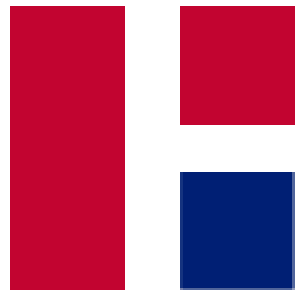


**Riverside Junior High
Hamilton Southeastern Schools
School Improvement Plan
Goals and Strategies
2024-2025 School Year**



SIP Committee

Rob Huesing – Principal

Jamie Andrews – Assistant Principal

Kelsey Acker – Intervention Teacher / RtI Coordinator

John Feeney – Business Teacher

Teri Folta – Science Teacher

Rachael Gibson – Department of Exceptional Learners

Erin Gray – World Language

Mark Kwiatkowski – Social Studies Teacher

Hannah Luperini – English Teacher

Angela Mott – Guidance Counselor

Peggy O'Connell – Math / Intervention Teacher

Maggie Price – English Teacher

Jordan Teeple – Math Teacher

Alyssa Roberts – Parent Member

Mission, Vision, and Beliefs

Hamilton Southeastern Schools Mission:

Hamilton Southeastern Schools, as a forward-thinking school district, provides educational opportunities to ensure the success of each and every student, to become a responsible citizen and to positively influence an ever-changing world community.

Hamilton Southeastern Schools Operational Vision Statement:

Honor
Scholarship
Excellence
for all students

Hamilton Southeastern School Board Goals:

Academic: All students will demonstrate growth in academic achievement and proficiency.

Operation: All divisions of HSE Operations will evidence efforts to effect support for student academic success.

Communication: Access to HSE information by internal and external stakeholders, and those exploring HSE, will be assessed and redesigned, if necessary, for greater ease and consistency.

Riverside Junior High Mission Statement:

Riverside Junior High will create and provide a safe, positive, and supportive environment. All students will learn to their highest academic abilities, discover and grow their talents, and develop good character.

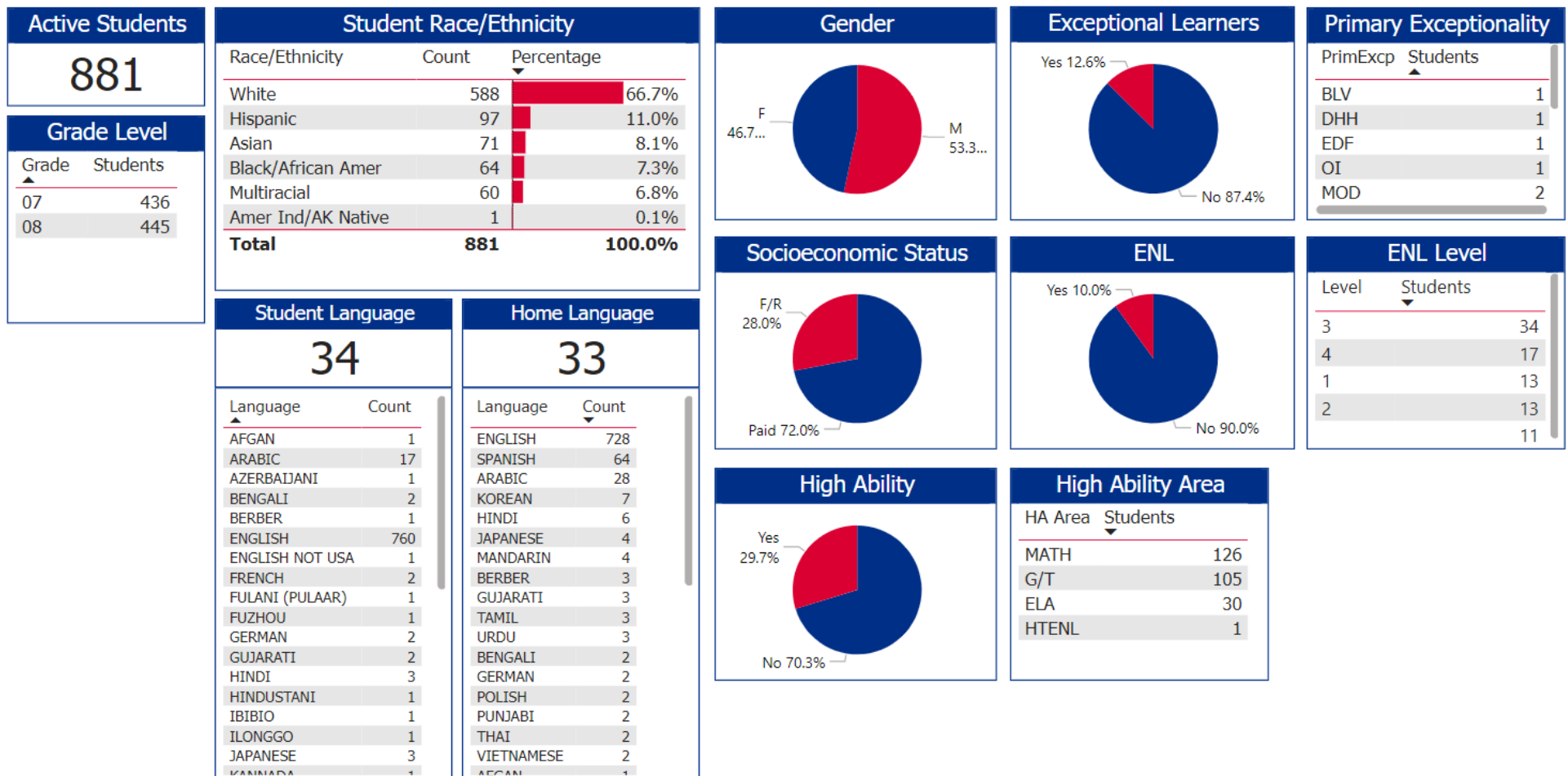
Riverside Junior High Motto:

Be Safe.
Be Smart.
Be Nice.

Description of School, Community, and Educational Programs

Riverside Junior High is in a suburban community located northeast of Indianapolis, Indiana. Riverside Junior High opened its doors as Riverside School in 2006-2007 as a 5-8 building. The fall of the 2009-2010 school year, the 5th and 6th grade students were moved to a newly built Intermediate School and Riverside School became Riverside Junior High serving 7th and 8th graders. Riverside Junior High has 881 students. The student population is expected to continue to increase in the coming years due to increased housing construction within our school boundaries. The staff consists of 103 total individuals which includes 69 certified (teachers, counselors, social worker, language pathologist, athletic director, administrator, and several itinerant licensed staff) and 34 classified staff members (instructional assistants, nurse, head custodian, technology specialist, treasurer, secretaries, and school resource officer).

Riverside Junior High



2023-2024 SCHOOL STATISTICS

Community: Urban

Enrollment: 881

Grade Level: 7-8

School Schedule: Traditional

STUDENT DEMOGRAPHICS:

White- 66.7%

Hispanic – 11.0%

Black/African American – 7.3%

Multiracial – 6.8%

Asian – 8.1%

American Indian/AK Native – 0.1%

SES:

Paid – 72.0%

Free/Reduced Lunch – 28.0%

DEPARTMENT of EXCEPTIONAL LEARNERS:

DEL: 12.6%

ENGLISH LANGUAGE LEARNERS:

ELL: 10.0%

Other languages spoken: 34

ATTENDANCE:

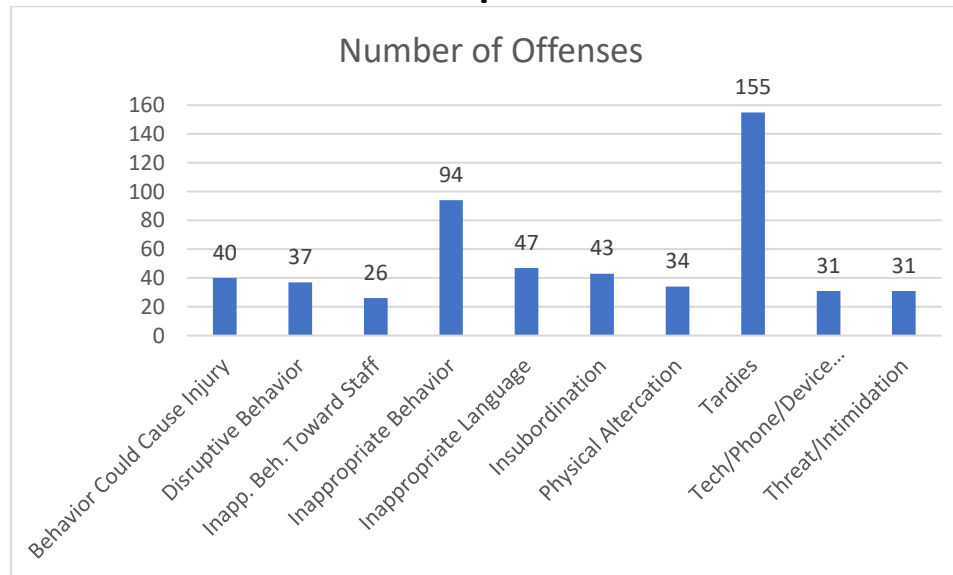
2020-2021 = 98.3%

2021-2022 = 96.0% (76.6% of students have >94% attendance rate)

2022-2023 = 95.7% (74.6% of students have >94% attendance rate)

2023-2024 = 96.1% (69.2% of students have >94% attendance rate)

RJH Discipline Data



*There are 1.36 million total opportunities for students to be tardy

Classroom and Extra-Curricular Opportunities for Students

Riverside Junior High offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, technology education, PLTW, wellness, band, choir, orchestra, jazz band, yearbook, and studio announcements. Academic clubs include Spell Bowl, Academic Team, Yearbook, Geography Bowl, Tech Club, Robotics, Riverside Jr. Honor Society. Other clubs include Art Club, Best Buddies, Club RAD, Future Black Leaders, Healthy Hawks, GSA, Cultures Club and more. Athletic activities include cross country, track, tennis, golf, basketball, football, wrestling, cheerleading, and volleyball. Additional extracurricular clubs include pep band, jazz band, musicals/plays, show choir, strolling strings and more.

