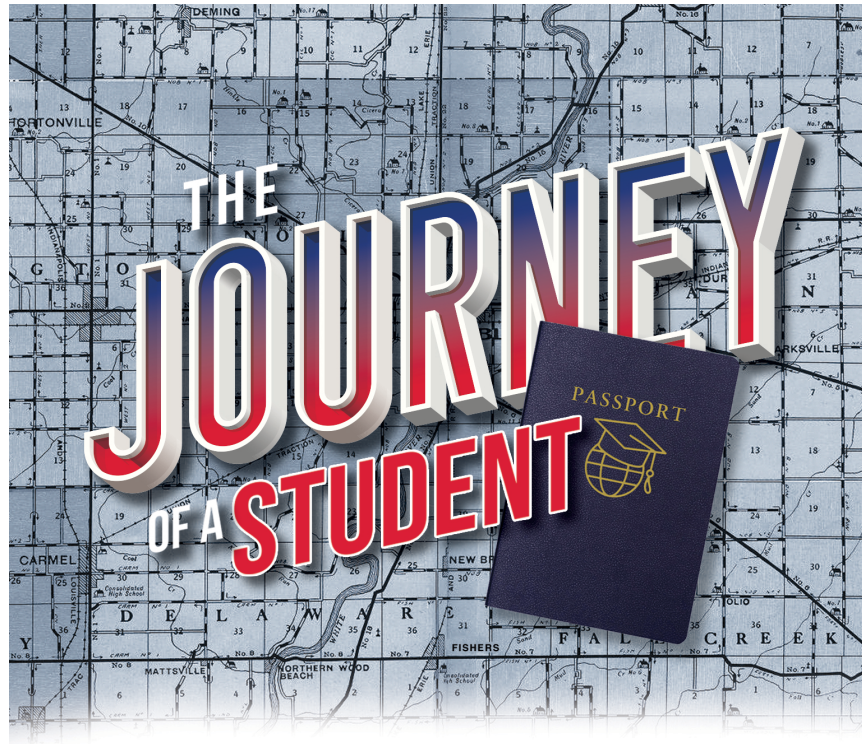
Implementation

SCI uses the Leader in Me framework to nurture student leadership, foster a culture of trust, and boost academic success.



| Mission  | Vision  |
|--|--|
| <p>WE AFFIRM:</p> <p>Our school is focused on being a student-centered space where all children feel safe, cared for, inspired, and valued.</p> | <p>Sand Creek Intermediate School is a collaborative community which provides a comprehensive education for students in fifth and sixth grade. Through a nurturing educational environment, we create awareness of cultural diversity, model fine character development, encourage strong work ethic, and pattern a sense of community. Our school promotes academic excellence that equips all students to succeed in continuing educational experiences which lie ahead as life-long scholars.</p> |
| Values  | Goals  |
| <p>SCI's values create a foundation for a supportive and dynamic learning environment where every student is equipped to thrive academically, socially and emotionally, preparing them to be responsible, empathetic, and engaged global citizens.</p> | <ul style="list-style-type: none"> • Building student relationships • Utilizing engaging instructional practices • Committing to our students' needs • Evaluating data to drive instruction • Engaging families in their student's academic and emotional growth • Incorporating the Fishers community into our school |

Provision for Implementing Career Awareness and Career Development Education Curriculum:



Hamilton Southeastern Schools is committed to providing each student with learning experiences that are deep and relevant, and that integrate the knowledge, skills and attributes needed to thrive as adults in today's world.



- Self-Aware
- Engaged
- Academically Prepared
- Globally Conscious



- Collaborative
- Responsible
- Effective Communicator
- Analytical



- Resilient
- Creative
- Empathetic
- Honorable

 **Hamilton
Southeastern
Schools**

FOR MORE INFORMATION, VISIT
HSESCHOOLS.ORG/JOURNEYOFASTUDENT



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 an IDOE Career Coaching grant, these experiences and opportunities will exponentially grow throughout the district with community engagement and support.

Sand Creek Intermediate Attendance:

The SCI student attendance rate remains consistent over the last three years, averaging 96.9%.

- 2021-2022 = 96.4
- 2022-2023 = 95.2
- 2023-24 = 95.7
- **2024-25 = Goal 97.0**

SCI School Environment/Culture:

Sand Creek Intermediate is socially responsible and economically efficient by providing a comfortable, cost-efficient learning environment powered by solar arrays.

Sand Creek Intermediate 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.

