



**STRATEGIC AND CONTINUOUS
SCHOOL IMPROVEMENT AND ACHIEVEMENT PLAN
2025 - 2026**

School Name: Hamilton Southeastern High School

School Address: 12499 Olio Road

Fishers, IN 46037

School Telephone Number: 317-594-4190

School Fax Number: 317-594-4199

School DOE Number: 2499

Corporation DOE Number: 3005

Principal: Dr. Craig McCaffrey

Superintendent: Mr. Patrick Mapes

President, Board of School Trustees: Dr. Juanita Albright



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SCHOOL IMPROVEMENT COMMITTEE

Name	Role
Craig McCaffrey	Principal
Stacey Brown	Associate Principal
Erika Collins	Assistant Principal
Steve Guenin	Assistant Principal
Paige Vinson	Assistant Principal
Karen Bush	Director of College and Career Counseling
Heather Templin	Administrative Assistant
Andrea Harris	School Counselor
Kyle Poyer	School Counselor
Jan Clements	Teacher – Exceptional Learners
Marsha Lee	Teacher – Exceptional Learners
Kim Bakle	Teacher – English/Language Arts
Sarah Chattin	Teacher – Science
Caroline Emerson	Teacher – Social Studies
Lindsay Mahan	Teacher – Social Studies
David Young	Department Chair – Media & Communications
Mindy Baker	Department Chair – World Language
Kristin Lidstrom	Department Chair – Business
Charron Wright	Parent/PTO President
Tanya Nichols	Parent
Mindy Bryan	Parent
Ellie Philhower	Student
Gabby Johnson	Student
Katie Follis	Student
Jeremiah Douglas	Student

STATEMENT OF MISSION

Hamilton Southeastern Schools Mission Statement

Hamilton Southeastern Schools, as a forward-thinking school district, provides excellence in education and 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 High School Motto

Promote Respect, Foster Pride, Inspire Excellence

Hamilton Southeastern High School Value Statements

- **All students can learn;** therefore, we will set high expectations for all students in order for them to reach their maximum potential.
- **Excellence is a journey;** therefore, we will continue to refine our instructional practice in order to help our students reach their maximum potential.
- **Students must be able to apply learning to new situations;** therefore, we will create engaging student-centered instructional strategies that require students to answer important questions and transfer learning to new situations.
- **Students learn best in a safe environment;** therefore, we will ensure a collaborative, inclusive, globally considerate, and non-threatening school culture.

STATEMENT OF SCHOOL GOALS

Goal 1: Academic Achievement

Hamilton Southeastern High School students are high-achieving and consistently score well-above state averages on standardized assessments like the SAT, PSAT, and AP exams. All juniors take the SAT during a “school-day” administration in the spring. College Board has established College & Career Readiness benchmarks for both Math and Evidence-Based Reading and Writing tests (530 and 480 respectively). The number of students who achieve the CCR benchmarks is/will be calculated into our school’s accountability grade. Additionally, over 80% of our students are headed to a 4-year college after graduation, so it behooves us to ensure that students are “college-ready,” as achievement of College Board CCR benchmarks can indicate.

