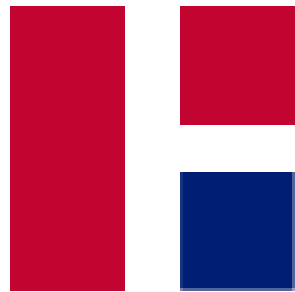


**Riverside Junior High  
Hamilton Southeastern Schools  
School Improvement Plan  
Goals and Strategies  
2025-2026 School Year**



# **SIP Committee**

**Rob Huesing – Principal**

**Jamie Andrews – Assistant Principal**

**Kelsey Acker – Intervention Teacher / RtI Coordinator**

**John Feeney – Business Teacher**

**Teri Folta – Science Teacher**

**Erin Gray – World Language**

**Ellen Hammond – Parent Member**

**Mark Kwiatkowski – Social Studies Teacher**

**Hannah Luperini – English Teacher**

**Angela Mott – Guidance Counselor**

**Peggy O'Connell – Math / Intervention Teacher**

**Jordan Teeple – Math Teacher**

# 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.

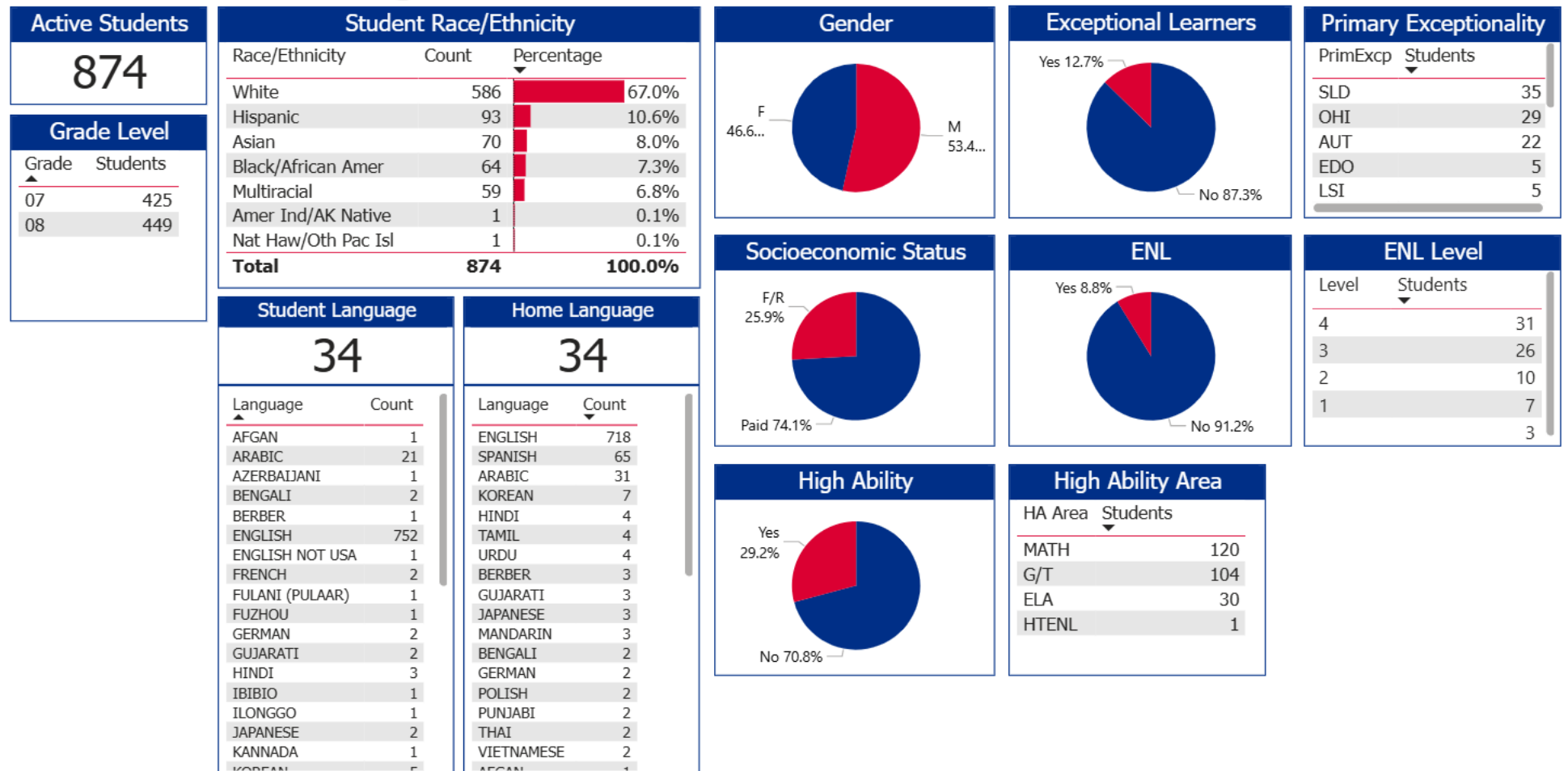
## Riverside Junior High Motto:

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 5<sup>th</sup> and 6<sup>th</sup> grade students were moved to a newly built Intermediate School and Riverside School became Riverside Junior High serving 7<sup>th</sup> and 8<sup>th</sup> 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 106 total individuals which includes 73 certified (teachers, counselors, social worker, language pathologist, athletic director, administrator, and several itinerant licensed staff) and 33 classified staff members (instructional assistants, nurse, head custodian, technology specialist, treasurer, secretaries, and school resource officer).

