

Hamilton Southeastern Schools

Hamilton Southeastern Intermediate and Junior High School

12278 N. Cyntheanne Road
Fishers, IN 46037
(317)594-4120

Strategic and Continuous School Improvement and Achievement Plan 2024-2025

Mission

To facilitate learning and foster agency to empower all students.

Overview

Hamilton Southeastern Intermediate and Junior High School houses grades 5-8 with a student population of **1278**. The HIJH has the third largest enrollment in the district. Based on demographic information as listed on Indiana's Department of Education website, our enrollment reflects the following demographics:

- 15.3 Asian
- 7% Black
- 8.5% Hispanic
- 5% Multiracial
- 0.1% Native Hawaiian or Other Pacific Islander
- 12.2% Free/Reduced Lunch
- 8.75% Exceptional Learners
- 4.5% ELL
- 652 Male
- 626 Female

Task Force Members

Administrative Team	Teacher Leaders	Community Members
Janie Ulmer Jeff Iagulli Tyler Roberts Lois Valesek Elise Maller Chad Guest	Kim Hill Maria Dorsel Brandi Hauser Jennifer Bryan Jeff Libey Jennifer Hill Brooke Denny Eric Brown Deb Satterfield Laura Bowman Liz Clark	Amanda Abebe Rachel Dyckman

Overview of the School Improvement Goals for Hamilton Southeastern Intermediate and Junior High Schools

To Facilitate Learning...

- *EXL/ENL Goal #1*

- By the end of the 2024-25 school year, our students will demonstrate a 1% growth in math and ELA on ILearn.

% passing	EXL Math	ENL Math	EXL ELA	ENL ELA
2020-21	18	6	24	12
2021-22	22	14	23	16
2022-23	18	13	19	11
2023-24	21	16	27	13

- *Attendance Goal #2*

- By the end of the 2024-25 school year, we will decrease the percentage of students missing 8 or more days of school from 23.7% to 18%.

	Daily Average Attendance Rate	% 8+ Day Students	% 16+ Day Students
2020-21	98	*	*
2021-22	97	5	1
2022-23	96	14	2
2023-24	96	24	4

To Foster Agency ...

- *Discipline Goal #3*

- By the end of the 2024-25 school year, we will decrease discipline referrals from unique males to 23% to 18%.

	Number of Referrals	# of Students w/a Referral	% of Students w/a Referral	Of the overall number of referrals, the % that are Male	Out of the total male population, % that have a referral
2020-21	*	*	*	*	*
2021-22	419	227	19	65	21
2022-23	681	211	17	80	22
2023-24	424	185	14	85	23

All Students...

- **Engagement Goal #4**

- By the end of the 2024-25 school year, we will increase student engagement in school activities by 5%.

	% of students in an Extra Curricular Activity
2020-21	*
2021-22	*
2022-23	*
2023-24	60