Parent Communication

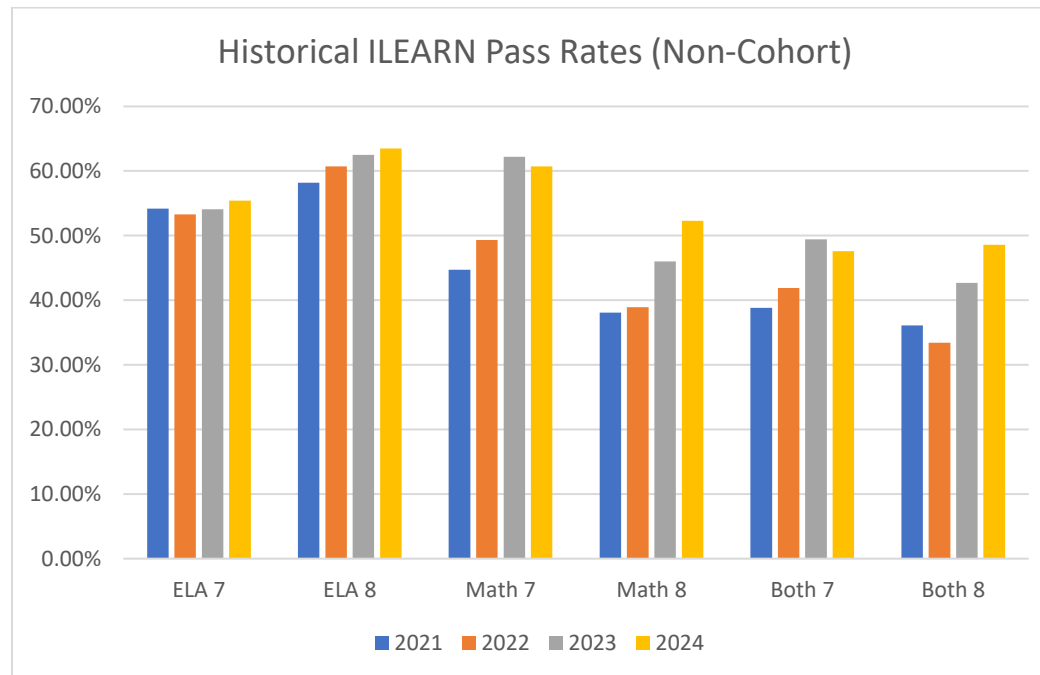
School-to-home communication most frequently utilizes technology, phone calls, emails, school newsletters or the school website. Families without internet access can elect to receive paper copies of all communication. Parents also have access to their student's Canvas page and Skyward account. The ParentSquare application system is used to send classroom, school, and district information via email and the ParentSquare App. School newsletters are sent home nearly weekly to parents via ParentSquare to communicate the most important happenings and information at Riverside. Additionally, we have activated the feature in ParentSquare that allows students to be included in the ParentSquare messages. Daily student announcements are read at the beginning of the school day along with a Moment of Silence and the Pledge of Allegiance.

ILEARN Data

7 th Grade (Non-Cohort)						
Content:	ELA		Math		Both	
Year:	2023	2024	2023	2024	2023	2024
Riverside JH	54.1%	55.4%	62.2%	60.7%	49.4%	47.6%

8 th Grade (Non-Cohort)						
Content:	ELA		Math		Both	
Year:	2023	2024	2023	2024	2023	2024
Riverside JH	62.5%	63.5%	46.0%	52.3%	42.7%	48.6%

Whole School (Non-Cohort)						
Content:	ELA		Math		Both	
Year:	2023	2024	2023	Year:	2023	2024
Riverside JH	58.5%	59.2%	53.6%	56.7%	45.8%	48.1%



ILEARN – ELA



	2021	2022	Change	2023	Change	2024	Change	Net Change Since 2021
Riverside	54.2%	53.3%	-0.9%	54.1%	0.8%	55.4%	1.3%	1.2%
Fall Creek	60.0%	70.9%	10.9%	59.5%	-11.4%	63.9%	4.4%	3.9%
Fishers JH	53.8%	56.7%	2.9%	53.2%	-3.5%	50.3%	-2.9%	-3.5%
HIJH	63.3%	61.9%	-1.4%	62.3%	0.4%	64.8%	2.5%	1.5%
District	57.2%	60.6%	3.4%	57.2%	-3.4%	58.2%	1.0%	1.0%
State	41.1%	42.4%	1.3%	39.5%	-2.9%	41.8%	2.3%	0.7%

Non-Cohort Data – 7th Grade

ILEARN – ELA



	2021 4 th *	2022 5 th	Change	2023 6 th	Change	2024 7 th	Change	Net Change Since 2021
Riverside	54.1%	58.0%	3.9%	66.2%	8.2%	55.4%	-10.8%	1.3%
Fall Creek	56.5%	58.5%	2.0%	64.2%	5.7%	63.9%	-0.3%	7.4%
Fishers JH	47.1%	45.4%	-1.7%	45.9%	0.5%	50.3%	4.4%	3.2%
HIJH	50.1%	59.9%	9.8%	70.4%	10.5%	64.8%	-5.6%	14.7%
District	53.5%	55.1%	1.6%	60.9%	5.8%	58.2%	-2.7%	4.7%
State	39.6%	41.0%	1.4%	40.8%	-0.2%	41.8%	1.0%	2.2%

Cohort Data – 7th Grade

ILEARN – Math



	2021	2022	Change	2023	Change	2024	Change	Net Change Since 2021
Riverside	44.7%	49.3%	4.6%	62.2%	12.9%	60.7%	-1.5%	16.0%
Fall Creek	51.2%	63.9%	12.7%	56.1%	-7.8%	60.9%	4.8%	9.7%
Fishers JH	50.3%	53.6%	3.3%	60.2%	6.6%	56.2%	-4.0%	5.9%
HIJH	50.2%	49.4%	-0.8%	57.2%	7.8%	66.5%	9.3%	16.3%
District	48.9%	54.5%	5.6%	58.8%	4.3%	60.6%	1.8%	11.7%
State	30.5%	31.9%	1.4%	32.9%	1.0%	33.9%	1.0%	3.4%

Non-Cohort Data – 7th Grade

ILEARN – Math



	2021 4 th *	2022 5 th	Change	2023 6 th	Change	2024 7 th	Change	Net Change Since 2021
Riverside	64.6%	68.0%	3.4%	75.7%	7.7%	60.7%	-15.0%	-3.9%
Fall Creek	70.1%	65.2%	-4.9%	65.0%	-0.2%	60.9%	-4.1%	-9.2%
Fishers JH	57.9%	60.0%	2.1%	50.2%	-9.8%	56.2%	6.0%	-1.7%
HIJH	60.1%	66.4%	6.3%	71.4%	5.0%	66.5%	-4.9%	6.4%
District	65.3%	64.8%	-0.5%	65.0%	0.2%	60.6%	-4.4%	-4.7%
State	43.7%	40.8%	-2.9%	38.3%	-2.5%	33.9%	-4.4%	-9.8%

Cohort Data – 7th Grade

ILEARN – ELA



	2021	2022	Change	2023	Change	2024	Change	Net Change Since 2021
Riverside	58.2%	60.7%	2.5%	62.5%	1.8%	63.5%	1.0%	5.3%
Fall Creek	68.0%	63.2%	-4.8%	66.3%	3.1%	58.1%	-8.2%	-9.9%
Fishers JH	65.8%	60.0%	-5.8%	55.6%	-4.4%	58.0%	2.4%	-7.8%
HIJH	58.2%	62.6%	4.4%	60.1%	-2.5%	65.5%	5.4%	7.3%
District	61.2%	61.6%	0.4%	61.3%	-0.3%	60.8%	-0.5%	-0.4%
State	43.9%	43.1%	-0.8%	43.8%	0.7%	42.6%	-1.2%	-1.3%

Non-Cohort Data – 8th Grade

ILEARN – ELA



	2021 5 th	2022 6 th	Change	2023 7 th	Change	2024 8 th	Change	Net Change Since 2021
Riverside	49.3%	63.6%	14.3%	54.1%	-9.5%	63.5%	9.4%	14.2%
Fall Creek	53.4%	60.1%	6.7%	59.5%	-0.6%	58.1%	-1.4%	4.7%
Fishers JH	38.7%	54.5%	15.8%	53.2%	-1.3%	58.0%	4.8%	19.3%
HIJH	52.1%	67.7%	15.6%	62.3%	-5.4%	65.5%	3.2%	13.4%
District	48.4%	61.1%	12.7%	57.2%	-3.9%	60.8%	3.6%	12.4%
State	39.5%	39.0%	-0.5%	39.5%	0.5%	42.6%	3.1%	3.1%

Cohort Data – 8th Grade

ILEARN – Math



	2021	2022	Change	2023	Change	2024	Change	Net Change Since 2021
Riverside	38.1%	38.9%	0.8%	46.0%	7.1%	52.3%	6.3%	14.2%
Fall Creek	48.5%	50.8%	2.3%	57.0%	6.2%	52.0%	-5.0%	3.5%
Fishers JH	37.6%	50.7%	13.1%	51.4%	0.7%	61.9%	10.5%	24.3%
HIJH	37.2%	52.6%	15.4%	51.5%	-1.1%	53.0%	1.5%	15.8%
District	41.0%	47.8%	6.8%	51.6%	3.8%	54.6%	3.0%	13.6%
State	27.8%	29.8%	2.0%	31.4%	1.6%	31.4%	0.0%	3.6%

Non-Cohort Data – 8th Grade

ILEARN – Math



	2021 5 th	2022 6 th	Change	2023 7 th	Change	2024 8 th	Change	Net Change Since 2021
Riverside	54.5%	72.7%	18.2%	62.2%	-10.5%	52.3%	-9.9%	-2.2%
Fall Creek	61.9%	59.5%	-2.4%	56.1%	-3.4%	52.0%	-4.1%	-9.9%
Fishers JH	54.1%	47.8%	-6.3%	60.2%	12.4%	61.9%	1.7%	7.8%
HIJH	62.3%	59.1%	-3.2%	57.2%	-1.9%	53.0%	-4.2%	-9.3%
District	58.1%	60.0%	1.9%	58.8%	-1.2%	54.6%	-4.2%	-3.5%
State	38.6%	35.5%	-3.1%	32.9%	-2.6%	31.4%	-1.5%	-7.2%

Cohort Data – 8th Grade

ILEARN – ELA & Math



	2021	2022	Change	2023	Change	2024	Change	Net Change Since 2021
Riverside	37.5%	37.6%	+0.1%	45.8%	+8.2%	48.1%	+2.3%	+10.6%
Fall Creek	44.4%	50.2%	+5.8%	48.9%	-1.3%	48.2%	-0.7%	+3.8%
Fishers JH	36.6%	44.2%	+7.6%	42.7%	-1.5%	46.0%	+3.3%	+9.4%
HIJH	39.9%	45.6%	+5.7%	46.2%	+0.6%	51.0%	+4.8%	+11.1%
District	39.6%	44.3%	+4.7%	46.1%	+1.8%	48.2%	+2.1%	+8.6%
State	25.0%	26.2%	+1.2%	26.7%	+0.5%	27.3%	+0.6%	+2.3%