## Riverside Junior High



## Attendance

2020-2021 = 98.3%

Average % Attendance: 96.0%

2021-2022

Average % Attendance: 96.0%

% of all students > 94% Attendance: 76.6%

% of students enrolled > 162 days and > 94%

Attendance: 79.8%

2022-2023

Average % Attendance: 95.7%

% of all students > 94% Attendance: 74.6%

% of students enrolled > 162 days and > 94%

Attendance: 76.8%

2023-2024

Average % Attendance: 96.1%

% of all students > 94% Attendance: 79.3%

% of students enrolled > 162 days and > 94%

Attendance: 79.8%

2024-2025

Average % Attendance: 96.4%

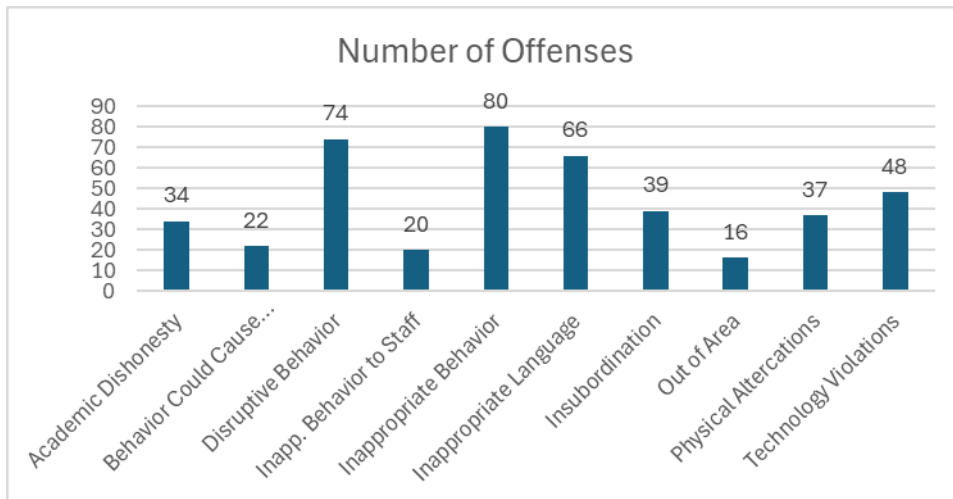
% of all students > 94% Attendance: 84.8%