Sand Creek Intermediate Community Connection Support:

| | |
|--|-------------------------|
| Parent Teacher Organization | ENL Nights |
| Field Trips | Athletic Events |
| Classroom Volunteers | Social Events |
| Academic Showcase Nights | Parent Nights |
| Back to School Nights | Meet the Teacher Nights |
| Frequent Teacher/Parent Meetings to Support Families | Career Day |

Parent Communication:

At SCI, we value the partnership between our school and families. The following represents various modes of communication to increase parental involvement:

| | |
|---|---|
| District and School Website | Twitter |
| Family Emails | Canvas |
| Phone Calls | Skyward |
| Zoom/Teams Meetings | Administrator and teacher newsletters to communicate the most important happenings and information at SCI |
| Parent Square | SIP Plan Communication on School Website |
| Administrative Videos for SCI Welcoming Events, Procedures, and Student/Parent Activities | Student Video Announcements Posted on Canvas |
| Leader in Me Lighthouse Family Committee | SCI Community Surveys |
| Frequent Communication with Counselors and Families | SCI Community Connection Night |

Get Involved at SCI:

SCI offers extensive opportunities for students to engage in beyond content areas. Examples are noted below:

| Club/Activity | Season |
|--|------------------------|
| Leader in Me Lighthouse Team | All Year |
| Cross Country | Fall |
| Spell Bowl | Late Fall-Winter |
| Science Bowl | Winter |
| Math Bowl | Winter-Spring |
| 6 th Grade Boys Basketball | Late October-January |
| 6 th Grade Girls Basketball | December-Late February |
| Choir | All Year |
| Intermediate Track | March-May |
| Intramural Kickball | Late August |
| Intramural Volleyball | April |
| Intramural Whiffleball | Spring |
| Robotics | Fall-Spring |
| Lego Club | Spring |
| Yearbook | Spring |

Sand Creek Intermediate and Leader in ME:

Sand Creek Intermediate became a Leader in Me campus in 2024. Through this program, students learn leadership and life skills that promotes academic progress while cultivating character. Leader in Me provides our school with the vision and language to lead school in a way that addresses all areas of development. Leader in Me is an evidence-based, comprehensive school-improvement model-developed in partnership with educators and Franklin Covey-that empowers students with the leadership and life skills they need to thrive in a global community.

SCI 1st 18 Days:

Purpose:

The purpose of our 1st 18 days is to introduce students to Sand Creek Intermediate School's community values of Safe, Caring, and Inspiring. Our first eighteen days of lessons at the beginning of the year promote a sense of belonging for students where they feel SCI is a place that provides every student with a feeling of acceptance, security, and support. Our SCI mission is reiterated in every lesson to prepare students for an academic, social, and emotional successful year.

[SCI 1st Eighteen Days](#)

Professional Development:

Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.

At the beginning of each school year, the staff analyzed ILEARN and other data to determine the direction of the improvement initiatives and areas of needed professional development (PD) for the following school year.

- Every Tuesday: Content specific PLC Work
- Thursdays:
 - 2nd Thursday of every month, SCI professional development to support our School Improvement Plan.
 - 4th Thursday of every month: Leader in Me Professional Development led by coach, Sarah Funk

Section 2: Action Plan
School Improvement Goals and Strategies
2024-25 School

Goal #1: Journey of a Student: Knowledge
(self-aware, engaged, academically prepared, globally conscious)

Leader in Me: Academic Achievement

| | |
|----------------------------------|--|
| Goal: | Increase the percentage of students achieving proficiency in reading and math by 3-5%. |
| Strategy: | Implement data-driven instruction and targeted interventions through standard-focused strategies. We will use PLCs as a high leverage structure to engage in professional learning, examine student work, analyze and respond to student performance data, and engage in instructional planning. Extended PLCs will be used for quarterly data reviews as a progress monitoring accountability measure. |
| Action Steps: | <ul style="list-style-type: none"> • Utilize weekly formative assessments to identify student needs • Provide professional development for teachers on differentiated instruction • Incorporate intense vocabulary instruction across all content areas • Integrate Leader in Me habits into academic subjects: <ul style="list-style-type: none"> ▪ Student Individual Goals communicated via Student Led Conferences ▪ Team Goals ▪ Aligned School Goals • Invest in Science of Reading, research-based literacy programs and instruction that focus on phonics/decoding, fluency, vocabulary, and comprehension skills • Move students' reading proficiencies to higher levels of comprehension, with a focus on building student vocabulary. Language of the discipline morphology • Utilize math strategies that emphasize conceptual understanding, problem-solving skills, and mathematical reasoning. • Provide daily direct instruction and engagement of content math vocabulary • Continue all school academic intervention/extension time at the end of each day. |
| Professional Development: | <ul style="list-style-type: none"> ▪ Monthly Leader in Me Professional Development Meetings ▪ Cross-curricular Science of Reading PD with a focus on vocabulary ▪ Differentiation Instruction PD ▪ Continuation of Professional Development for Successful PLCs |