Non-Cohort Data - Building

ILEARN – ELA & Math



	2021 (4 th /5 th *)	2022 (5 th /6 th)	Change	2023 (6 th /7 th)	Change	2024 (7 th /8 th)	Change	Net Change Since 2021
Riverside	45.8%	54.7%	8.9%	55.6%	0.9%	48.1%	-7.6%	2.3%
Fall Creek	48.6%	49.2%	0.6%	51.2%	2.0%	48.2%	-3.0%	-0.4%
Fishers JH	38.7%	40.8%	2.1%	39.4%	-1.4%	46.0%	6.6%	7.3%
HIJH	44.6%	52.4%	7.8%	54.1%	1.8%	51.0%	-3.1%	6.4%
District	44.9%	49.1%	4.2%	50.0%	0.8%	48.2%	-1.8%	3.3%
State	30.7%	29.5%	-1.2%	28.3%	-1.2%	27.3%	-1.0%	-3.4%

Cohort Data - Building

Comparison School Data 2024 iLearn ELA ONLY 7 th and 8 th Grade Data				
District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	63.9% (9) +1	58.1% (12) -6	60.9% (11) -3
	Fishers JH	50.3% (14) -1	58.0% (13) +1	54.0% (14) -1
	HIJH	64.8% (7) +1	65.5% (5) +6	65.2% (8) +3
	Riverside JH	55.4% (13) -1	63.5% (9) +1	59.2% (12) NC
Brownsburg Schools	Brownsburg E. MS	63.8% (10) -8	63.4% (10) -7	63.6% (-9)
	Brownsburg W MS	74.5% (2) +2	68.7% (3) +1	71.6% (2) +2
Carmel Clay Schools	Carmel MS	69.2% (4) +5	67.5% (4) +1	68.3% (3) +3
	Clay MS	64.5% (8) -1	70.0% (2) +5	67.2% (4) +1
	Creekside MS	82.7% (1) NC	81.5% (1) NC	82.1% (1) NC
Noblesville Schools	Noblesville E MS	60.2% (12) +2	51.6% (14)	55.6% (13) +1
	Noblesville W MS	70.0% (3) +3	63.9% (8) +4	66.9% (5) +5
WWS	Westfield MS	60.4% (11) NC	61.9% (11) -4	61.2% (10) -1
Zionsville Schools	Zionsville MS	67.3% (6) -1	64.8% (6) -4	66.1% (7) -4
	Zionsville West MS	68.9% (5) -2	64.6% (7) +2	66.7% (6) +1

Comparison School Data 2024 iLearn Math ONLY 7 th and 8 th Grade Data				
District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	60.9% (9) +3	52.0% (11) -5	56.3% (11) -3
	Fishers JH	56.2% (13) -4	61.9% (7) +3	58.9% (8) +1
	HIJH	66.5% (3) +8	53.0% (9) NC	59.4% (7) +3
	Riverside JH	60.7% (10) -1	52.3% (10) +2	56.7% (10) +1
Brownsburg Schools	Brownsburg E. MS	64.6% (5) -2	62.0% (6) -4	63.3% (5) -2
	Brownsburg W MS	79.0% (2) -1	70.6% (2) +1	74.8% (2) NC
Carmel Clay Schools	Carmel MS	60.1% (11) +2	50.8% (13) -2	55.0% (13) -1
	Clay MS	64.3% (6) -1	65.3% (4) +3	64.8% (4) +2
	Creekside MS	81.2% (1) +1	75.5% (1) NC	78.4% (1) NC
Noblesville Schools	Noblesville E MS	47.6% (14) NC	45.3% (14) -1	46.4% (14) NC
	Noblesville W MS	59.5% (12) -4	51.6% (12) +2	55.5% (12) +1
WWS	Westfield MS	62.1% (7) NC	62.4% (5) NC	62.2% (6) -1
Zionsville Schools	Zionsville MS	61.4% (8) +2	54.6% (8) -4	58.3% (9) -5
	Zionsville West MS	66.5% (4) +2	65.4% (3) +5	66.0% (3) +4

Comparison School Data 2024 iLearn Both ELA & Math
ONLY 7th and 8th Grade Data

District	School	7 th Grade (Rank)	8 th Grade (Rank)	7 th and 8 th Grade (Rank)
HSE Schools	Fall Creek JH	52.8% (8) +4	44.1% (13) -7	48.2% (11) -3
	Fishers JH	43.8% (13) NC	48.6% (8) +4	46.0% (13) NC
	HIJH	55.9% (4) +7	46.6% (12) -2	51.0% (8) +2
	Riverside JH	47.6% (12) -5	48.6% (7) +4	48.1% (12) -1
Brownsburg Schools	Brownsburg E. MS	54.6% (7) -4	52.4% (6) -4	53.6% (5) -3
	Brownsburg W MS	68.0% (2) NC	61.2% (2) +2	64.6% (2) +1
Carmel Clay Schools	Carmel MS	54.8% (6) +3	48.3% (9) NC	51.3% (7) +2
	Clay MS	54.9% (5) +1	57.5% (3) +4	56.1% (4) +3
	Creekside MS	75.1% (1) NC	71.3% (1) NC	73.2% (1) NC
Noblesville Schools	Noblesville E MS	40.7% (14) NC	38.9% (14) NC	39.7% (14) NC
	Noblesville W MS	52.0% (10) -5	47.0% (11) +2	49.4% (10) +2
WWS	Westfield MS	50.9% (11) -3	52.8% (5) NC	51.9% (6) NC
Zionsville Schools	Zionsville MS	52.6% (9) +1	48.1% (10) -7	50.6% (9) -5
	Zionsville West MS	60.2% (3) +1	55.1% (4) +4	57.6% (3) +2

Conclusions about Current Educational Programming and Learning Environment

Supporting Indiana Academic Standards

Each content area has developed Instructional Frameworks grounded in the Indiana Academic Standards, thus helping to focus instruction. Our PLC work brings a focus to the Indiana Academic Standards and essential skills needed for academic success. The Common Formative Assessments each PLC Crew creates are used to gather data and respond to the students who fall short of the learning target as well as to the students who meet or exceed the learning target. It is in this capturing and responding to the data where we can help ensure our struggling learners are meeting the learning goals.

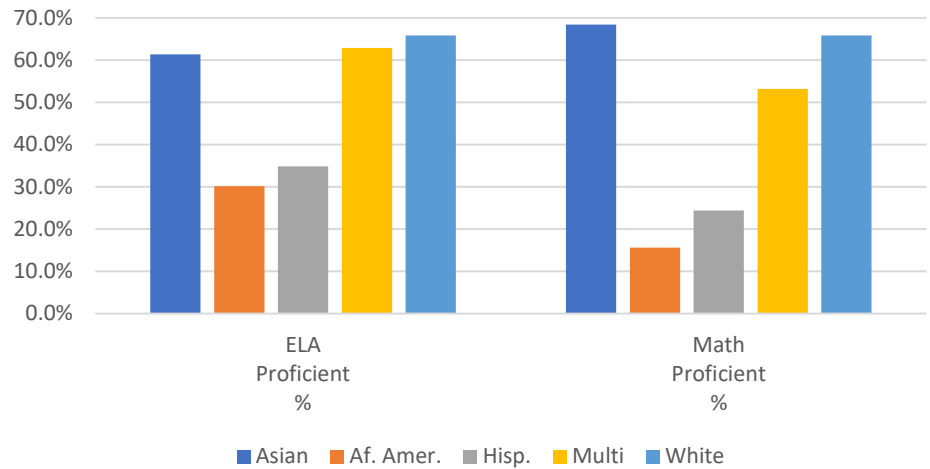
Conclusions about Student Achievement Based on ILEARN:

Non COHORT	2021	2022	2023	2024	Difference 2021 to 2024
ELA 7	54.2%	53.3%	54.1%	55.4%	+1.2%
ELA 8	58.2%	60.7%	62.5%	63.5%	+5.3%
Math 7	44.7%	49.3%	62.2%	60.7%	+16.0%
Math 8	38.1%	38.9%	46.0%	52.3%	+14.2%
Bldg Both ELA & Ma	37.5%	37.6%	45.8%	48.1%	+10.6%

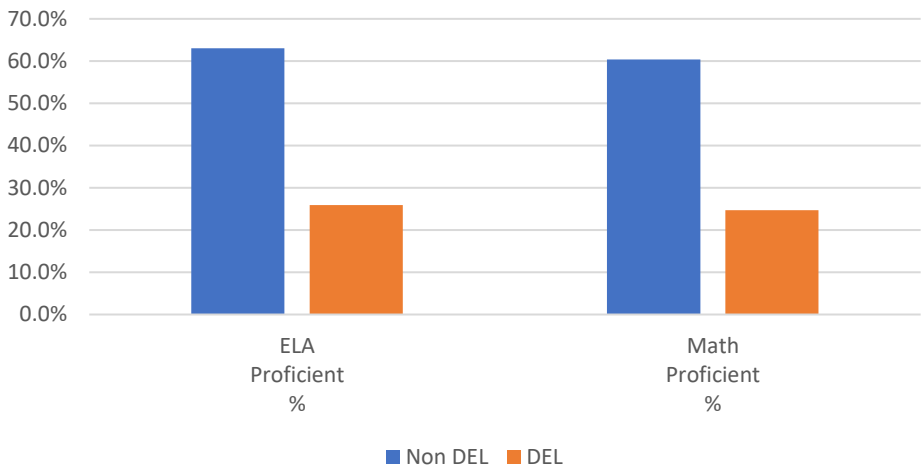
COHORT	2021	2022	2023	2024	Difference 2021 to 2024
ELA 7	54.1%	58.0%	66.2%	55.4%	+1.3%
ELA 8	49.3%	63.6%	54.1%	63.5%	+14.2
Math 7	64.6%	68.0%	75.7%	60.7%	-3.9%
Math 8	54.5%	72.7%	62.2%	52.3%	-2.2%
Bldg Both ELA & Ma	45.8%	54.7%	55.6%	48.1%	+2.3%