% of students enrolled > 162 days and > 94%

Attendance: 86.1%

## RJH Discipline Data

### Referrals:



**Academic Dishonesty: Not in top 10**

**Behavior Could Cause Injury: -18**

**Disruptive Behavior: +37**

**Inappropriate Behavior to Staff: -6**

**Inappropriate Behavior: -14**

**Inappropriate Language: +19**

**Insubordination: -4**

**Out of Area: Not in top 10**

**Physical Altercations: +3**

**Tech Violations: +17**

## **Classroom and Extra-Curricular Opportunities for Students**

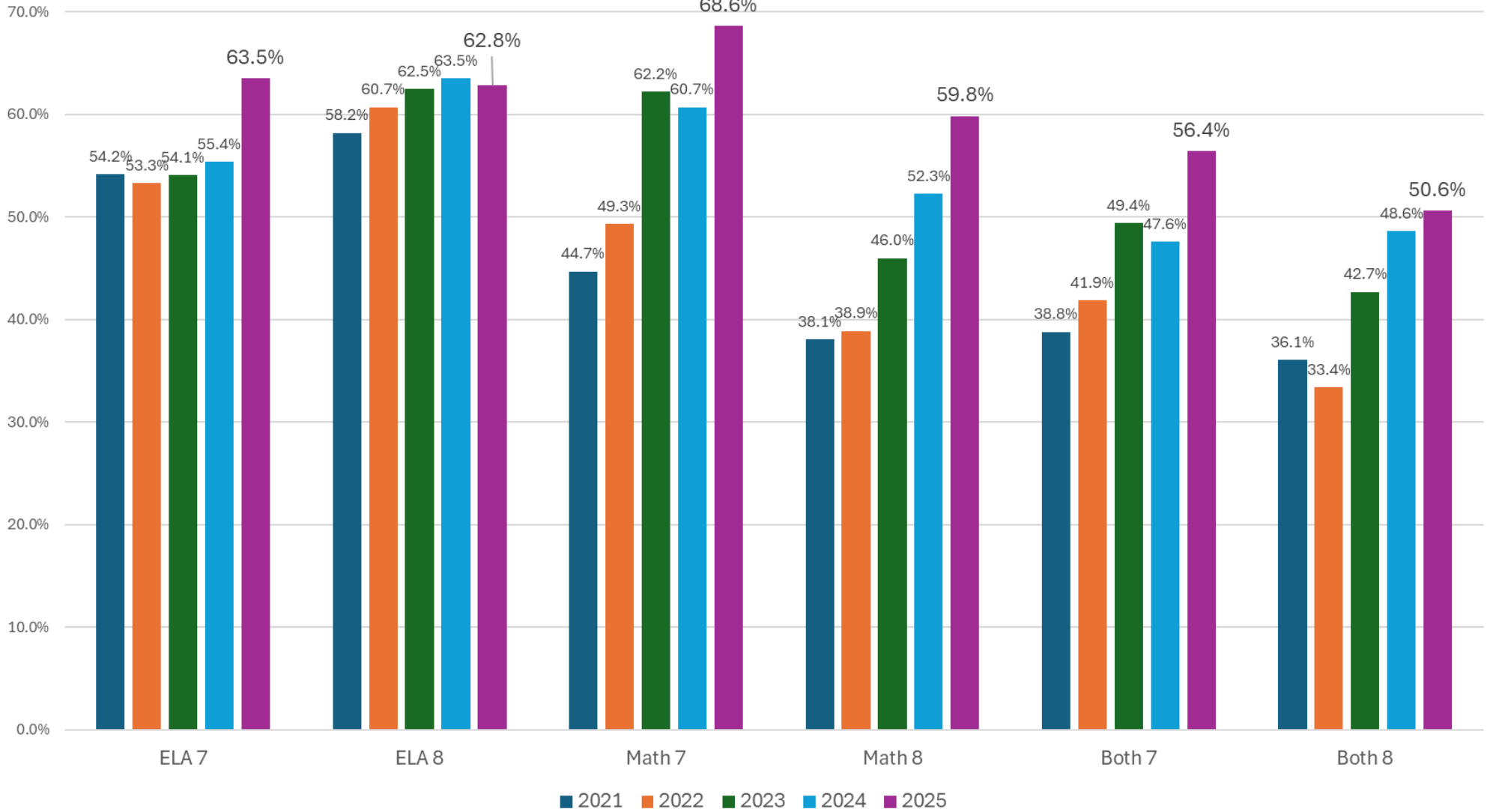
Riverside Junior High offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, computer foundations, robotics, journalism, wellness, band, choir, orchestra, and composition. Academic clubs include Spell Bowl, Academic Team, Yearbook, Geography Bowl, Robotics, Riverside Jr. Honor Society. Other clubs include Art Club, Best Buddies, Future Black Leaders, Lego Builders, Healthy Hawks, GSA, 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, Pledge of Allegiance, and Daily Words of Wisdom.

# ILEARN Data

## Historical ILEARN Pass Rates (Non-Cohort)



# ILEARN – ELA



	2021	2022	Change	2023	Change	2024	Change	2025	Change	Net Change Since 2021
Riverside	54.2%	53.3%	-0.9%	54.1%	0.8%	55.4%	1.3%	63.5%	8.1%	9.3%
Fall Creek	60.0%	70.9%	10.9%	59.5%	-11.4%	63.9%	4.4%	62.6%	-1.3%	2.6%
Fishers JH	53.8%	56.7%	2.9%	53.2%	-3.5%	50.3%	-2.9%	52.9%	2.6%	-0.9%
HIJH	63.3%	61.9%	-1.4%	62.3%	0.4%	64.8%	2.5%	62.1%	-2.7%	-1.2%
District	57.2%	60.6%	3.4%	57.2%	-3.4%	58.2%	1.0%	60.4%	2.2%	3.2%
State	41.1%	42.4%	1.3%	39.5%	-2.9%	41.8%	2.3%	37.9%	-3.9%	-3.2%

## Non-Cohort Data – 7th Grade

# ILEARN – ELA



	2021	2022	Change	2023	Change	2024	Change	2025	Change	Net Change Since 2021
Riverside	58.2%	60.7%	2.5%	62.5%	1.8%	63.5%	1.0%	62.8%	-0.7%	4.6%
Fall Creek	68.0%	63.2%	-4.8%	66.3%	3.1%	58.1%	-8.2%	62.1%	4.0%	-5.9%
Fishers JH	54.2%	60.0%	5.8%	55.6%	-4.4%	58.0%	2.4%	56.3%	-1.7%	2.1%
HIJH	65.8%	62.6%	-3.2%	60.1%	-2.5%	65.5%	5.4%	74.2%	8.7%	8.4%
District	61.2%	61.6%	0.4%	61.3%	-0.3%	60.8%	-0.5%	62.8%	2.0%	1.6%
State	43.9%	43.1%	-0.8%	43.8%	0.7%	42.6%	-1.2%	42.7%	0.1%	-1.2%