Goal #1: Journey of a Student: Knowledge
(self-aware, engaged, academically prepared, globally conscious)

Leader in Me: Academic Achievement

| | |
|---|---|
| Monitoring and Evaluation Methods: | <ul style="list-style-type: none"> • By utilizing both formative and summative assessments, teachers will provide students with timely and constructive feedback to help them understand their progress and areas for improvement. • Quarterly review meetings with staff to assess progress towards goals. • Adjustments to strategies and action steps based on data analysis within content level PLCs. • End-of-year report summarizing achievements and areas for improvement • MTSS data from bimonthly meetings • Math content vocabulary will be used in math discourse and in written explanations for assessments |
| Data Collection: | <ul style="list-style-type: none"> • Protocols are used to evaluate progress, set short term goals, determine action steps and what evidence would indicate success. These reviews complimented the work of the PLC. • Academic performance data from formative and summative assessments • NWEA • Student Grades • PLC Common Assessments • ILEARN • Exit Tickets |
| Resources Needed: | <ul style="list-style-type: none"> • Leader in Me Coach-Sarah Funk • Instructional Coach-Meghan McCrocklin • Leader in Me Curriculum/Resources • PLC Common Assessments • NWEA reports • ILEARN Data |
| Stakeholders: | <ul style="list-style-type: none"> • <u>All</u> SCI Staff • <u>All</u> SCI Students |

| Goal #2: Journey of a Student: Skills <i>(collaborative, responsible, effective communicator, analytical)</i> | |
|---|---|
| Leader in Me: Leadership Development | |
| Goal: | Increase student engagement and leadership skills by implementing the “Leader in Me” program with a target to improve overall school attendance by 1.3% within the academic school year. |
| Strategy: | <p>Implement systems to monitor attendance daily and flag students with potential attendance issues.</p> <p>Both goals involve creating a supportive and engaging school culture that prioritizes attendance and cultivates leadership at all levels.</p> |
| Action Steps: | <ul style="list-style-type: none"> • Through Leader in Me, foster a welcoming and inclusive school culture that encourages students to attend regularly. • Send regular communication to parents about the importance of consistent attendance. Offer support to families facing challenges. • Develop a system to reward good attendance, such as certificates, assemblies, or other public recognition for students with perfect or improved attendance. • Develop personalized intervention plans for students with chronic absenteeism. This will involve counseling, peer mentoring, and/or home visits by staff. • Pair emerging leaders with experienced mentors to foster growth and leadership development within the school community (Student Ambassadors/Lighthouse Student Team) • Display positive attendance rates amongst staff and students • Daily Parent Square alerts • Family newsletter reminders regarding the importance of attendance • HSE attendance procedures |
| Professional Development: | <ul style="list-style-type: none"> • Attendance PD-equip staff with tools to address attendance issues early and effectively • Monthly Leader in Me PD with coach Sarah Funk • Attend other Leader in Me schools in surrounding areas to gain information regarding success of program, attendance rate, and academic achievement. |

Goal #2: Journey of a Student: Skills

(collaborative, responsible, effective communicator, analytical)

Leader in Me: Leadership Development

| | |
|-----------------------------------|--|
| Monitoring and Evaluation: | <ul style="list-style-type: none">• Regularly review attendance data and adjust strategies based on what is working and what needs improvement• Display monthly attendance goals and percentages• Utilize the Journey of a Student Survey data to implement strategies to enhance leadership development |
| Data Collection: | <ul style="list-style-type: none">• Participation rates in leadership roles and activities• Monthly attendance rate data collection |
| Evaluation Methods: | <ul style="list-style-type: none">• Look for both short-term gains (e.g., monthly improvements) and long-term trends (e.g., consistent attendance increases over the school year).• Create regular reports summarizing attendance trends, successes, and challenges |
| Resources Needed: | <ul style="list-style-type: none">• Monthly Attendance Reports• Classroom leadership opportunities |
| Stakeholders: | <ul style="list-style-type: none">• <u>All</u> SCI Staff• <u>All</u> SCI Students• SCI Families |

| <p>Goal #3: Journey of a Student: Attributes</p> <p>(resilient, creative, empathetic, honorable)</p> <p>Leader in Me: School Culture</p> | |
|---|---|
| Goal: | <p>Foster a school culture where every student and staff member embody the "Leader in Me" principles, leading to improved academic performance, overall well-being, and a positive, inclusive environment. Hence, overall school climate will improve by reducing disciplinary <u>repeated incidents</u> by 5%.</p> <ol style="list-style-type: none"> 1. Be Proactive-You are in charge 2. Begin With the End in Mind-Have a plan 3. Put First Things First-work first, then play 4. Think Win-Win-Everyone can win 5. Seek First to Understand Then to Be Understood-Listen before you talk 6. Synergize-Together is Better 7. Sharpen the Saw-Balance Feels Best |
| Strategy: | <p>Expand leadership opportunities and embed leadership principles in the curriculum by promoting a positive school culture through the 7 Habits of Highly Effective People. SCI will incorporate the following strategies to effectively address a positive school culture:</p> <ul style="list-style-type: none"> • Weekly LIM lessons • Leadership events for all students • Leader in Me Teacher Action Team • Student Voice / Agency • Improvement in school physical spaces • SCI tickets for recognition of students showing characteristics of being a safe, caring, and inspiring student |