RJH Building ILEARN Passing Rates - 2024

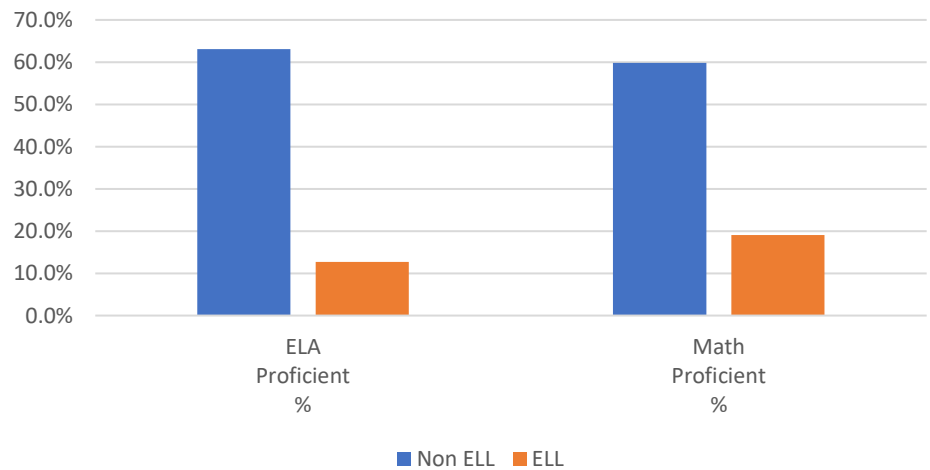
2024 ILEARN Pass Rates - Ethnicity



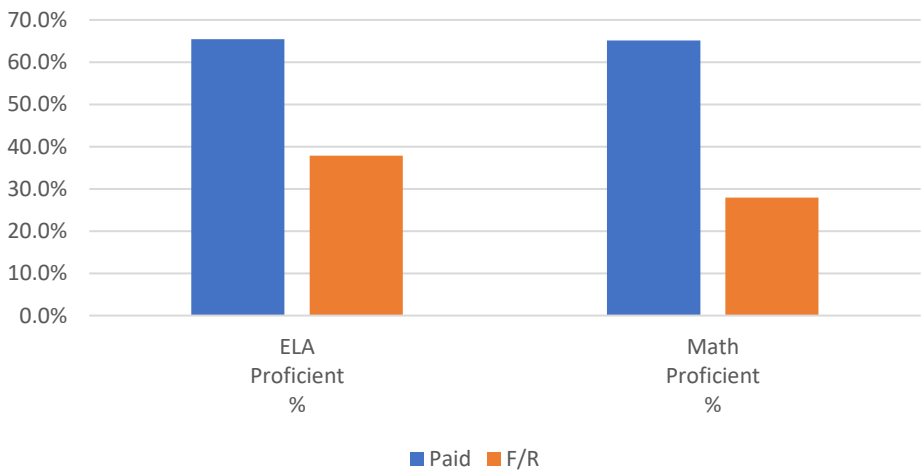
2024 ILEARN Pass Rates - DEL



2024 ILEARN Pass Rates - ELL

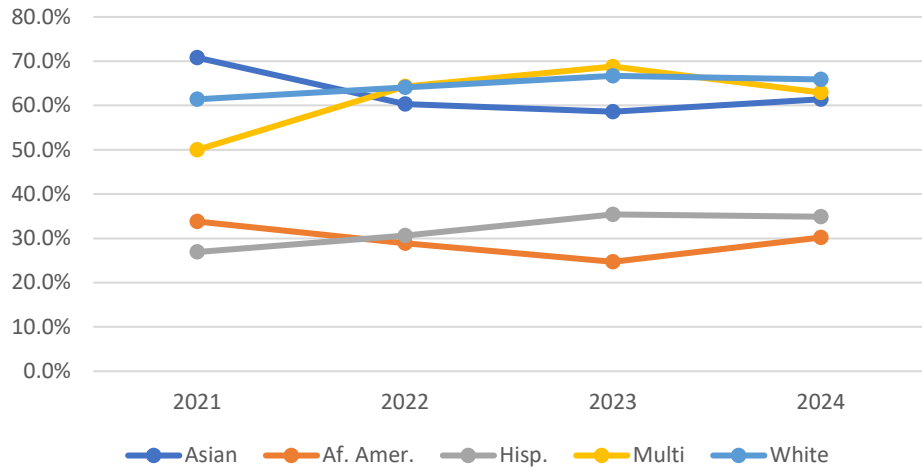


2024 ILEARN Pass Rates - SocioEcon.

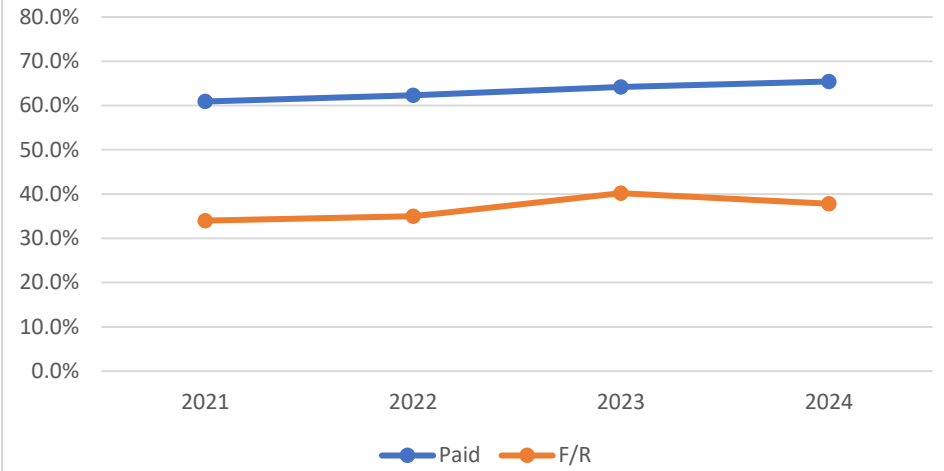


RJH Building Non-Cohort ILEARN ELA

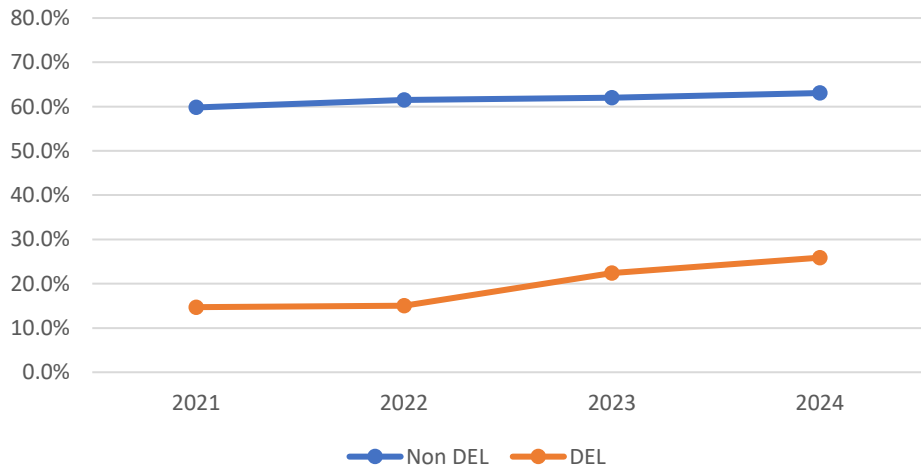
ILEARN ELA - Ethnicity



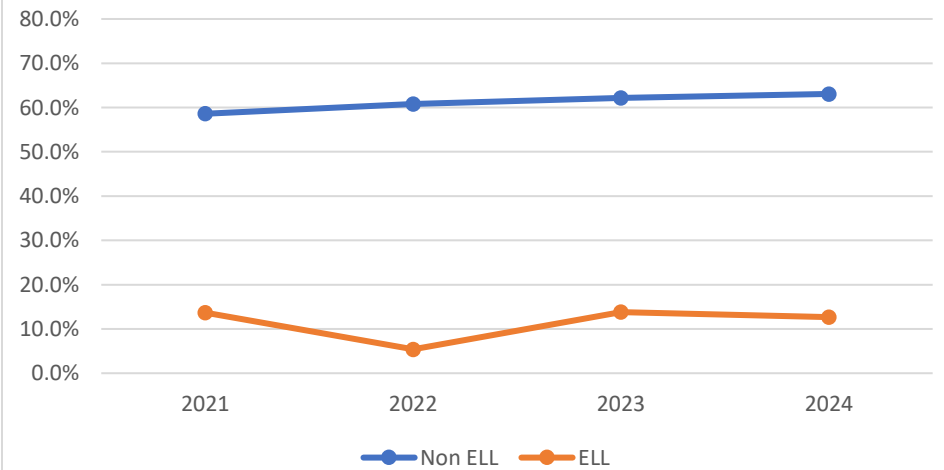
ILEARN ELA - Socio-Economic



ILEARN ELA - Dept. Exc. Learners

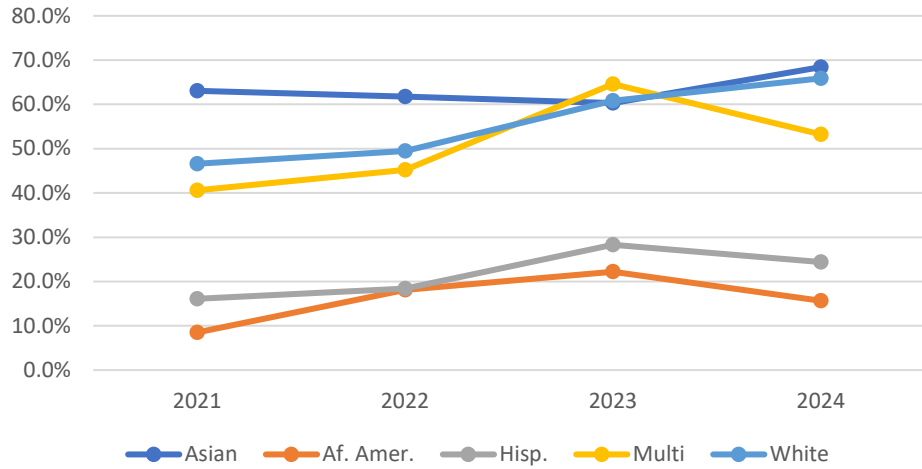


ILEARN ELA - English Lang. Learners

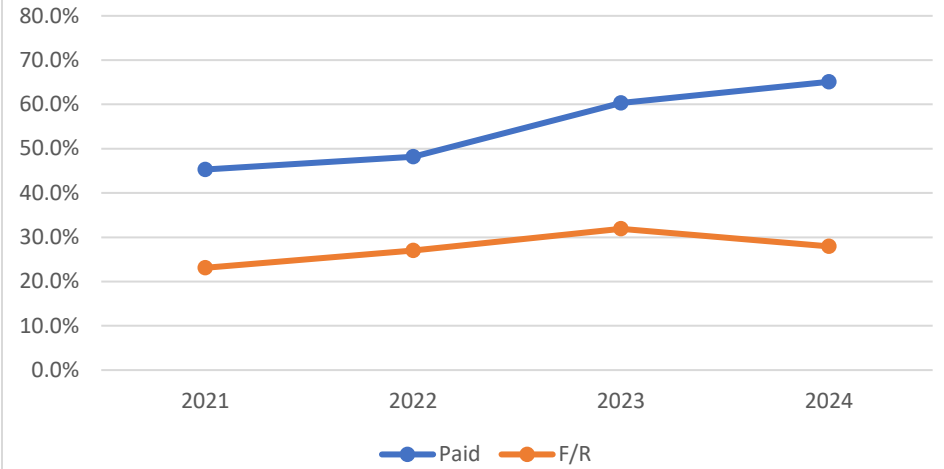


RJH Building Non-Cohort ILEARN Math

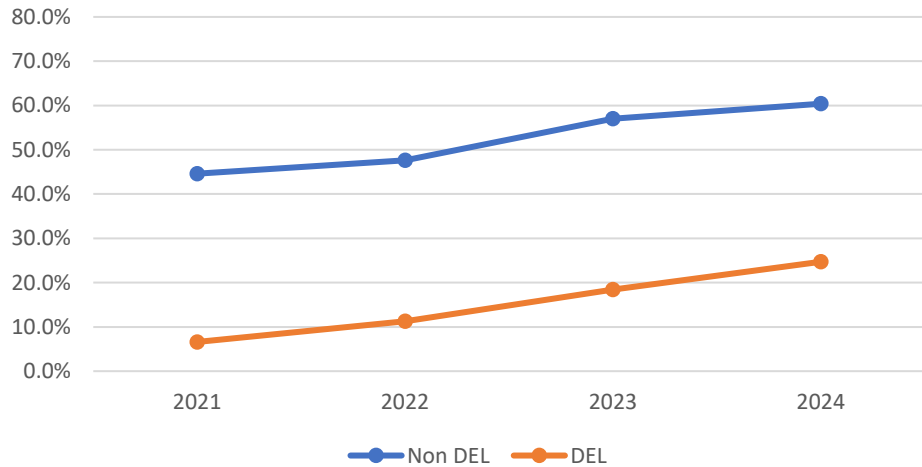
ILEARN Math - Ethnicity



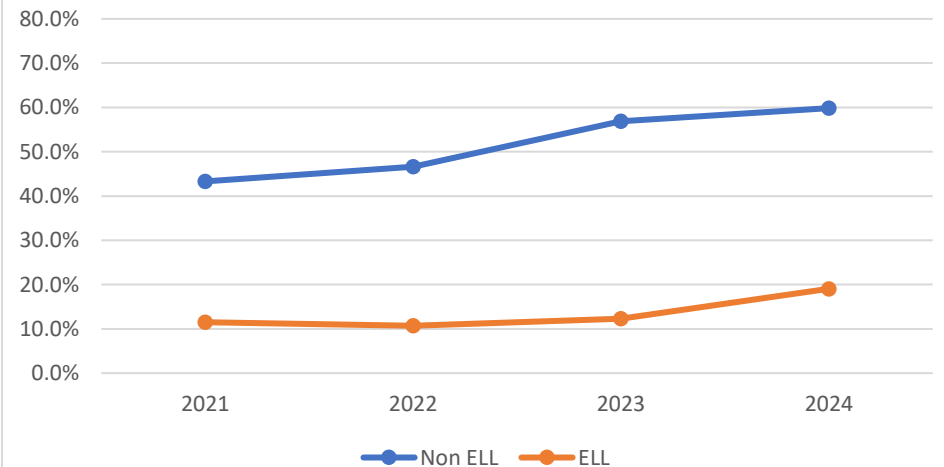
ILEARN Math - Socio-Economic



ILEARN Math - Dept. Exc. Learners



ILEARN Math - English Lang. Learners



Analysis of 2024 ILEARN Data:

- Three of the five Cohort categories saw increases over last four years
 - Grade 7 ELA Pass Rates on ILEARN increased by 1.3 percentage points from 2021 – 2024 (smaller increase than district)
 - Grade 8 ELA Pass Rates on ILEARN increased by 14.2 percentage points from 2021 – 2024 (greater increase than district)
 - Grade 7 Math Pass Rates on ILEARN decreased by 3.9 percentage points from 2021 – 2024 (smaller decrease than district)
 - Grade 8 Math Pass Rates on ILEARN decreased by 2.2 percentage points from 2021 – 2024 (smaller decrease than district)
 - Building ELA & Math Pass Rates on ILEARN increased by 2.3 percentage points from 2021 – 2024 (smaller increase than district)
- All five Non-Cohort categories saw increases over the last four years
 - Grade 7 ELA Pass Rates on ILEARN increased by 1.2 percentage points from 2021 – 2024 (greater increase than district)
 - Grade 8 ELA Pass Rates on ILEARN increased by 5.3 percentage points from 2021 – 2024 (greater increase than district)
 - Grade 7 Math Pass Rates on ILEARN increased by 16.0 percentage points from 2021 – 2024 (greater increase than district)
 - Grade 8 Math Pass Rates on ILEARN increased by 14.2 percentage points from 2021 – 2024 (greater increase than district)
 - Building ELA & Math Pass Rates on ILEARN increased by 10.6 percentage points from 2021 – 2024 (smaller increase than district)
- A significant disparity continues to exist when comparing the ILEARN pass rates of black, and Hispanic students with white and multi-racial students in both ELA and Math
- A significant disparity exists when comparing the ILEARN pass rates of general education to exceptional learners, general education to English language learners, as well as Non-Free/Reduced to Free/Reduced students in both ELA and Math

ELA Building ILEARN findings:

- Asian student group +2.8 percentage points from last year, though -9.4 percentage points since 2021
 - GAP shrunk 5.6 percentage points from last year, though grew 4.5 percentage points since 2021
 - 2021, highest performing group
- Af. Am. student group +5.5 percentage points from last year, though -3.6 percentage points since 2021
 - GAP shrunk 8.3 percentage points from last year and shrunk 1.2 percentage points since 2021
- Hisp. student group -0.5 percentage points from last year, though +8.0 percentage points since 2021
 - GAP shrunk 2.4 percentage points from last year and shrunk 12.9 percentage points since 2021
- Multi student group -5.8 percentage points from last year, though +12.9 percentage points since 2021
 - GAP grew 3.0 percentage points from last year, though shrunk 17.8 percentage points since 2021
- White student group -0.8 percentage points from last year, though +4.5 percentage points since 2021
 - GAP shrunk 2.1 percentage points from last year and shrunk 9.4 percentage points since 2021
- DEL student group +3.5 percentage points from last year and +11.2 percentage points since 2021
 - GAP shrunk 2.5 percentage points from last year and shrunk 8.0 percentage points since 2021
- SEL student group -2.4 percentage points from last year, though +3.9 percentage points since 2021
 - GAP grew 3.6 percentage points from last year and grew 0.7% percentage points since 2021
- ELL student group -1.1 percentage points from last year and -1.0 percentage points since 2021
 - GAP grew 2.1 percentage points from last year and grew 5.5 percentage points since 2021

Math Building ILEARN findings:

- Asian student group +8.1 percentage points from last year and +5.3 percentage points since 2021
 - GAP shrunk 4.2 percentage points from last year, and there is no change in the GAP since 2021
 - 2023 was the only year they were not the highest performing group
- Af. Am. student group -6.6 percentage points from last year, though +7.2 percentage points since 2021
 - GAP grew 10.4 percentage points from last year, though shrunk 1.8 percentage points since 2021