## Non-Cohort Data – 8th Grade

# ILEARN – Math



	2021	2022	Change	2023	Change	2024	Change	2025	Change	Net Change Since 2021
Riverside	44.7%	49.3%	4.6%	62.2%	12.9%	60.7%	-1.5%	68.6%	7.9%	23.9%
Fall Creek	51.2%	63.9%	12.7%	56.1%	-7.8%	60.9%	4.8%	62.0%	1.1%	10.8%
Fishers JH	50.3%	53.6%	3.3%	60.2%	6.6%	56.2%	-4.0%	59.6%	3.4%	9.3%
HIJH	50.2%	49.4%	-0.8%	57.2%	7.8%	66.5%	9.3%	71.5%	5.0%	21.3%
District	48.9%	54.5%	5.6%	58.8%	4.3%	60.6%	1.8%	64.9%	4.3%	16.0%
State	30.5%	31.9%	1.4%	32.9%	1.0%	33.9%	1.0%	35.9%	2.0%	5.4%

## Non-Cohort Data – 7th Grade

# ILEARN – Math



	2021	2022	Change	2023	Change	2024	Change	2025	Change	Net Change Since 2021
Riverside	38.1%	38.9%	0.8%	46.0%	7.1%	52.3%	6.3%	59.8%	7.5%	21.7%
Fall Creek	48.5%	50.8%	2.3%	57.0%	6.2%	52.0%	-5.0%	58.2%	6.2%	9.7%
Fishers JH	37.6%	50.7%	13.1%	51.4%	0.7%	61.9%	10.5%	60.3%	-1.6%	22.7%
HIJH	37.2%	52.6%	15.4%	51.5%	-1.1%	53.0%	1.5%	73.3%	20.3%	36.1%
District	41.0%	47.8%	6.8%	51.6%	3.8%	54.6%	3.0%	61.6%	7.0%	20.6%
State	27.8%	29.8%	2.0%	31.4%	1.6%	31.4%	0.0%	34.5%	3.1%	6.7%