Goal	62% of students in Grade 11 from Hamilton Southeastern High School will achieve the college-readiness benchmark on the SAT Math test (SAT School Day administration).																																																		
Journey of a Student	<p>Academically Prepared</p> <ul style="list-style-type: none"> I can apply what I've learned in class to real-world situations and use my classroom knowledge effectively. <p>Resilient</p> <ul style="list-style-type: none"> I can maintain my focus on long-term goals, even when faced with setbacks or unexpected challenges. I can use my failures as learning experiences to strengthen my problem-solving skills and improve future outcomes. I can stay determined, even when progress seems slow, and continue working toward solutions. 																																																		
Benchmarks	Year 1 (Cohort 2026)	Year 2 (Cohort 2027)	Year 3 (Cohort 2028)																																																
All students	54%	57%	60%																																																
Year 1 update	57%	59%	62%																																																
Baseline Data	<p>Class of 2025 – 868 test takers; 433 met or exceeded Math Benchmark – 50%</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Class (% of class)</th> <th style="text-align: center;">Met Benchmark (% of subgroup)</th> <th style="text-align: center;">Subgroup % of Benchmark Achievers</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td style="text-align: center;">419 (48%)</td> <td style="text-align: center;">214 (51%)</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>Female</td> <td style="text-align: center;">449 (52%)</td> <td style="text-align: center;">219 (49%)</td> <td style="text-align: center;">51%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">537 (62%)</td> <td style="text-align: center;">306 (57%)</td> <td style="text-align: center;">71%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">82 (9%)</td> <td style="text-align: center;">20 (24%)</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">70 (8%)</td> <td style="text-align: center;">43 (61%)</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">79 (9%)</td> <td style="text-align: center;">25 (32%)</td> <td style="text-align: center;">6%</td> </tr> <tr> <td>Multiracial</td> <td style="text-align: center;">50 (6%)</td> <td style="text-align: center;">18 (36%)</td> <td style="text-align: center;">4%</td> </tr> </tbody> </table> <p>Class of 2026 – 799 test takers; 455 met or exceeded Math Benchmark – 57%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Class (% of class)</th> <th style="text-align: center;">Met Benchmark (% of subgroup)</th> <th style="text-align: center;">Subgroup % of Benchmark Achievers</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td style="text-align: center;">437 (55%)</td> <td style="text-align: center;">253 (58%)</td> <td style="text-align: center;">56%</td> </tr> <tr> <td>Female</td> <td style="text-align: center;">362 (45%)</td> <td style="text-align: center;">203 (56%)</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">507 (63%)</td> <td style="text-align: center;">309 (61%)</td> <td style="text-align: center;">68%</td> </tr> </tbody> </table>				Class (% of class)	Met Benchmark (% of subgroup)	Subgroup % of Benchmark Achievers	Male	419 (48%)	214 (51%)	49%	Female	449 (52%)	219 (49%)	51%	White	537 (62%)	306 (57%)	71%	Black	82 (9%)	20 (24%)	5%	Asian	70 (8%)	43 (61%)	10%	Hispanic	79 (9%)	25 (32%)	6%	Multiracial	50 (6%)	18 (36%)	4%		Class (% of class)	Met Benchmark (% of subgroup)	Subgroup % of Benchmark Achievers	Male	437 (55%)	253 (58%)	56%	Female	362 (45%)	203 (56%)	45%	White	507 (63%)	309 (61%)	68%
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	Asian	81 (10%)	56 (69%)	12%
	Hispanic	65 (8%)	24 (37%)	5%
	Multiracial	47 (6%)	28 (60%)	6%
Targeted Areas	Year 1 (Cohort 2026)	Year 2 (Cohort 2027)	Year 3 (Cohort 2028)	
Black	30% 31% achieved	40%	50%	
Hispanic	35% 37% achieved	43%	50%	
Multiracial	40% 60% achieved	45% (monitored)	50% (monitored)	

Strategy	Resources Needed	Progress Monitoring
Analyze PSAT and SAT data to identify specific standards and skills that are areas of growth	College Board provided data and Instructional Planning Report	PLC team outcomes, Department meeting outcomes
Align curriculum and instructional practices to SAT guidelines	Curriculum maps, College Board resources	PLC team outcomes
Integrate SAT-style questions into classroom assessment practices	Curated resources	Assessment samples
Support research-based Tier I instruction and differentiation with emphasis on NCTM effective mathematics teaching practices	PLC training, NCTM resources	Classroom observations, Common Formative Assessments, PLC team outcomes
Develop and implement Tier II learning experiences for students “Approaching” math benchmarks, based on PSAT data	Staff, curated curriculum, incentives	Attendance/participation, student performance
Spiral content based on level; review early/foundational concepts with advanced students and supplement of advanced concepts for average or remedial students	Curated resources, Pathways Period	PLC team outcomes, curriculum maps, Pathways Period intervention and enrichment
Utilize Pathways Period to provide individualized Tier II support for mathematical concepts	Professional development, staff	Pathways Period data, assessment data
Enhance Tier III instructional supports (ex. Summer JumpStart)	MTSS, staff	Student data
Solicit input and partnership from affinity groups (Black Student Union, Latinx Student Union)	Club rosters and meetings	Student input, club participation

Goal 2: Attendance and Engagement

While our overall attendance rate is the above state average, attendance issues like tardiness, skipping/cutting class, and truancy remain our most common discipline infraction. Philosophically, we also consider attendance a measure of students' engagement with their school. An attendance goal reflects the value we place on students' sense of belonging and on their ability to meet professional expectations.