- Hisp. student group -3.9 percentage points from last year, though +8.3 percentage points since 2021
 - GAP grew 7.7 percentage points from last year, though shrunk 2.9 percentage points since 2021
- Multi student group -11.4 percentage points from last year, though +12.6 percentage points since 2021
 - GAP grew 15.2 percentage points from last year, though shrunk 7.3 percentage points since 2021
- White student group +5.1 percentage points from last year and +19.3 percentage points since 2021
 - GAP shrunk 1.3 percentage points from last year and shrunk 14.0 percentage points since 2021
- DEL student group +6.3 percentage points from last year and +18.1 percentage points since 2021
 - GAP shrunk 2.8 percentage points from last year and shrunk 2.3 percentage points since 2021
- SEL student group -3.9 percentage points from last year, though +4.8 percentage points since 2021
 - GAP grew 8.7 percentage points from last year and grew 14.9 percentage points since 2021
- ELL student group +6.7 percentage points from last year and +7.5 percentage points since 2021
 - GAP shrunk 3.8 percentage points from last year, though grew 9.0 percentage points since 2021

Professional Development

At the beginning of the school year, the staff analyzes ILEARN, and other data to determine the direction of improvement initiatives and areas of needed professional development (PD) for the school year. These areas then become the focus of faculty meetings, choice PD, and professional development days that provide time for departments and Professional Learning Communities to collaborate. Added emphasis is placed on PLCs (Professional Learning Communities) as that is where student performance is discussed. PLCs meet weekly on Tuesday mornings. Administrative-led PD and Faculty meetings occur on the 2nd and 4th Thursday of the month. Some of the topics of these PD conversations include (but are not limited to) curriculum mapping, grading practices, restorative practices, de-escalation strategies, increasing student engagement and achievement, literacy strategies, increasing rigor, differentiation, data analysis and progress monitoring. The 1st, 3rd, and occasional 5th Thursday of the month is designated for Teacher-led PD. This is dependent on the needs and goals of the individual teachers. There is also one Professional development day during the year where students learn remotely while teachers participate in both administrative-led and teacher-led PD. Certified staff participate in Professional Learning Networks (PLN's) on seven of the Administrative-led Thursdays. PLNs are essentially committee work. Our PLNs include: PBIS, RtI, Spirit, New Teacher Training, and Journey of a Student.

Specific areas where improvement is needed

Immediate improvement is needed in closing the achievement gap between our highest performing student groups and our lower performing student groups in standardized assessments. Not addressing the achievement gap will allow these students to fall further behind their peers and put them at a disadvantage academically. This deficit will negatively impact students' ability to reach their high school and post-secondary educational and career goals. The need for all students to master grade level Indiana Academic Standards is a goal in all discipline areas. Professional development must also continue to address effective curriculum design and differentiation promoting student transfer and application of knowledge and skills. Additionally, teachers must come alongside struggling learners to re-teach, support, and nurture them to help ensure learning and growth.

It is our belief that academic goals cannot be attained without solid social and emotional supports in place. Hamilton Southeastern Schools desires to focus on developing a renewed sense of purpose, shared vision, and sense of belonging across our learning community. Additionally, focusing on the Knowledge, Skills, and Attributes that are desirable in employees, students, and enlisted persons will help our students be successful regardless of their post-high school path. This goal encompasses not only the students in our schools, but also the adults educating and supporting these children.

Action Plan

Goal #1: Closing Achievement Gaps and Increasing Scores as Indicators of Learning – Language Arts

Baseline Data Concerns (of currently enrolled 7th and 8th graders at RJH):

- The Language Arts achievement gap for our Black students is 25.3%, and for Hispanic students it is 28.7% as compared to their White peers.
- The Language Arts achievement gap for ELL students is 48.9% as compared to Non-ELL students.
- The Language Arts achievement gap for Exceptional Learner students is 32.7% as compared to general education students.
- The Language Arts achievement gap for students who qualify for free/reduced lunch is 28.7% as compared to students who don't qualify.