## Non-Cohort Data – 8th Grade

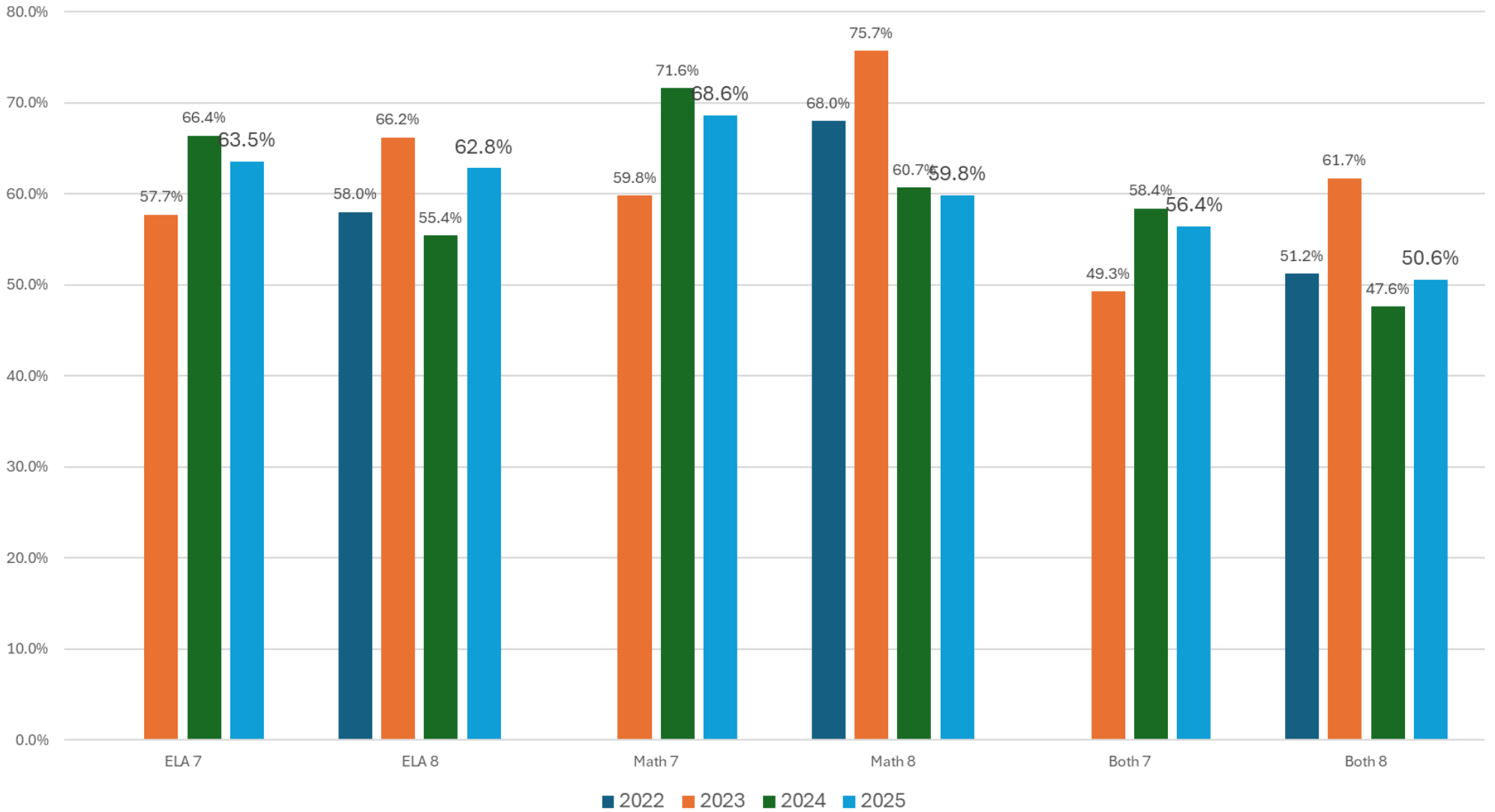
# ILEARN – ELA & Math



	2021	2022	Change	2023	Change	2024	Change	2025	Change	Net Change Since 2021
Riverside	37.5%	37.6%	0.1%	45.8%	8.2%	48.1%	2.3%	53.4%	5.3%	15.9%
Fall Creek	44.4%	50.2%	5.8%	48.9%	-1.3%	48.2%	-0.7%	50.4%	2.2%	6.0%
Fishers JH	36.6%	44.2%	7.6%	42.7%	-1.5%	46.0%	3.3%	46.5%	0.5%	9.9%
HIJH	39.9%	45.6%	5.7%	46.2%	0.6%	51.0%	4.8%	59.7%	8.7%	19.8%
District	39.6%	44.3%	4.7%	46.1%	1.8%	48.2%	2.1%	51.8%	3.6%	12.2%
State	25.0%	26.2%	1.2%	26.7%	0.5%	27.3%	0.6%	27.9%	0.6%	2.9%

## Non-Cohort Data – Building

Historical ILEARN Pass Rates (Cohort)



# ILEARN – ELA



	2023 5th	2024 6th	Change	2025 7th	Change	Net Change Since 2023
Riverside	57.7%	66.4%	8.7%	63.5%	-2.9%	5.8%
Fall Creek	56.9%	62.7%	5.8%	62.6%	-0.1%	5.7%
Fishers JH	49.7%	59.2%	9.5%	52.9%	-6.3%	3.2%
HIJH	60.2%	64.8%	4.6%	62.1%	-2.7%	1.9%
District	56.1%	63.3%	7.2%	60.4%	-2.9%	4.3%
State	40.2%	41.1%	0.9%	37.9%	-3.2%	-2.3%

## Cohort Data – 7th Grade

# ILEARN – ELA



	2022 5th	2023 6th	Change	2024 7th	Change	2025 8th	Change	Net Change Since 2022
Riverside	58.0%	66.2%	8.2%	55.4%	-10.8%	62.8%	7.4%	4.8%
Fall Creek	58.5%	64.2%	5.7%	63.9%	-0.3%	62.1%	-1.8%	3.6%
Fishers JH	45.4%	45.9%	0.5%	50.3%	4.4%	56.3%	6.0%	10.9%
HIJH	59.9%	70.4%	10.5%	64.8%	-5.6%	74.2%	9.4%	14.3%
District	55.1%	60.9%	5.8%	58.2%	-2.7%	62.8%	4.6%	7.7%
State	41.0%	40.8%	-0.2%	41.8%	1.0%	42.7%	0.9%	1.7%

## Cohort Data – 8th Grade

# ILEARN – Math



	2023 5th	2024 6th	Change	2025 7th	Change	Net Change Since 2023
Riverside	59.8%	71.6%	11.8%	68.6%	-3.0%	8.8%
Fall Creek	67.8%	64.7%	-3.1%	62.0%	-2.7%	-5.8%
Fishers JH	54.7%	49.5%	-5.2%	59.6%	10.1%	4.9%
HIJH	67.2%	69.8%	2.6%	71.5%	1.7%	4.3%
District	62.2%	64.0%	1.8%	64.9%	0.9%	2.7%
State	41.1%	38.1%	-3.0%	35.9%	-2.2%	-5.2%