Goal #3: Journey of a Student: Attributes

(resilient, creative, empathetic, honorable)

Leader in Me: School Culture

Action Steps:

- Create a student leadership team to plan school events
- Incorporate leadership roles in classroom activities
- Host leadership assemblies and recognition programs
- Develop and launch the Journey of a Student Committee where selected students act as mentors to their peers, helping them with academic and social challenges, which can foster leadership skills and create a more supportive school environment.
- Monitor attendance closely and use data to identify students who are frequently absent. Engage mentors in helping these students improve their attendance.
- Monitor monthly discipline data to make needed adjustments in actions
- Align MTSS strategies with "Leader in Me" principles to create a cohesive approach to behavior management.
- Train staff and students in conflict resolution and effective communication
- Foster a collaborative culture where teachers can share best practices and receive coaching from experienced educators
- Conduct Journey of a Student survey to monitor and address school climate
- Continue the comprehensive teacher mentor program to ensure that all first- and second-year teachers are provided the support they need to effectively lead their classrooms.

| Goal #3: Journey of a Student: Attributes (resilient, creative, empathetic, honorable) Leader in Me: School Culture | |
|--|---|
| Professional Development: | <ul style="list-style-type: none"> ▪ Monthly Leader in Me Professional Development led by LIM Coach, Sarah Funk ▪ Provide continuous learning opportunities for teachers to integrate leadership principles into their teaching practices ▪ Utilize the Leader in Me 7 Habits on demand (online) training that is available to all staff |
| Monitoring and Evaluation: | <ul style="list-style-type: none"> ▪ Regularly collect feedback from students, mentors, and teachers to adjust the program as needed and address any emerging issues. ▪ Monitor disciplinary records, attendance, and academic performance to assess improvements correlated with the implementation of leadership principles |
| Data Collection: | <ul style="list-style-type: none"> ▪ Disciplinary incident reports and Journey of a Student school climate survey results |
| Evaluation Methods: | <p>Journey of a Student-Students Survey / Staff Feedback Survey / SFS Teacher Evaluations</p> <ul style="list-style-type: none"> ▪ Classroom culture ▪ Environment ▪ Student to Teacher Relationships ▪ Academic and Instructional Progressions |
| Resources Needed: | <ul style="list-style-type: none"> ▪ Leadership curriculum and materials for student activities ▪ Incentives and rewards for student recognition programs ▪ QPR PD ▪ Monthly Principal Read Aloud Supporting the 7 Habits ▪ Trauma Informed Practices |
| Stakeholders: | <ul style="list-style-type: none"> ▪ <u>All</u> SCI Staff ▪ <u>All</u> SCI Students ▪ SCI Families |

Section 3: Summary of Data

Sand Creek Intermediate
2021-2024 ILEARN Data Results

| Content | Spring 2021 % Proficient | Spring 2022 % Proficient | Spring 2023 % Proficient | Spring 2024 % Proficient | 2024 HSE / State | |
|------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|---------------------|-----|
| Grade 5 ELA | 39% | 45% | 50% | 55% | 60% | 40% |
| Grade 6 ELA | 45% | 55% | 46% | 59% | 63% | 41% |
| Grade 5 Math | 54% | 60% | 55% | 62% | 63% | 41% |
| Grade 6 Math | 61% | 48% | 50% | 49% | 64% | 38% |
| Grade 5 Social Studies | 49% | 50% | 52% | 53% | 57% | 38% |
| Grade 6 Science | 68% | 57% | 56% | | | |

| Subject | 2024 Trends |
|------------------------|--|
| Grade 5 ELA | Continuous growth average = 45% to 47% |
| Grade 6 ELA | Continuous growth average = 49% to 51% |
| Grade 5 Math | Continuous growth average = 56% to 58% |
| Grade 6 Math | Decline in growth average = 53% to 52% |
| Grade 5 Social Studies | Continuous growth average = 50% to 51% |
| Grade 6 Science | Average = 60% |