Spring 2024 Results
Currently enrolled 7 th and 8 th graders at RJH
<ul style="list-style-type: none">• 61.1% overall proficiency rate• 31.8% Special Ed population at or above proficiency• 40.7% Free/Reduced population at or above proficiency• 41.9% Black/African American at or above proficiency• 38.5% Hispanic population at or above proficiency• 16.7% English Language Learner population at or above proficiency

Expected SMART Outcome – Language Arts:

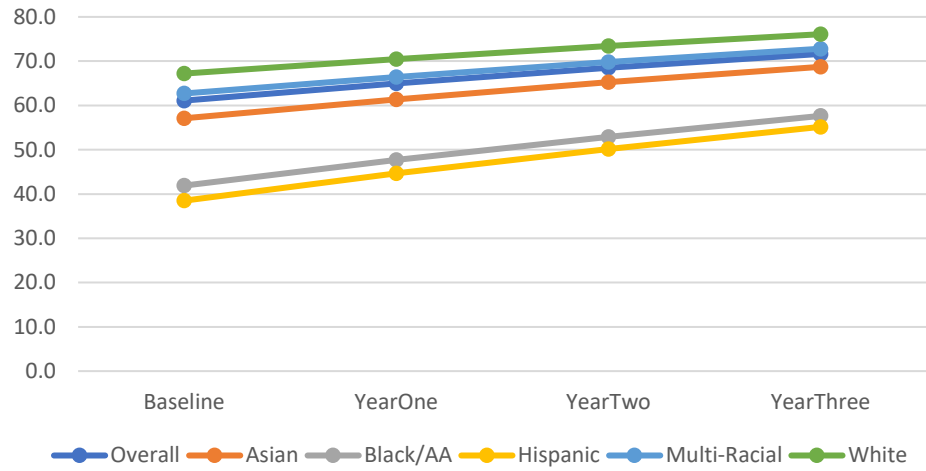
The Language Arts Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 10% each year over three years for all student groups as measured by the ILEARN test. If the combined Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 10% each year, the achievement gaps in each student group will be inherently reduced. Specifically, the decrease in the gap for ELL students will decrease by 4.9%, the gap for DEL students will decrease by 3.3%, the gap for F/R students will decrease by 2.9%, and the gap for Black/AA students will decrease by 2.5%, and the gap for Hispanic students will decrease by 2.9% the first year. The average increase in the percent of students passing in all student groups would be 4.9% in the first year.

	English / Language Arts	Overall	Asian	Black/AA	Hispanic	Multi- Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
Review of 2024 Goal	2024 Students: Pass Rate on 2023 iLearn	60.2	62.7	25.0	36.0	62.1	67.5	64.2	6.0	64.0	27.0	68.2	36.9
	Baseline Gap		4.8	42.5	31.5	5.4			58.2		37.0		31.3
	Pass Rate Goal on 2024 iLearn	66.2	68.3	36.3	45.6	67.8	72.4	69.6	20.1	69.4	38.0	73.0	46.4
	Gap Goal		4.1	36.1	26.8	4.6			49.5		31.5		26.6
	Actual 2024 Pass Rate	59.5	61.4	32.2	34.9	61.9	66.0	63.9	11.6	63.4	5.3	67.7	38.4
	Actual Gap		4.6	33.8	31.1	4.1			52.3		58.1		29.3

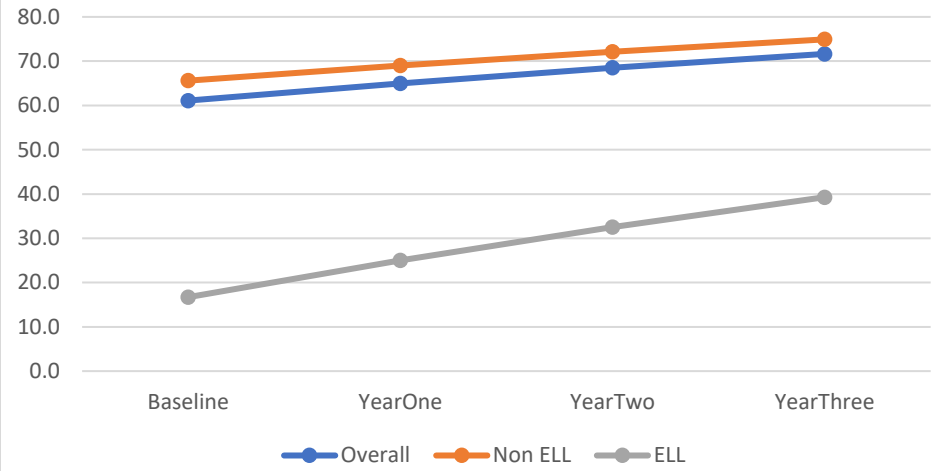
2025 Goal	Current Students: 2024 Pass Rate	61.1	57.1	41.9	38.5	62.7	67.2	65.6	16.7	64.5	31.8	69.4	40.7
	Current Gap		10.1	25.3	28.7	4.5			48.9		32.7		28.7
	2025 Pass Rate Goal	65.0	61.4	47.7	44.7	66.4	70.5	69.0	25.0	68.1	38.6	72.5	46.6
	2025 Gap Goal		9.1	22.8	25.8	4.1			44.0		29.4		25.8
	2026 Pass Rate Goal	68.5	65.3	52.9	50.2	69.8	73.4	72.1	32.5	71.2	44.8	75.2	52.0
	2026 Gap Goal		8.2	20.5	23.2	3.6			39.6		26.5		23.2
	2027 Pass Rate Goal	71.6	68.7	57.6	55.2	72.8	76.1	74.9	39.3	74.1	50.3	77.7	56.8
	2027 Gap Goal		7.4	18.4	20.9	3.3			35.6		23.8		20.9

Closing the ELA Gap Looks Like:

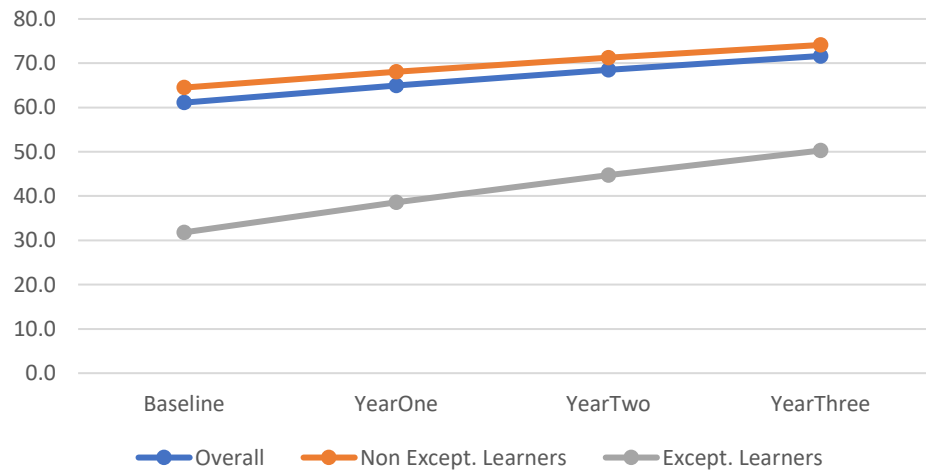
ILEARN ELA - Goals (Ethnicity)



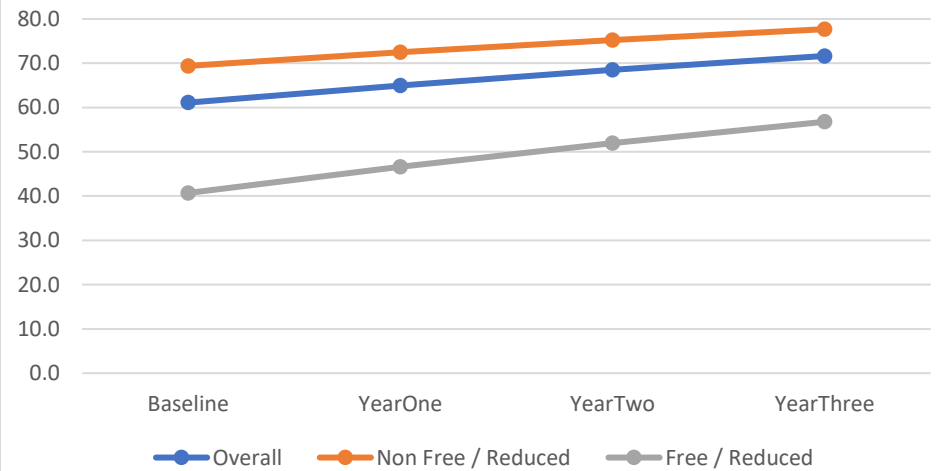
ILEARN ELA - Goals (English Language Learners)



ILEARN ELA - Goals (Dept. Except. Learners)



ILEARN ELA - Goals (F/R)



Goal #2: Closing Achievement Gaps and Increasing Scores as Indicators of Learning – Mathematics

Baseline Data Concerns (of currently enrolled 7th and 8th graders at RJH):

- The Math achievement gap for our Black students is 44.6%, and for Hispanic students it is 29.6% as compared to their White peers.
- The Math achievement gap for ELL students is 43.4% as compared to Non-ELL students.
- The Math achievement gap for Exceptional Learner students is 33.4% as compared to general education students.
- Math achievement gap for students who qualify for free/reduced lunch is 39.7% as compared to students who don't qualify.