Goal	80% of Hamilton Southeastern High School students will have an attendance rate of 94% or higher (based on students enrolled for the majority of the school year).																																																																																		
Journey of a Student	<p>Engaged</p> <ul style="list-style-type: none"> I can stay focused and involved in class activities, ensuring I contribute to discussions and projects. <p>Responsible</p> <ul style="list-style-type: none"> I can demonstrate accountability by consistently arriving on time, being prepared, and completing all tasks to the best of my ability. 																																																																																		
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Strategy	Resources Needed	Progress Monitoring
Biweekly check-ins during Freshmen Seminar	Staff, Skyward, Canvas	Attendance data, grade data, instructor observation
Student Support Teams - identify students with poor attendance and establish outreach	Naviance, Skyward, Enriching Students	Counselor meetings, counselor evaluation, Dean interactions
Send initial attendance concern correspondence at 5 days	ACES	Deans, counselors, social workers
Conduct home visits for truant students	SRO	Documentation

Strategy	Resources Needed	Progress Monitoring
Closely monitor cumulative tardies to school and class in addition to out of area or skipping class infractions	Attendance reports	Deans
Conduct regular hall sweeps to address students out of area	Administration	Referral data
Support students new to our building	Staff/volunteers, welcome kits	Royal Ambassadors, Royal Rumble
Track student engagement in extracurriculars	Skyward, rosters	Skyward Activity tags
Reevaluate student privileges that allow students to be off campus	Data, administration, stakeholder input	Program policies and procedures
Amplify student voice (feedback, leadership, and communication opportunities) and utilize affinity groups	Communication tools, volunteers, ECA partnership	Pathways Period events, Senior exit survey, PAC meetings
Utilize Pathways period to provide all students access to clubs, leadership roles, and interest-based activities within the school day	Time/schedule, PD/training, curriculum/instructional materials, curriculum, Naviance	Pathways surveys, Club data
Celebrate student accomplishments	Incentives/rewards, social media, displays	PBIS, Daily announcements, SAGE, SOM
Update, rearrange, and/or modify physical spaces to be more inviting and collaborative	Project materials, PAC committee	Classroom observation, building walk-throughs, work orders

Goal 3: Graduation Rate

Hamilton Southeastern High School is fortunate to maintain a high rate of students graduating with their 4-year cohort. Despite changes in (and changing) graduation requirements in the State of Indiana, Hamilton Southeastern High School develops systems for fulfilling requirements and monitors students' progress toward requirements, while still providing a robust and well-rounded experience. It is our goal that not only do students graduate but also that they capitalize on the many opportunities available to them, many of which feed into graduation requirements, like AP courses, dual credit courses, completing CTE coursework, and more. Ensuring equity and access to these opportunities ensures that all students can graduate. Additionally, a focus on graduation rate also includes a focus on supporting the unique needs of all students, whether academic, behavioral, or social.

Goal	Hamilton Southeastern High School will obtain a graduation rate of 99% or higher.																																																																											
Journey of a Student	<p>Self-Aware</p> <ul style="list-style-type: none"> I can set achievable academic, personal, and career-related goals and create a plan to reach them. <p>Academically Prepared</p> <ul style="list-style-type: none"> I can take responsibility for my learning, seek help when needed, and reflect on my progress. <p>Resilient</p> <ul style="list-style-type: none"> I can consistently demonstrate perseverance by maintaining a strong work ethic and dedication to my goals, no matter the obstacles. 																																																																											
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Black		94.1% 89.2%	97.7%	96.3%	97.2%	96.9%																																																																						
Asian		98.7%	97.3%	100.0%	98.3%	98.2%																																																																						
Hispanic		94.7%	100.0%	94.6%	93.9%	94.0%																																																																						
Multiracial		97.9% 93.8%	97.4%	97.5%	94.3%	92.1%																																																																						

Strategy	Resources Needed	Progress Monitoring
Utilize student support teams to collect student data, monitor student performance, and coordinate interventions (ex. Senior Watchlist)	Data, Skyward training, Naviance training	Grade level team meetings, credit attainment, Naviance reports