Intermediate District ILEARN Data:



| ELA Grade 5 | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|
| | 2019 | 2021 | 2022 | 2023 | 2024 |
| Fall Creek Intermediate School | 49.50% | 53.38% | 58.55% | 57.00% | 63.00% |
| Hamilton SE Int and Jr High Sch | 67.50% | 51.78% | 59.93% | 60.00% | 65.00% |
| Riverside Intermediate School | 70.93% | 49.29% | 58.05% | 58.00% | 59.00% |
| Sand Creek Intermediate School | 50.54% | 38.67% | 45.41% | 50.00% | 55.00% |
| District Average | 59.45% | 48.39% | 55.10% | 56.00% | 60.00% |



| ELA Grade 6 | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|
| | 2019 | 2021 | 2022 | 2023 | 2024 |
| Fall Creek Intermediate School | 59.51% | 57.24% | 60.08% | 64.00% | 63.00% |
| Hamilton SE Int and Jr High Sch | 79.12% | 59.52% | 67.73% | 70.00% | 65.00% |
| Riverside Intermediate School | 67.94% | 50.11% | 63.57% | 66.00% | 67.00% |
| Sand Creek Intermediate School | 54.05% | 44.91% | 54.55% | 46.00% | 59.00% |
| District Average | 63.49% | 52.13% | 61.12% | 61.00% | 63.00% |

| Math Grade 5 | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|
| | 2019 | 2021 | 2022 | 2023 | 2024 |
| Fall Creek Intermediate School | 64.18% | 61.94% | 65.02% | 68.00% | 64.00% |
| Hamilton SE Int and Jr High Sch | 71.39% | 62.26% | 66.43% | 67.00% | 66.00% |
| Riverside Intermediate School | 74.45% | 54.39% | 68.03% | 60.00% | 61.00% |
| Sand Creek Intermediate School | 64.15% | 54.13% | 59.95% | 55.00% | 62.00% |
| District Average | 68.49% | 58.06% | 64.75% | 62.00% | 63.00% |

| Math Grade 6 | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|
| | 2019 | 2021 | 2022 | 2023 | 2024 |
| Fall Creek Intermediate School | 62.75% | 62.38% | 59.46% | 65.00% | 65.00% |
| Hamilton SE Int and Jr High Sch | 74.07% | 44.56% | 59.11% | 71.00% | 70.00% |
| Riverside Intermediate School | 67.49% | 57.69% | 72.73% | 76.00% | 72.00% |
| Sand Creek Intermediate School | 60.53% | 42.24% | 47.85% | 50.00% | 49.00% |
| District Average | 65.28% | 52.03% | 59.99% | 65.00% | 64.00% |

SCI – All students

| Year | Content Area | 5 th grade | IN gr 5 | HSE gr 5 | 6 th grade | IN gr 6 | HSE gr 6 |
|-------------|----------------------|-----------------------|---------|----------|-----------------------|---------|----------|
| Spring 2024 | ELA | 55% | 40% | 60% | 59% | 41% | 63% |
| | Math | 62% | 41% | 63% | 49% | 38% | 64% |
| | SS (5) / Science (6) | 53% = SS | 38% | 57% | | | |

| Year | Content Area | 5 th grade | IN gr 5 | HSE gr 5 | 6 th grade | IN gr 6 | HSE gr 6 |
|-------------|----------------------|-----------------------|---------|----------|-----------------------|---------|----------|
| Spring 2023 | ELA | 50% | 40% | 56% | 46% | 41% | 61% |
| | Math | 55% | 41% | 62% | 50% | 38% | 65% |
| | SS (5) / Science (6) | 52% | 40% | 56% | 56% | 39% | 62% |

| Year | Content Area | 5 th grade | IN gr 5 | HSE gr 5 | 6 th grade | IN gr 6 | HSE gr 6 |
|-------------|----------------------|-----------------------|---------|----------|-----------------------|---------|----------|
| Spring 2022 | ELA | 45% | 41% | 55% | 55% | 39% | 61% |
| | Math | 60% | 41% | 65% | 48% | 36% | 60% |
| | SS (5) / Science (6) | 50% | 38% | 57% | 57% | 39% | 63% |

NWEA

This assessment is given three times a year (BOY, MOY, EOY). This assessment allows all staff to: differentiate instruction for every student, pinpoint intervention and enrichment needs, accelerate students' academic growth and achievement, maximize classroom instructional time, staff resources, and target instructional and professional development time and resources.