Spring 2024 Results
Currently enrolled 7 th and 8 th graders at RJH
<ul style="list-style-type: none">• 66.4% overall proficiency rate• 36.4% Special Ed population at or above proficiency• 38.2% Free/Reduced population at or above proficiency• 29.0% Black/African American at or above proficiency• 44.0% Hispanic population at or above proficiency• 26.9% English Language Learner population at or above proficiency

Expected SMART Outcome – Math:

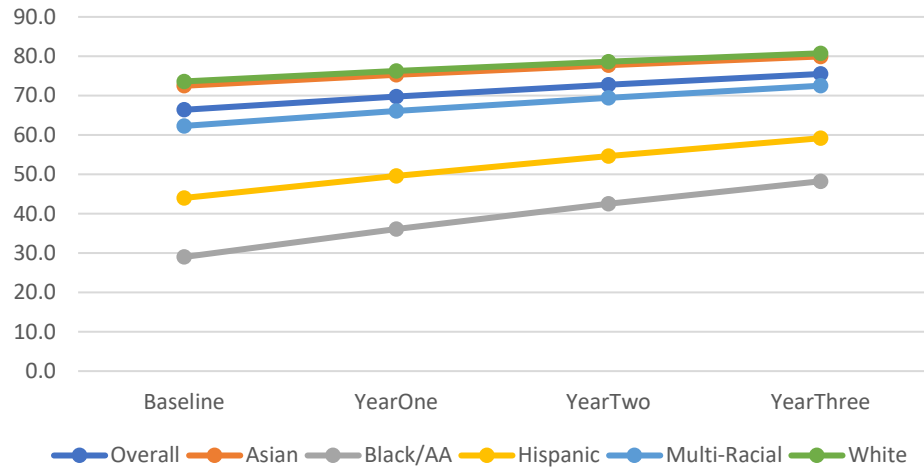
The Math Below and Approaching Proficiency (Did Not Pass) scores for each student group will decrease by 10% each year over three years for all student groups as measured by the ILEARN test. If all Below and Approaching Proficiency (Did Not Pass) scores for each student group decreases by 10% each year, the achievement gap will be inherently reduced. Specifically, the decrease in the gap for ELL students will decrease by 4.3%, the gap for DEL students will decrease by 3.3%, the gap for F/R students will decrease by 4.0%, and the gap for Black/AA students will decrease by 4.5%, and the gap for Hispanic students will decrease by 3.0% the first year. The average increase in the percent of students passing in all student groups would be 4.4% in the first year.

	Math	Overall	Asian	Black/AA	Hispanic	Multi-Racial	White	Non ELL	ELL	Non Except. Learners	Except. Learners	Non Free / Reduced	Free / Reduced
Review of 2024 Goal	2024 Students: Pass Rate on 2023 iLearn	69.1	74.5	26.7	42.7	69.0	78.2	73.1	22.0	72.9	40.5	77.8	45.6
	Baseline Gap		3.7	51.5	35.5	9.2			51.1		32.4		32.2
	Pass Rate Goal on 2024 iLearn	73.7	78.3	37.7	51.3	73.7	81.5	77.1	33.7	77.0	49.4	81.1	53.8
	Gap Goal		3.1	43.8	30.2	7.8			43.4		27.5		27.4
	Actual 2024 Pass Rate	57.0	69.6	16.9	24.4	51.5	65.9	60.7	17.4	60.9	24.4	68.2	28.4
	Actual Gap		-3.7	49.0	41.5	14.4			43.3		36.5		39.8

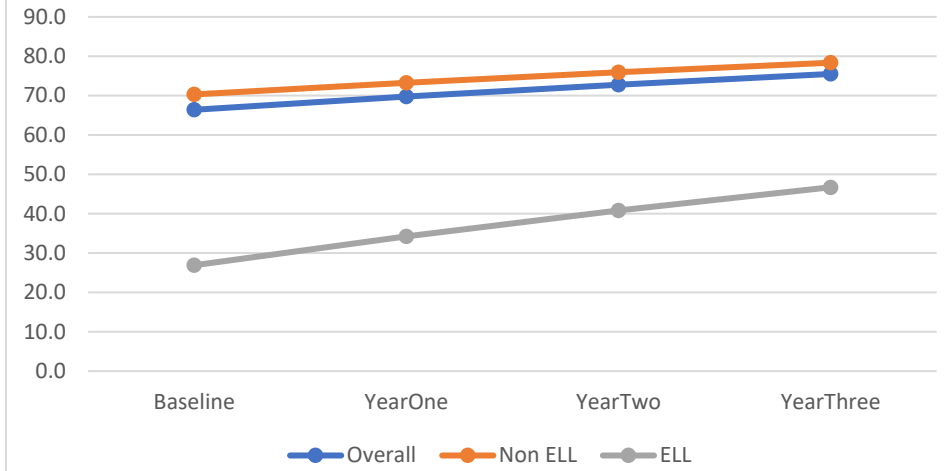
2025 Goal	Current Students: 2024 Pass Rate	66.4	72.5	29.0	44.0	62.3	73.6	70.3	26.9	69.8	36.4	77.9	38.2
	Current Gap		1.1	44.6	29.6	11.3			43.4		33.4		39.7
	2025 Pass Rate Goal	69.8	75.3	36.1	49.6	66.1	76.2	73.3	34.2	72.8	42.8	80.1	44.4
	2025 Gap Goal		1.0	40.1	26.6	10.2			39.1		30.1		35.7
	2026 Pass Rate Goal	72.8	77.7	42.5	54.6	69.5	78.6	75.9	40.8	75.5	48.5	82.1	49.9
	2026 Gap Goal		0.9	36.1	24.0	9.2			35.2		27.1		32.2
	2027 Pass Rate Goal	75.5	80.0	48.2	59.2	72.5	80.8	78.3	46.7	78.0	53.6	83.9	54.9
	2027 Gap Goal		0.8	32.5	21.6	8.2			31.6		24.3		28.9

Closing the Math Gap Looks Like:

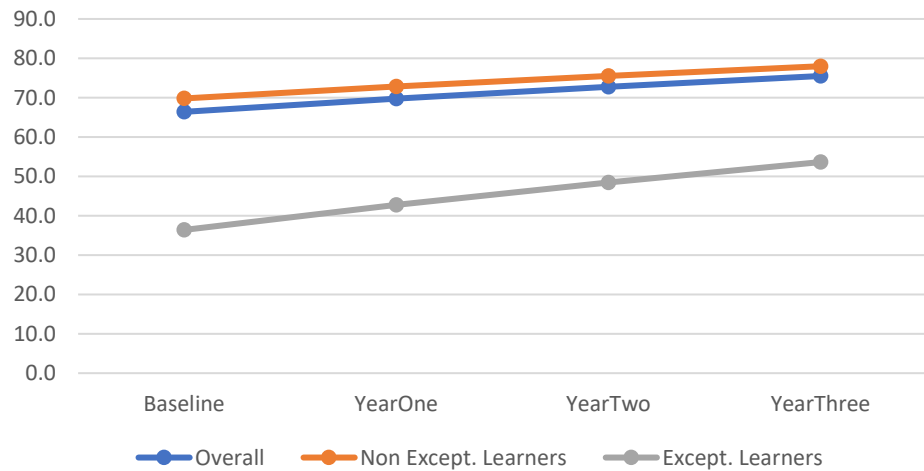
ILEARN Math - Goals (Ethnicity)



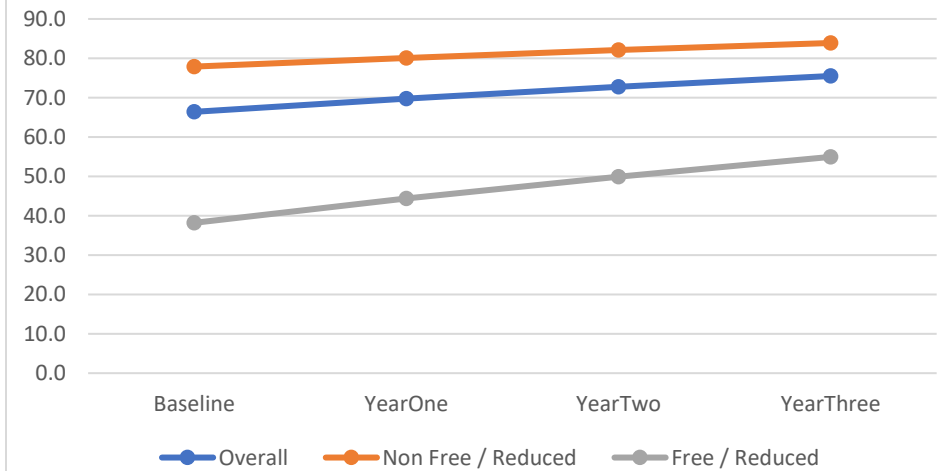
ILEARN Math - Goals (English Language Learners)



ILEARN Math - Goals (Dept. Excep. Learners)



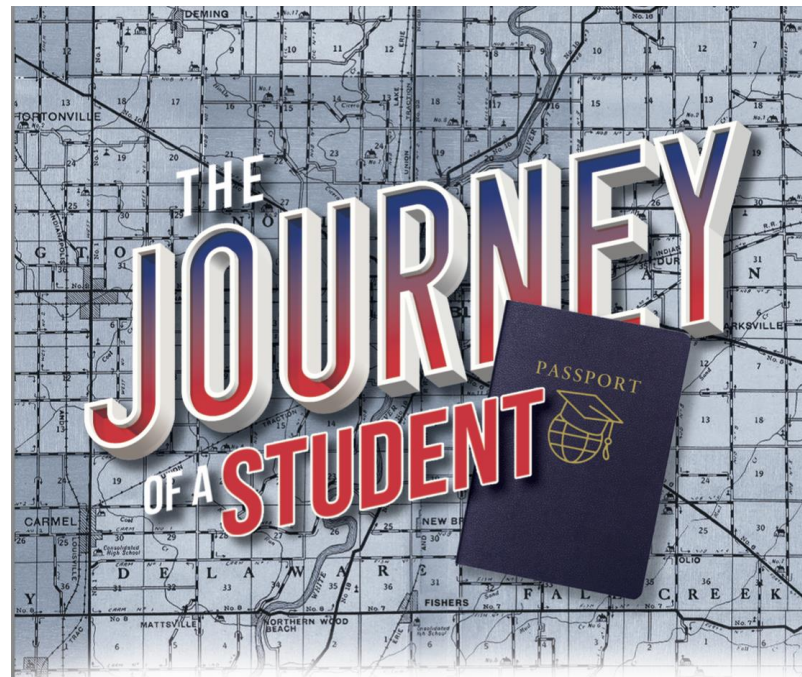
ILEARN Math - Goals (F/R)



Goal Three: Executive Functioning

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.




To that end, Riverside Junior High will work to infuse the Knowledge, Skills, Attributes, and Attendance the community desires for students to have when they graduate high school. These skills, when learned, will prepare the students for success whether they enlist in the military, enroll in a post-secondary institution or program, or go straight to employment.




THE JOURNEY OF A STUDENT


HAMILTON SOUTHEASTERN SCHOOLS

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.

 <ul style="list-style-type: none">• Self-Aware• Engaged• Academically Prepared• Globally Conscious	 <ul style="list-style-type: none">• Collaborative• Responsible• Effective Communicator• Analytical	 <ul style="list-style-type: none">• Resilient• Creative• Empathetic• Honorable
---	--	---

 **Hamilton Southeastern Schools**

FOR MORE INFORMATION, VISIT
HSESCHOOLS.ORG/JOURNEYOFASTUDENT



Strategies for Goals

It should be noted that many of our strategies are based in our Professional Learning Communities (PLCs). A bulk of our content-specific planning, assessment creation, and reflection and reaction to assessment data takes place in our PLC meetings. This allows us to analyze student data, reflect on teacher practices, and develop targeted solutions for students so teachers can address learning challenges. Additionally, as goals are based on the students that we have in the building each year, there is a regular shift in the goals as we adapt to half of our student population who are new to us each school year.