Strategy	Resources Needed	Progress Monitoring
Monitor and improve Tier 1 supports (ex. Pathways Period academic support, Testing and Tutoring Center)	Organizational tools, Enriching Students software	Enriching Students data, Testing Center data
Enhance Tier II systems of support (ex. Learning Lab, Literacy Lab, Aspire)	Time/schedule, staff, instructional resources, research	Classroom observation, Pathways Period data, peer tutoring data, counselor referrals
Increase student/family accessibility to academic planning information (ex. presentations, Canvas, website, newsletters).	Webpace, print materials, Skyward tools, PR team	Student and family feedback, scheduling meetings
Host informational events multiple times throughout the year for different audiences (Course Fair, Junior High Parent Night, ENL Parent Night, etc.)	Staff, community partners	Event attendance
Provide Professional Develop to staff regarding graduation requirements	Time, IDOE materials	Attendance
Provide staff training in best practices for supporting EXLN and ENL students	ENL coordinators, meeting time	Department meetings, PLC team meetings
Expand AP and dual credit offerings, eliminate obstacles to enrollment, and increase recruitment (particularly of targeted groups)	Instructor training and credentialing	Enrollment
Launch high school Network Model and Freshman Experience	Staff	Student data, surveys

PROFESSIONAL DEVELOPMENT PLAN

Hamilton Southeastern Schools believes that professional development for educators improves the quality of instruction, and improved instruction leads to improved student achievement. The school improvement journey is driven by ongoing quality professional development which is provided by all levels of the Hamilton Southeastern Schools structure.

Professional development topics for each goal include, but are not limited to:

Goal 1: Achievement	Goal 2: Attendance	Goal 3: Graduation
PLC Process College-readiness Assessment Data analysis Math instructional best practices Culturally responsive teaching Intervention Co-teaching best practices	Student engagement Restorative practices Social-emotional learning Positive-behavior interventions	College & career planning Graduation requirements Curriculum design Project-based learning Work-based learning

Modes of delivery for professional development include, but are not limited to:

	Description/Purpose
Staff meetings	Monthly staff meetings include information and activities related to the development of staff's knowledge of PLC, instructional practices, student needs, and educational research
Department meetings	Individual departments determine their own professional learning needs and incorporate development opportunities into monthly meetings
PLC Team meetings	Every week, content area teacher teams meet to discuss student learning, assessment, intervention, and enrichment; professional learning results from peer-to-peer collaboration
Guiding Coalition meetings and coaching	A teacher leader team from across content areas meet monthly to study PLC best practices and to strategize on how to best support teacher teams in their implementation; meetings include development of members' knowledge and skills in PLC principles and leadership
In-house workshops	On staff workdays days, staff have access to professional learning workshops over a variety of topics, including PLC practices, technology integration, instructional best practices, safety procedures, and more
Special events	Occasional guest speakers are brought in to work with staff in large and small groups, including curriculum experts and PLC experts
District training and collaboration	School staff participate in district learning opportunities and also in cross-building collaboration in order to align programs and expectations and to learn from practices in other buildings
Professional conferences	Staff members seek out and attend professional conferences, including those of national organizations, state organizations, post-secondary partners, and more

SCHOOL AND COMMUNITY PROFILE

Hamilton Southeastern High School is a comprehensive 4-year high school located in Fishers, Indiana. Student enrollment in grades 9-12 is 3,500 students. Our student body is diverse with over 49 home languages spoken.

Administration includes the Principal, an Associate Principal, three Assistant Principals, four Deans of Students, a Director of College and Careers, and two Athletic Directors. Supporting students are eleven counselors and two social workers. Certified staff includes 190 teachers in eleven instructional departments.

The district of Hamilton Southeastern Schools consists of two high schools, two alternative learning centers, four junior high schools, four intermediate schools, and thirteen elementary schools, serving over 21,000 students in Wayne, Delaware, and Fall Creek Townships in the southeast corner of Hamilton County. In thirty years, Fishers has gone from a town of 10,000 to a progressive city of nearly 100,000 residents.