Sand Creek Intermediate

2021-24 NWEA Data Results (Gains in all areas)

2021-22 NWEA Data Results

5th Grade Reading:

| Summary | Fall 2021 | Winter 2021 | Spring 2022 | Trends |
|-----------------------|-----------|-------------|-------------|-------------------|
| Mean RIT: | 207.5 | 208.9 | 211.9 | Continuous growth |
| District Mean RIT: | 209.8 | 213.1 | 215.5 | Continuous growth |
| Grade Level Mean RIT: | 204.5 | 209.1 | 211 | Continuous growth |

2022-23 NWEA Data Results

5th Grade Reading:

| Summary | Fall 2022 | Winter 2022 | Spring 2023 | Trends Spring 2022-Spring 23 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 209.3 | 211.1 | 213.9 | +2.0 growth (higher than district) |
| District Mean RIT: | 211.4 | 214.1 | 216 .0 | +0.5 |
| Grade Level Mean RIT: | 204.5 | 209.1 | 211.0 | +0 |

2023-24 NWEA Data Results

5th Grade Reading:

| Summary | Fall 2023 | Winter 2023 | Spring 2024 | Trends Spring 2023-Spring 24 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 207.6 | 214 | 216.5 | +2.6 growth (higher than district) |
| District Mean RIT: | 210.9 | 214.5 | 216.5 | +0.5 |
| Grade Level Mean RIT: | 204.5 | 208.4 | 211.0 | +0 |

2021-22 NWEA Data Results

6th Grade Reading:

| Summary | Fall 2021 | Winter 2021 | Spring 2022 | Trends |
|--------------------------|-----------|-------------|-------------|-------------------|
| Mean RIT: | 214.7 | 217.5 | 218.6 | Continuous growth |
| District Mean RIT: | 216.6 | 220.2 | 222.1 | Continuous growth |
| Grade Level Mean RIT: | 210.2 | 213.8 | 215.4 | Continuous growth |

2022-23 NWEA Data Results

6th Grade Reading:

| Summary | Fall 2022 | Winter 2022 | Spring 2023 | Trends Spring 2022 Spring 23 |
|--------------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 213.1 | 215.9 | 219.2 | +0.6 growth (higher than district) |
| District Mean RIT: | 216.1 | 219.2 | 221.4 | +0.3 |
| Grade Level Mean RIT: | 210.2 | 213.8 | 215.4 | +0 |

2023-24 NWEA Data Results

6th Grade Reading:

| Summary | Fall 2023 | Winter 2023 | Spring 2024 | Trends Spring 2023-Spring 24 |
|--------------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 215.4 | 217.5 | 220.1 | +0.9 growth (higher than district) |
| District Mean RIT: | 216.2 | 219.9 | 222.0 | +0.6 |
| Grade Level Mean RIT: | 210.2 | 213.3 | 215.4 | +0 |

2021-22 NWEA Data Results

5th Grade Math:

| Summary | Fall 2021 | Winter 2021 | Spring 2022 | Trends |
|-----------------------|-----------|-------------|-------------|-------------------|
| Mean RIT: | 212.2 | 218.4 | 223.7 | Continuous growth |
| District Mean RIT: | 215.4 | 222.2 | 226.5 | Continuous growth |
| Grade Level Mean RIT: | 209.1 | 214.7 | 218.7 | Continuous growth |

2022-23 NWEA Data Results

5th Grade Math:

| Summary | Fall 2022 | Winter 2022 | Spring 2023 | Trends Spring 2022 Spring 23 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 213.1 | 220.9 | 229.1 | +5.4 (aligned with district) |
| District Mean RIT: | 216.1 | 224.9 | 232.2 | +5.7 |
| Grade Level Mean RIT: | 209.1 | 214.7 | 218.7 | +0 |

2023-24 NWEA Data Results

5th Grade Math:

| Summary | Fall 2023 | Winter 2023 | Spring 2024 | Trends Spring 2023-Spring 24 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 212.5 | 222.1 | 232.8 | +3.7 growth (higher than district) |
| District Mean RIT: | 214.9 | 223.9 | 232.4 | +0.2 |
| Grade Level Mean RIT: | 208.1 | 213.7 | 218.7 | +0 |

2021-22 NWEA Data Results

6th Grade Math:

| Summary | Fall 2021 | Winter 2021 | Spring 2022 | Trends |
|-----------------------|-----------|-------------|-------------|-------------------|
| Mean RIT: | 218.6 | 222.7 | 227.7 | Continuous growth |
| District Mean RIT: | 221 | 226.1 | 231.9 | Continuous growth |
| Grade Level Mean RIT: | 214.7 | 219.6 | 222.9 | Continuous growth |

2022-23 NWEA Data Results

6th Grade Math:

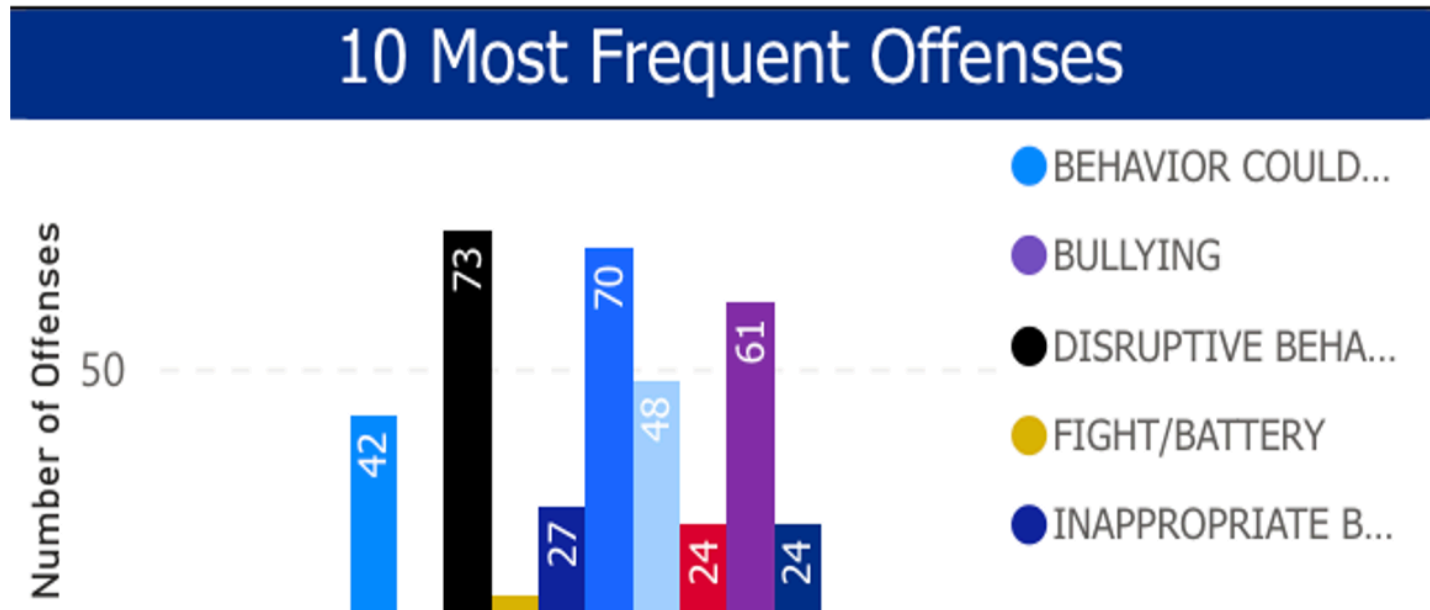
| Summary | Fall 2022 | Winter 2022 | Spring 2023 | Trends Spring 2022-Spring 23 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 218.7 | 224.1 | 232.7 | +5.0 growth (higher than district) |
| District Mean RIT: | 221.5 | 228.5 | 238.7 | +6.8 |
| Grade Level Mean RIT: | 214.7 | 219.6 | 222.9 | +0 |

2023-24 NWEA Data Results

6th Grade Math:

| Summary | Fall 2023 | Winter 2023 | Spring 2024 | Trends Spring 2023-Spring 24 |
|-----------------------|-----------|-------------|-------------|------------------------------------|
| Mean RIT: | 217.5 | 225.1 | 233.4 | +0.7 growth (higher than district) |
| District Mean RIT: | 221.2 | 229.2 | 238.7 | +0 |
| Grade Level Mean RIT: | 213.8 | 218.7 | 222.9 | +0 |

Discipline Data:
2023-2024



| Student Fed Race | Number of Offenses | % of Offenses | Number of Students | % of Students | Offenses Per Student |
|--------------------|--------------------|----------------|--------------------|----------------|----------------------|
| Asian | 12 | 2.75% | 7 | 5.11% | 2 |
| Black/African Amer | 145 | 33.26% | 31 | 22.63% | 5 |
| Hispanic | 28 | 6.42% | 10 | 7.30% | 3 |
| Multiracial | 27 | 6.19% | 9 | 6.57% | 3 |
| White | 224 | 51.38% | 80 | 58.39% | 3 |
| Total | 436 | 100.00% | 137 | 100.00% | 3 |

Section 4: Spring 2024

Conclusions About Current Educational Programming and Learning Environment

Supporting Indiana Academic Standards:

Our teachers use the Indiana Academic State Standards and various curricular resources and framework to develop student goals and lessons. The thoughtful planning of our teachers in conjunction with our extensive resources ensures that we instructionally meet the needs of every student.