## Cohort Data – 7th Grade

# ILEARN – Math



	2022 5th	2023 6th	Change	2024 7th	Change	2025 8th	Change	Net Change Since 2022
Riverside	68.0%	75.7%	7.7%	60.7%	-15.0%	59.8%	-0.9%	-8.2%
Fall Creek	65.2%	65.0%	-0.2%	60.9%	-4.1%	58.2%	-2.7%	-7.0%
Fishers JH	60.0%	50.2%	-9.8%	56.2%	6.0%	60.3%	4.1%	0.3%
HIJH	66.4%	71.4%	5.0%	66.5%	-4.9%	73.3%	6.8%	6.9%
District	64.8%	65.0%	0.2%	60.6%	-4.4%	61.6%	1.0%	-3.2%
State	40.8%	38.3%	-2.5%	33.9%	-4.4%	34.5%	0.6%	-6.3%

## Cohort Data – 8th Grade

# ILEARN – ELA & Math



	2023 (5th / 6th)	2024 (6th / 7th)	Change	2025 (7th / 8th)	Change	Net Change Since 2023
Riverside	55.4%	52.9%	-2.5%	53.4%	0.5%	-2.0%
Fall Creek	53.5%	52.4%	-1.1%	50.4%	-2.0%	-3.1%
Fishers JH	38.3%	42.9%	4.6%	46.5%	3.6%	8.2%
HIJH	57.2%	56.6%	-0.6%	59.7%	3.1%	2.5%
District	50.9%	51.0%	0.1%	51.8%	0.8%	0.9%
State	30.4%	29.0%	-1.4%	27.9%	-1.1%	-2.5%

## Cohort Data – Building

**Comparison School Data 2025 iLearn ELA**  
**ONLY 7<sup>th</sup> and 8<sup>th</sup> Grade Data**

District	School	7 <sup>th</sup> Grade	Rank	Change	8 <sup>th</sup> Grade	Rank	Change	7 <sup>th</sup> & 8 <sup>th</sup> Grade	Rank	Change
HSE Schools	Fall Creek JH	62.6%	9	+1	62.1%	13	+3	62.4%	12	NC
	Fishers JH	52.9%	18	+1	56.3%	19	-2	54.7%	18	+2
	HIJH	62.1%	10	-2	74.2%	4	+2	67.7%	4	+5
	Riverside JH	63.5%	6	+12	62.8%	12	-1	63.2%	10	+4
Brownsburg Schools	Brownsburg E. MS	61.3%	12	-1	64.0%	10	+2	62.6%	11	-1
	Brownsburg W MS	66.9%	3	NC	76.5%	3	+1	71.8%	3	NC
Carmel Clay Schools	Carmel MS	61.5%	11	-6	66.0%	7	-2	63.6%	9	-5
	Clay MS	63.8%	5	+4	68.9%	5	-2	66.4%	6	-1
	Creekside MS	75.5%	1	NC	78.4%	1	NC	76.9%	1	NC
Noblesville Schools	Noblesville E MS	59.8%	14	NC	57.7%	17	+3	58.8%	13	+6
	Noblesville W MS	63.3%	7	-3	66.0%	7	+3	64.7%	7	-1
WWS	Westfield MS	55.2%	15	-2	60.8%	14	NC	57.9%	15	-4
Zionsville Schools	Zionsville MS	63.2%	8	-1	66.0%	7	NC	64.6%	8	NC
	Zionsville West MS	66.2%	4	+2	67.2%	6	+2	66.7%	5	+2
Penn-Harris-Madison	Discovery MS	68.5%	2	NC	78.2%	2	NC	73.2%	2	NC
	Grissom MS	41.7%	21	NC	54.4%	20	+1	48.0%	21	NC
	Schmucker MS	53.1%	17	-5	57.8%	16	+2	55.5%	17	-3
Center Grove Schools	Center Grove MS Central	53.7%	16	+1	52.4%	21	-6	53.0%	19	-3
	Center Grove MS North	60.0%	13	+3	56.5%	18	+1	58.2%	14	+4
Avon Community Schools	Avon MS North	43.7%	20	NC	58.1%	15	-6	51.0%	20	-3
	Avon MS South	48.5%	19	-4	63.8%	11	+2	56.4%	16	-3
Franklin Twp CS	Franklin Township MS	35.8%	22	NC	39.6%	22	NC	37.6%	22	NC