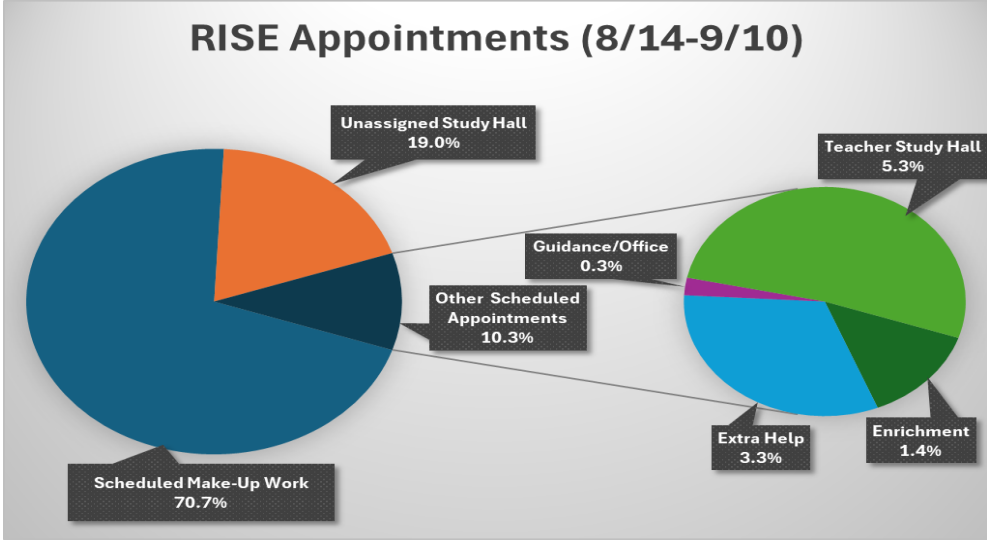
Goals	Interventions	Professional Development
<p>#1 By the end of the 2024-25 school year, our students will demonstrate a 2% growth in math and ELA on ILearn.</p>	<ul style="list-style-type: none"> • MTSS process • Provide classroom sets of visuals • Foster relationships with families • Approach culture and language as an asset as opposed to a deficit • Use Closed Captioning • Community Nights • Strategic Scheduling 	<p>UDL Strategies</p> <p>Apple Trainings with Technology</p> <p>Aims Web</p>
<p>#2 By the end of the 2024-25 school year, we will decrease the percentage of students missing 8 or more days of school from 23.7% to 18%.</p>	<ul style="list-style-type: none"> • Run weekly reports of those with un-excused absences and consistently communicate • Maintain communication and hold meetings with families of students with repeated absence occurrences setting goals and plans for success • Focus on demographic groups with highest rates 	<p>ELL strategies</p> <p>Use of technology as an interpreter for family communications</p>
<p>#3 By the end of the 2024-25 school year, we will decrease unique male discipline referrals from 23% to 18%</p>	<ul style="list-style-type: none"> • Task Force • Required formal classroom management plans • Continued use of Redirection Center • Panther Partners - mentor program for teachers and students with a focus on demographic groups 	<p>Proactive Discipline</p> <p>Classroom Management Strategies</p>

	<ul style="list-style-type: none"> • Improve our Student of the Week award 	
<p>#4 By the end of the 2024-25 school year, we will increase student engagement in school activities by 5%.</p>	<ul style="list-style-type: none"> • Increase Club exposure • Explore special interests during RISE • PantherOne - report designed to track student participation in extra-curricular activities 	

Curriculum

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.

R.I.S.E. – Responsive Instruction for Student Enrichment – is a time dedicated to support the individual needs of our students. See below for usage.



Information about the curriculum can be found at heschools.org.

Continuous Improvement and Assessments

ILearn	5 th Grade ELA	5 th Grade Math	6 th Grade ELA	6 th Grade Math	7 th Grade ELA	7 th Grade Math	8 th Grade ELA	8 th Grade Math
2020-21	52	62	60	45	63	50	66	37
2021-22	60	66	68	59	62	49	63	53

2022-23	60	67	70	71	63	57	60	52
2023-24	65	66	65	69	65	67	66	64

Current assessments used:

- ILEARN
- NWEA
- WIDA
- Aims Web
- PLC Common Formative Assessments

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 course grades, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN.

If a student is having academic difficulties, school personnel work to help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

If a student is determined to be eligible for special education services, and individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants 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.

Professional Development

Each building will use dedicated time for professional development which supports the school district's goals and provides 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.

Meeting the Academic Needs of All Students

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includes 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.

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Parent Participation

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. Weekly newsletters are sent to families which include volunteer opportunities, upcoming events, district updates, and overall school wide topics.

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 and surveys about 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.

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.

Career Awareness and Career Development

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.

Cultural Competency

Hamilton Southeastern Intermediate and 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.

A few highlights that are unique to our building:

- We have had two levels of implicit bias training for our staff.
- Our students have access to multicultural clubs.
- Each teacher is provided with a name pronunciation list to assist the teacher and substitute with a guide to pronounce student names correctly.
- Intentionally expanding the opportunities for diverse candidates in the interview recruiting process.
- Three foreign language courses are offered.
- Two ENL teachers are available for student and teacher support.
- Our front office support staff includes a fluent Spanish speaker.

Hamilton Southeastern Intermediate and Junior High has a tailored and personalized approach to teaching and learning which directly impacts 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.