Conclusion About Student Achievement Based on ILEARN and NWEA Assessments:

| |
|----------------------------|
| Green=Growth Data |
| Blue=Consistent Data |
| Red=Data Needs Improvement |

| |
|--|
| 5 th Grade ELA ILEARN |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth with the highest score in 2024 |
| 5 th Grade ELA NWEA |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth <u>at or above</u> the district level |
| |
| 5 th Grade Math ILEARN |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth with the highest score in 2024 |
| 5 th Grade Math NWEA |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth <u>at or above</u> the district level |
| |
| 5 th Grade Social Studies ILEARN |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth with the highest score in 2024 |

| |
|---|
| 6th Grade ELA ILEARN |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth with the highest score in 2024 |
| 6th Grade ELA NWEA |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth <u>at or above</u> the district level |
| 6th Grade Math ILEARN |
| <ul style="list-style-type: none"> Proficiency percentages remain consistent. Explicit standard-based instruction is being supported via PD, coaching cycles, PLC common assessments, and classroom observations. Targeted support will be provided to students in small groups with a focus on reinforcing foundational skill when necessary |
| 6th Grade Math NWEA |
| <ul style="list-style-type: none"> proficiency percentages continuously show growth <u>at or above</u> the district level |
| 6th Grade Science |
| Still waiting on data from the state |

Section 5: Assessments and PD Summary:

| 2024-25 SCI Professional Development Summary |
|---|
| <ul style="list-style-type: none">▪ Monthly Leader in Me Professional Development Meetings▪ Cross-curricular Science of Reading PD with a Focus on Vocabulary▪ Differentiation Instruction PD▪ Continuation of Professional Development for Successful PLCs▪ Attendance PD- equipping staff with tools to address attendance issues early and effectively |
| Assessments: standardized and/or locally developed measures of progress toward the goal |
| <ul style="list-style-type: none">▪ ILEARN▪ NWEA-BOY, MOY, EOY▪ CogAt▪ AIMSweb▪ WIDA▪ Student / Staff / Community Surveys (Academic, Community Involvement)▪ Leader in Me Measurable Results Assessments▪ Classroom Formative and Summative Assessments▪ Content level PLC data collections and conversations▪ PLC Common Assessments▪ District-wide Resources for Common Assessments |
| Behavioral/Mental Health Assessments |
| <ul style="list-style-type: none">▪ Behavioral Threat Assessments▪ Suicide Ideation▪ Second Steps/Leader in Me Weekly Lesson |

PD Plan Part 1: Utilize established PD time for staff (last Thursday of month at 8:15)

| | |
|--------------------------|---|
| Aug. 29, 2024 | Welcome to Leader in Me / Getting Started with LiM Online & Direct Lessons (Curriculum) |
| Sep. 26, 2024 | Paradigms and See-Do-Get |
| Oct. 31, 2024 | Habit 1 Be Proactive |
| Nov. 14, 2024 *tentative | Habit 2 Begin with the End in Mind & Mission Statements |
| Dec. 12, 2024 *tentative | Student Leadership Roles |
| Jan. 16, 2025 | Habit 3 Put First Things First |
| Feb. 27, 2025 | Habit 4 Think Win-Win |
| Mar. 27, 2025 | Habit 5 Seek First to Understand, then to be Understood |
| Apr. 25, 2025 | Habit 6 Synergize |
| May 22, 2025 | Habit 7 Sharpen the Saw |

Section 6: Waivers and Provisions

Waivers:

Sand Creek Intermediate is requesting that no statutes or rules be waived.

Provision Outlining How the School Will Address the Learning Needs of All Students, Including Exceptional Learners:

HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, 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 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, an individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants 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.

Sand Creek Intermediate'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.

Provision to Maintain a Safe and Disciplined Learning Environment for Students and Teachers:

SCI maintains a safe, caring, and inspiring environment. The school climate committee, which falls under the MTSS umbrella, is a student support team that monitors the progress of all students and identifies needs and additional interventions or incentives. The SCI ticket system allows staff to award tickets to students exhibiting behaviors that are *safe, caring, and inspiring*. To promote a positive learning climate, students can receive special privileges and prizes every Friday from the school principal.

Crisis Management Plans are in place and followed by all students and staff. Emergency drills – fire, tornado, earthquake, and evacuation and lockdown drills –are conducted on a monthly or semi-yearly basis.

During each school year, employees and students receive training and practice drills following the ALICE method of response to an intruder. This provides students and adults additional options rather than the traditional “lockdown” approach. Employees are also trained in child abuse prevention. New staff are trained in both ALICE and child abuse prevention as they join the staff.

SCI visitors are warmly greeted by our SCI front office staff. They are only allowed to enter other areas of the building after checking in with school personnel and providing an ID. Visitors must wear badges when traveling throughout the building.

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 an accountability support based community 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.