Hamilton Southeastern High School Sub-Populations

	Total Students	Asian	Black	White	Hispanic	Multi-racial	EXLN	F/R	ENL
Current 2025 - 2026	3500	382 10.9%	307 8.8%	2338 66.8%	279 8.0%	183 5.2%	389 11.1%	626 17.9%	186 5.3%
8 years ago 2017-2018	3240	211 6.5%	244 7.5%	2443 75.4%	178 5.5%	157 4.9%	321 9.9%	437 13.5%	--

Graduates

Hamilton Southeastern High School's 4-year graduation rate is at or near 98%. Of those graduates, 62% obtain Honors Diploma distinctions. 95% of graduates go on to attend a 2- or 4-year college, with the remaining 5% entering the military or workforce.

Attendance

Hamilton Southeastern High School students attend at a rate of or near 95%. Less than 4.5% of students display chronic absenteeism.

School Day

Hamilton Southeastern High School operates on an alternating block schedule. Students have eight periods in their schedule (4 each day). Seven of the periods are used for pursuing credits, and the eighth period is a student resource time (Pathways Period) in which students can seek and receive academic support from teachers, engage in employability and career education, participate in clubs, and attend special events.

Additional data and information can be found at <https://indianagps.doe.in.gov/Summary/School/3822>

CURRICULUM

Hamilton Southeastern High School offers a comprehensive academic program that surpasses state requirements and allows students to explore interests and prepare for post-secondary pursuits. The curriculum at Hamilton Southeastern High School is based on Indiana State Academic Standards. Essential Learning Outcomes for courses can be found on the district website.

Students can take courses in English, Math, Science, Social Studies, Media and Communications, Visual Arts, Performing Arts, Business, Computer Science, Agriculture, Engineering, Family and Consumer Sciences, Health and Physical Education, World Languages, and Career Education.

Hamilton Southeastern High School is proud to offer courses in several special programs:

- 30 Advanced Placement courses, including AP Capstone courses
- 48 on-site dual credit courses
- Courses that fulfill the Indiana College Core
- Project Lead the Way 4-year programs in Engineering and Biomedical Sciences
- Over 80 Career and Technical Education courses, including Next Level Programs of Study

Hamilton Southeastern High School has academic partnerships with:

- Indiana University
- Ivy Tech Community College of Indiana
- Ball State University
- Anderson University
- University of Indianapolis
- J. Everett Light Career Center
- ABC Construction Training Center
- The Pursuit Institute

Students have extensive opportunity and choice in fulfilling Core 40, Academic Honors, and Technical Honors diploma requirements. Diploma paths are discussed with students in meetings with school counselors, shared in class/grade level presentations, defined in the academic handbook, and communicated online. Parents and families are consulted in course scheduling and also have access to the course guidebook and online communications.

A list of course offerings and diploma considerations are available at https://hhs.hseschools.org/counseling/advising/course_guide.

CAREER AWARENESS AND DEVELOPMENT

Our Office of College & Careers provides programming to all students that cultivates students' awareness of post-secondary opportunities and professional industries. Students complete self-interest surveys and assess their career aptitudes using tools like Naviance. As they progress through high school, students have access to guest speakers, employer panels, career fairs, and internships.

Additionally, Hamilton Southeastern High School offers over 80 Career and Technical Education courses in Agriculture, Business, Marketing, Computer Science, Education, Engineering, Biomedical Sciences, Health Science, and Welding. Many other fields of study are also available to students through career-education partnerships.

Many of our extra-curricular student organizations also feature career elements, including:

- HOSA – Health Occupations
- Aspiring Healthcare Students
- DECA
- FFA – Future Farmers of America
- FCCLA – Family, Career, & Community Leaders of America
- Mayor's Youth Academy
- Future Teens in Science
- Girls Who Code
- Women in Engineering
- HSE Apps

LEARNING INTERVENTIONS

Hamilton Southeastern Schools provides excellence in education and opportunities that ensure the success of each student. Throughout their educational journey, all students are taught a robust curriculum. Students are regularly assessed through formative and standardized opportunities and have the opportunity to produce authentic products which demonstrate their learning.