**Comparison School Data 2025 iLearn Math**  
**ONLY 7<sup>th</sup> and 8<sup>th</sup> Grade Data**

District	School	7 <sup>th</sup> Grade (Rank)	Rank	Change	8 <sup>th</sup> Grade (Rank)	Rank	Change	7 <sup>th</sup> and 8 <sup>th</sup> Grade (Rank)	Rank	Change
HSE Schools	Fall Creek JH	62.0%	11	-1	58.2%	15	NC	60.0%	10	+4
	Fishers JH	59.6%	13	+1	60.3%	13	-4	60.0%	10	-1
	HIJH	71.5%	8	-5	73.3%	4	+9	72.3%	4	+4
	Riverside JH	68.6%	9	+2	59.8%	14	NC	64.1%	9	+4
Brownsburg Schools	Brownsburg E. MS	73.6%	4	+2	61.5%	9	-1	67.5%	7	-1
	Brownsburg W MS	80.0%	1	+1	79.2%	3	NC	79.6%	1	+1
Carmel Clay Schools	Carmel MS	58.1%	14	-2	53.6%	19	-1	56.0%	16	+1
	Clay MS	71.9%	7	NC	69.1%	6	-1	70.5%	5	NC
	Creekside MS	79.2%	2	-1	79.7%	2	-1	79.5%	2	-1
Noblesville Schools	Noblesville E MS	46.4%	20	-1	57.2%	16	+4	51.7%	20	NC
	Noblesville W MS	55.5%	16	-3	54.4%	18	-2	54.9%	18	-2
WWS	Westfield MS	55.9%	15	-7	61.7%	8	-1	58.7%	13	-6
Zionsville Schools	Zionsville MS	74.0%	3	+6	60.4%	12	NC	67.0%	8	+3
	Zionsville West MS	72.0%	6	-3	64.9%	7	-3	68.5%	6	-2
Penn-Harris-Madison	Discovery MS	72.6%	5	NC	80.6%	1	+1	76.5%	3	NC
	Grissom MS	39.0%	21	NC	43.8%	21	NC	41.4%	21	NC
	Schmucker MS	53.7%	17	+3	60.7%	11	+6	57.3%	15	+4
Center Grove Schools	Center Grove MS Central	60.3%	12	+3	56.2%	17	-6	58.3%	14	-2
	Center Grove MS North	63.0%	10	+8	49.4%	20	-1	56.0%	16	+2
Avon Community Schools	Avon MS North	47.3%	19	-2	61.3%	10	-1	54.5%	19	-4
	Avon MS South	48.2%	18	-2	70.1%	5	+1	59.6%	12	-2
Franklin Twp CS	Franklin Township MS	34.3%	22	NC	33.3%	22	NC	33.9%	22	NC

**Comparison School Data 2025 iLearn Both ELA & Math**

**ONLY 7<sup>th</sup> and 8<sup>th</sup> Grade Data**

District	School	7 <sup>th</sup> Grade (Rank)	Rank	Change	8 <sup>th</sup> Grade (Rank)	Rank	Change	7 <sup>th</sup> and 8 <sup>th</sup> Grade (Rank)	Rank	Change
HSE Schools	Fall Creek JH	52.2%	10	-1	48.7%	13	+5	50.4%	10	
	Fishers JH	44.9%	17	-1	48.0%	16	-5	46.5%	17	NC
	HIJH	56.7%	7	-2	63.0%	4	+12	59.7%	4	+5
	Riverside JH	56.4%	8	+5	50.6%	10	+1	53.4%	9	+6
Brownsburg Schools	Brownsburg E. MS	58.5%	5	+3	53.7%	8	+1	56.1%	7	-1
	Brownsburg W MS	61.8%	3	-1	71.1%	1	+2	66.5%	2	NC
Carmel Clay Schools	Carmel MS	49.1%	12	-5	47.3%	17	-4	48.3%	12	-4
	Clay MS	57.9%	6	NC	59.5%	5	-1	58.7%	6	-2
	Creekside MS	70.0%	1	NC	70.9%	2	-1	70.4%	1	NC
Noblesville Schools	Noblesville E MS	40.2%	18	NC	47.3%	17	+3	43.6%	19	+1
	Noblesville W MS	47.9%	13	-2	48.4%	14	+1	48.2%	13	-1
WWS	Westfield MS	45.2%	15	-3	49.9%	11	-3	47.5%	14	-7
Zionsville Schools	Zionsville MS	56.3%	9	+1	51.8%	9	+5	54.0%	8	+2
	Zionsville West MS	61.1%	4	NC	56.5%	7	-1	58.8%	5	-1
Penn-Harris-Madison	Discovery MS	62.3%	2	+1	70.4%	3	-1	66.2%	3	NC
	Grissom MS	30.9%	21	NC	38.7%	21	NC	34.8%	21	NC
	Schmucker MS	46.0%	14	+6	48.1%	15	+2	47.1%	15	+3
Center Grove Schools	Center Grove MS Central	45.2%	15	-1	43.4%	19	-9	44.3%	18	-5
	Center Grove MS North	52.1%	11	+6	41.7%	20	-1	46.7%	16	+3
Avon Community Schools	Avon MS North	35.5%	20	-2	49.7%	12	-5	42.8%	20	-4
	Avon MS South	38.2%	19	-4	58.2%	6	-1	48.6%	11	NC
Franklin Twp CS	Franklin Township MS	26.5%	22	NC	27.5%	22	NC	27.0%	22	NC