Strategy (Bold indicates new strategies)	Resources Needed	Progress Monitoring	Timeline	Person(s) Responsible
1) Teachers will continue intentional PLC work focusing on data regarding student learning	PLC Time	PLC Agendas and Notes Quarterly meetings with Admin/PLCs to gauge progress	School year	Building Guiding Coalition Administration Teachers
2) Teachers will continue to analyze and respond to results from Common Formative Assessments	PLC Time	PLC work	School year	Teachers
3) Teachers will continue to increase their intentional use of RIVER Time for intervention and extension activities	Staff stories of success	PLC work	School year	Classroom Teachers
4) Teachers will work toward Common Summative Assessments	PLC Time Teacher Directed Thursdays	PLC work	School year	Teachers
5) Teachers will receive ILEARN Checkpoint Data training	Time Information from the State Results from Checkpoints	ILEARN Checkpoint data	School year	Administration
6) We will work toward common Grading Practices including: <ul style="list-style-type: none"> • Late Work Policies (time/grades) • Point Values on Assessments / Assignments 	PLC	Gradebook Audits	School year	Teachers Administration

<ul style="list-style-type: none"> Alignment to “Category” for grading (Summative v Formative) 					
7)	We will continue to increase Essential Skills English class opportunities for skill development and support for gaps & deficits	iLearn Data IXL i-Ready	iLearn IXL i-Ready	School year	ELA Essential Skills Teacher Administration Counselors
8)	We will continue to actively implement more flexible scheduling with Essential Skills English classes allowing greater in/out movement for support	Data from teachers	RtI PLN	School year	ELA Essential Skills Teacher RtI Coordinator/PLN Counselors
9)	All classes will continue to utilize the R.A.C.E. response when students are using supporting texts in a response	RACE Posters		School year	English Department Teachers Administration
10)	Teachers will continue to focus on the content literacy standards in each content area	Time	State Standards	School year	Teachers
11)	Teachers will continue to, where applicable, utilize curricular connections to ELA standards	Time	State Standards	School year	Teachers
12)	Teachers will Realign / Refocus Curriculum Maps aligned to the state blueprint in 7th and 8th grades	Time State blueprints	Instructional Frameworks Curriculum Maps	School year	Teachers
13)	We will continue to increase Essential Skills math class opportunities for skill development and support for gaps & deficits	iLearn Data IXL i-Ready	IXL	School year	Math Essential Skills Teacher RtI Coordinator/PLN Counselors
14)	We will continue to actively implement more flexible scheduling with Essential Skills	iLearn Data IXL i-Ready Grades	Data	School year	Essential Skills Teachers Teachers Counselors

	math classes allowing greater in/out movement for support				
15)	Teachers will continue to, where applicable, utilize curricular connections to math standards			School year	Teachers
16)	Teachers will Realign / Refocus Curriculum Maps aligned to the state blueprint in 7th and 8th grades	Time State blueprints	Instructional Frameworks Curriculum Maps	School year	Teachers
17)	Teachers will continue to provide best practice instruction			As needed	Teachers Administrators
18)	We will continue to conduct monthly SAT Meetings	Student Data	SAT Meetings	School year	SAT Team
19)	We will continue to conduct MTSS Team Meetings		MTSS Team Meetings	School year	Rtl (MTSS) Coordinator Administration
20)	Students of concern will continue to be supported through Rtl Team Meetings (7 times per year)		Rtl PLN Meetings	School year	Rtl (MTSS) Coordinator Rtl PLN
21)	Teachers and students will continue to participate in a school wide PBIS Program	Time	Behavior Data Kudos Data	School year	PBIS PLN PBIS Coordinators
22)	Students will continue to participate in SEL curriculum	Secondstep.org SEL Coordinators			SEL Coordinator
23)	Teachers will continue to use Connection and Teaching Strategies to Support English Language Learners			School year	ENL Teachers Administration
24)	Teachers will continue to use Connection & Teaching Strategies to Support Diverse Student Population			School year	Resource Teachers Administration
25)	Staff will continue to utilize Reflective Practices as part of the discipline process		Discipline Records	School year	Administration Restorative Practice PLN

26)	Students will continue to receive lessons, through Naviance, regarding high school planning and career interests	Naviance			
27)	Essential Skills students will receive Individual Action Plans of focus through Rtl	Assessment Data Grades	Assessment Data Grades	School year	Essential Skills Teachers
28)	Students will participate in Executive Functioning Lessons Self-Assessment Organizational Skills Setting up Outlook How to Compose an Email Setting up OneDrive Situational Awareness	Lessons Time (RIVER Time)		School year	Guiding Coalition Teachers
29)	Students will participate in Quarterly Goal Setting and Academic Grade Check Activities	Lessons		School year	Guiding Coalition Teachers
30)	Teachers will receive training on UPAR and Students will participate in the UPAR Assessment	PD		September Staff PD School year	Administration District Assistive Technology Specialist
31)	Teachers will receive training on Snap and Read	PD		October Staff PD	Administration District Assistive Technology Specialist
32)	Staff will work toward informing parents and students regarding the importance of school attendance and follow up with communication home when specific absence limits have been reached	Sending letters home through parent square and/or USPS when a student reaches 5, 8, 10, 15 and 20 days of absences.		School year	Attendance secretary Guidance Counselors Administration
		3 unexcused absences in a row: phone call home (home visit by SRO and AP if unanswered) for a welfare check.			
		4 unexcused absences: phone call from a AP, counselor, or social worker seeking medical documentation and support through MTSS.			

	8 excused / unexcused absences: call parents and provide MTSS supports, FYA, or SRO support. Possible loss of ECA privileges and development of an Attendance Intervention Plan.		
	5 unexcused absences: request a meeting with the family to develop an Attendance Intervention Plan.		
	10-15 absences: meet with the family to develop an Attendance Intervention Plan, if not already created. If already created, we will review the plan with the family.		
	10 unexcused absences: request a 2 nd meeting and start the ACES process and possible DCS call with chronic absenteeism and/or home visit.		
	15 unexcused absences: complete the ACES process. Possible DCS call and/or SRO home visit.		

PLC Focused Strategies
ELA Focused Strategies
Math Focused Strategies
All Content Area / Executive Function Focused Strategies

Professional Development Activities from Above Strategies:

Riverside Junior High will utilize the weekly PLC time for strictly PLC work. Additionally, the bi-monthly administrative directed PD days, and the scheduled e-Learning day will be used to accomplish the state or district mandated professional development and that which will support the goals herein.

We are asking that teachers strongly consider their Professional Growth Goals through the Teacher Development System be centered around the work of PLCs and analyzing and responding to data from Common Formative Assessments to help ensure student learning of curriculum and skills, as well as teacher growth.

Appendix: School Improvement Plan Components

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

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
 - Data for each school in the district can be found here (<https://inview.doe.in.gov/>).
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to

prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.

- Information about the curriculum can be found at hseschools.org.
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - IAM – Indiana’s Alternate Measure (I AM) assesses student achievement and growth according to Indiana’s Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades three through eight and high school. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), and Social Studies (Grade 5).
 - WIDA – The WIDA assessment is a suite of English language proficiency assessments for students in grades K-12. The assessments are designed to measure student learning against the WIDA English Language Development (ELD) Standards Framework.
 - IXL – IXL's Diagnostic is a flexible tool that reveals exactly what students know and helps you take actionable steps to foster growth at every level.
 - i-Ready – i-Ready Assessment provides a complete picture of student performance in one assessment system.
- 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.
- Provision for courses that allow all students to become eligible to receive an academic honors diploma (secondary only).
 - Annually there is an analysis of the course offerings that are available to students. This includes courses needed to meet the requirements of the Academic Honors Diploma. Teachers and administrators have the option to propose new courses that will allow students to meet this rigorous diploma option. These proposals are vetted through the buildings and then forwarded to the Assistant Superintendent of Secondary Education for

approval and recommendation to the Deputy Superintendent. Course recommendations then go to the Board of School Trustees for final approval.

- Provision to maximize parental participation in the school.
 - Each school encourages, supports, and promotes parental involvement through formal and informal opportunities. Each school has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, each school staff provides opportunities for parents or guardians to support the school.
 - Parents actively support Riverside Junior High by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming students. Preview Day welcomes families during the summer for students and parents to gather needed materials and information and tour the school. This also gives them the ability to try-out their locker, find their classrooms, and get their school/ID photo taken. Back to School nights are well attended by parents in August after school begins. Throughout the year, teachers, counselors, and administrators meet with families on an as needed basis.
 - Parent(s) also serve on SIP committee.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
 - Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. 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.
- Riverside Junior High maintains a safe and orderly learning environment through the "Riverside Way" and the "Be safe. Be smart. Be nice." philosophy, which is the overarching student code of conduct. The school PBIS (Positive Behavior Interventions and Supports) 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. PBIS and the Kudos Program allow staff members to award Kudos tickets to students exhibiting behaviors that align with our Character Skills and Riverside Way philosophy. Students can receive special privileges and prizes for these tickets through individual "teacher stores" or the school wide "Hawk's Nest".

- The student code of conduct located in the student handbook is provided to students and families electronically. It is reviewed with students during the first three days of school. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences. Restorative practice is the preferred method of addressing initial concerns.
- 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. A school resource officer, who helps with the ALiCE training, and security cameras provide an extra measure of safety throughout the building and parking lot.
- Riverside is a locked-door facility. Visitors are contained in the office area and greeted by the receptionist. They are only allowed to enter other areas of the building after checking in with school personnel and providing a photo ID. Visitors must wear badges when traveling throughout the building.
- 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.

- Riverside is a 1:1 learning environment using iPads. This use of technology supports best practices in teaching and learning. The devices allow teachers to differentiate instruction, which gives more students the opportunity to succeed. Available technology also increases engagement and enhances student interest. HSE School District believes that responsible use of technology can enhance the learning experience through collaboration, critical thinking, and creativity.
- Provision for implementing career awareness and career development education curriculum.
 - HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our **Journey of a Student** (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

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

- Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school’s student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school’s plan; and areas identified as requiring additional professional development to increase cultural competency in the school.
 - Riverside Junior High will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as *"the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the*

culture of the person or organization being served" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.

- Riverside'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.
- A professional development program that includes: a narrative of student learning data: strategies, programs and services to address student learning needs; activities to implement such strategies; and an evaluation of the impact of such strategies.
 - The goals for Riverside Junior High are included earlier in this document.
- Assurance that the professional development program complies with the local school board's core principles for 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.