Hamilton Southeastern High School ascribes to Professional Learning Community practices of identifying what students must learn, monitoring learning through valid and authentic assessment, responding when students have not learned, and extending learning. Learning interventions are designed to support all students, including exceptional learners and English language learners. Hamilton Southeastern High School utilizes a multi-tiered system of support:

Tier 1 Services

- Testing and Tutoring Center
- Pathways Period

Tier 2 Services

- Academic Assistance
- SAT Prep
- Summer Jump Start
- Algebra Lab
- Literacy Lab

Tier 3 Services

- Credit Recovery
- Resource
- The Academy
- Self-contained classes

ASSESSMENT

In addition to formative and summative assessments for each course, Hamilton Southeastern High School administers several standardized tests throughout the school year, utilizing data for instructional decisions and student support.

Assessment	Grade(s)	Description
PSAT 8/9	9	The PSAT 8/9 is a test that eighth and ninth graders take during the regular school day. It's the first test in the SAT Suite of Assessments. The PSAT 8/9 measures a student's reading, writing, and math skills.
PSAT/NMSQT	10, 11	PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It provides firsthand practice for the SAT. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.
AP Exams	9, 10, 11, 12	The Advanced Placement® Program (AP) offers students the opportunity to take college-level courses and exams in high school and earn college credit, advanced placement, or both at many colleges and universities in the U.S. and around the world.
SAT	11, 12	The SAT Reasoning Test consists of critical reading, mathematics and writing sections. It is a measure of the critical thinking skills students need for academic success in college. The SAT assesses how well students analyze and solve problems—skills learned in school and needed in college. As of 2021, the SAT is administered to all juniors (SAT School Day) as part of school accountability measures in the state of Indiana.
ACT	12	The American College Testing program (ACT) is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning.
iLearn Biology	9, 10	The purpose of the ILEARN program is to measure student achievement in the subject area of Biology. ILEARN reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ILEARN End-of-Course Assessment is a criterion-referenced assessment given whenever a student completes the curriculum for that content area.
WIDA	9, 10, 11, 12	WIDA provides the English language proficiency placement and annual assessments administered in Indiana. WIDA ACCESS summative assessments are administered annually to determine an EL's current level of English proficiency and to monitor students' progress in learning academic English.
ASVAB	12	The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It contains questions on English, science, mechanics, and electronics.

CULTURAL COMPETENCY

At Hamilton Southeastern High School, we are committed to fostering a learning environment where every student, family, and staff member feels respected, valued, and supported. We recognize that our school community is enriched by diverse cultural backgrounds, languages, perspectives, and experiences.

Cultural competency is a core value in our teaching, learning, and decision-making. This means we actively seek to understand and honor the unique identities of our students and staff, integrate culturally responsive practices into our curriculum, and provide ongoing training and reflection for our students and educators.

Hamilton Southeastern High School Cultural Competency Plan

Focus Area	Strategies
Access & Equity <i>inclusive and equitable representation</i>	<ul style="list-style-type: none"> • Revised hiring protocols • Connect with HBCUs • Survey current staff • AP Potential usage • Course recommendations • AP Equity and Access Committee
Climate <i>experiences that are inclusive and supportive of all students</i>	<ul style="list-style-type: none"> • Principal’s Advisory Council • Principal’s Transition Committee • Academic Hall of Fame • Learning Lab • Night of Excellence • Heart of a Lion • Senior & Staff SAGE Award • Pathways Period • Affinity groups/clubs • Representative ECA leadership
Diversity in the Curriculum/Co-Curriculum <i>infusing diversity, equity, and inclusion into the instructional experience</i>	<ul style="list-style-type: none"> • Curricular audits • PLC team collaboration • Professional development • Employability skills curriculum • Course offering audit • AP Equity and Access Committee
Learning & Development <i>improving the cultural fluency of the department/ school</i>	<ul style="list-style-type: none"> • New staff PD • Micro PD Sessions • Fishers Health Department

PARENT AND FAMILY ENGAGEMENT

Hamilton Southeastern High School encourages, supports, and promotes parental involvement through formal and informal programs and services. We believe that collaboration and communication between school and home directly impact our students' educational success. Listed below are some of the ways parents and families are connected with the school.

- Royal Pride PTO
- Textbook adoption committee membership
- School Improvement committee membership
- Extra-curricular booster organizations
- Back-to-School Orientation
- Open House
- 8th Grade Parent Night
- Course Fair
- College Information Night
- Skyward Family Access
- Canvas Observer
- Weekly Roar newsletter
- ParentSquare notification system
- Email and phone communication with staff

TECHNOLOGY INITIATIVES

The Hamilton Southeastern School Corporation technology mission is to provide for the needs and education of staff and students, increase the quality and relevance of the curriculum, form closer partnerships with the local and global community, provide a reliable technology infrastructure that will effectively expand the learning environment, provide new skills and experiences which are significant and transferable, support improved communications throughout the community, improve the efficiency of the staff, and establish a framework for 21st Century teaching and learning.

Hamilton Southeastern High School is a 1-to-1 learning environment that is currently in a four-year plan to deploy school owned iPads to all grade levels.

Classrooms are equipped with an overhead projector and AppleTV. The school also has two project presentation labs with six projectors each for independent or synchronized display, two Mac labs for digital editing, two podcast recording studios, a TV news studio, three classroom computer labs, two flexible use computer labs, and a library media center with PC stations, multi-function scanner, printer, and copier available to students.

Technology has also enhanced communication both internally and externally, with the use of tools like Smore, ParentSquare, Canvas, Skyward, Canva, and Instagram.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Hamilton Southeastern Schools (HSE) is committed to providing a safe and welcoming learning environment. Comprehensive all-hazard safety plans are collaboratively developed with members of each building's multi-professional safety team, including INDOE certified Safety Specialists along with City of Fishers police officers serving as SROs. These safety plans are audited each year by the district safety team and certified to the INDOE. SROs assist our schools in conducting State required drills involving fire, tornado, and man-made incidents.

HSE utilizes a web-based training platform to educate all staff members on a variety of safety topics. The modules that the staff are required to complete are tracked to ensure compliance on a variety of all-hazards topics including bullying, harassment, suicide prevention, child abuse, bloodborne pathogens just to name a few. Table-top discussions led by building-based safety team members are completed at the building levels during staff meetings to reinforce the web-based training requirements.

HSE believes that no single initiative will produce safe schools; rather, it takes a multitude of safety layers to ensure safe schools. HSE Schools will continue to emphasize prevention training and awareness of trauma informed best practices.

School Safety Measures

- Classroom Management Plans
- Student Assistance Team
- Building Safety Coordinator
- Building-wide Supervision Schedule
- Security Cameras
- Radios
- Fire Drills & Tornado Drills
- Evacuation and Maximum Lockdown
- Crisis Folders for all staff
- Safety Audits
- Daily Perimeter Lock-down
- Safe Visitor
- Guidance Services / Conflict Mediation / Support Groups
- Social Workers
- Community Health mental health providers

Student Discipline Measures

- Restorative practices
- Progressive discipline system
- Redirection Center
- Student Handbook

STATUTES TO BE WAIVED

The Hamilton Southeastern High School Improvement Plan includes no request for waiver of rules or statutes.

APPENDIX

SAT School Day

	Number of Testers	Met EBRW Benchmark	Met Math Benchmark	Met Both Benchmarks	Met Neither Benchmark
Spring 2025 – Grade 11	799	78%	57%	55%	21%
Spring 2024 – Grade 11	868	75%	50%	48%	23%
Spring 2023 – Grade 11	833	78%	56%	53%	20%
Spring 2022 - Grade 11	817	77%	61%	57%	19%

PSAT/NMSQT

	Number of Testers	Met EBRW Benchmark	Met Math Benchmark	Met Both Benchmarks	Met Neither Benchmark
Fall 2024 – Grade 10	802	81%	52%	51%	17%
Fall 2024 – Grade 11	784	74%	52%	50%	25%
Fall 2023 – Grade 10	770	74%	51%	48%	23%
Fall 2023 – Grade 11	858	71%	46%	44%	27%
Fall 2022 - Grade 10	842	74%	54%	49%	21%
Fall 2022 – Grade 11	786	79%	53%	51%	19%
Fall 2021 - Grade 10	816	80%	48%	46%	19%
Fall 2021 - Grade 11	783	77%	56%	54%	21%

AP Score Summary

	Number of Testers	Number of Tests Taken	Achieved Proficiency (Score of 3 or higher)
2025	1105	1863	85.4%
2024	1168	1947	82.8%
2023	1035	1738	82.0%
2022	912	1423	77.7%
2021	936	1454	67.8%
2020	985	1583	74.9%