## 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. Additionally, we have two different 30-minute periods for students to get extra support in English or math. The first is an MTSS class that targets students needing Tier II interventions. The second is a FLEX class that offers the potential to get help from ANY teacher, including math or English. Further, we have three classes of targeted Tier III interventions for students who need more support in math and/or English

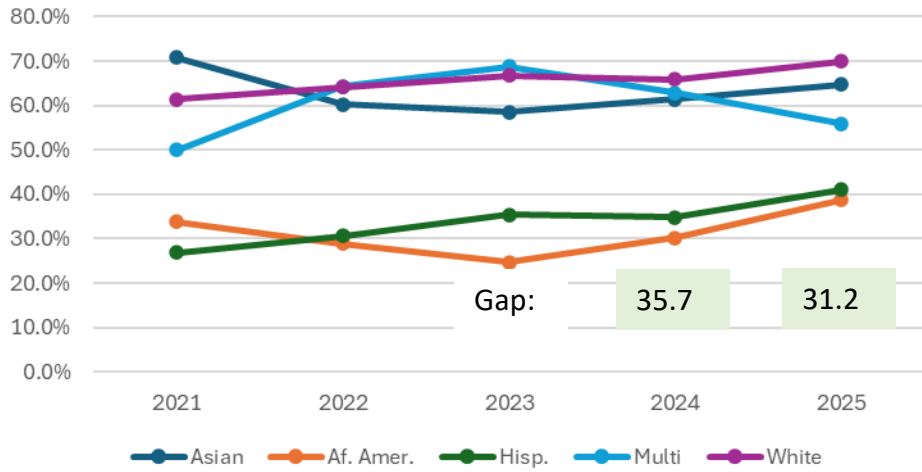
### Student Achievement Data Based on ILEARN:

Non COHORT	2021	2022	2023	2024	2025	Difference 2021 to 2025	Dist. 2025	District Difference
ELA 7	54.2%	53.3%	54.1%	55.4%	63.5%	+9.3%	60.4%	+3.2%
ELA 8	58.2%	60.7%	62.5%	63.5%	62.8%	+4.6%	62.8%	+1.6%
Math 7	44.7%	49.3%	62.2%	60.7%	68.6%	+23.9%	64.9%	+16.0%
Math 8	38.1%	38.9%	46.0%	52.3%	59.8%	+21.7%	61.6%	+20.6%
Bldg Both ELA & Ma	37.5%	37.6%	45.8%	48.1%	53.4%	+15.9%	51.8%	+12.2%

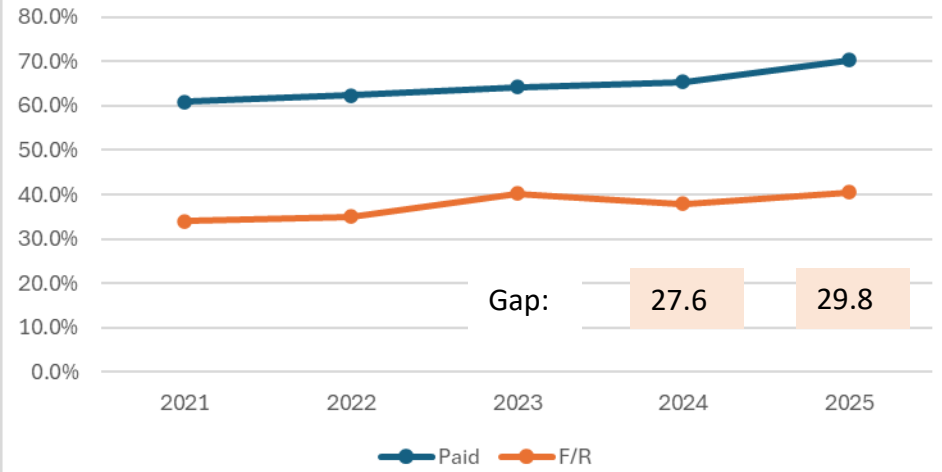
COHORT	2022	2023	2024	2025	Difference 2022 to 2025	Dist. 2025	District Difference
ELA 7		57.7%	66.4%	63.5%	+5.8%	60.4	+4.3%
ELA 8	58.0%	66.2%	55.4%	62.8%	+4.8	62.8	+7.7%
Math 7		59.8%	71.6%	68.6%	+8.8	64.9	+2.7%
Math 8	68.0%	75.7%	60.7%	59.8%	-8.2%	61.6	-3.2%
Bldg Both ELA & Ma		55.4%	52.9%	53.4%	-2.0%	51.8	+0.9%

# RJH Building Non-Cohort ILEARN ELA – 2025

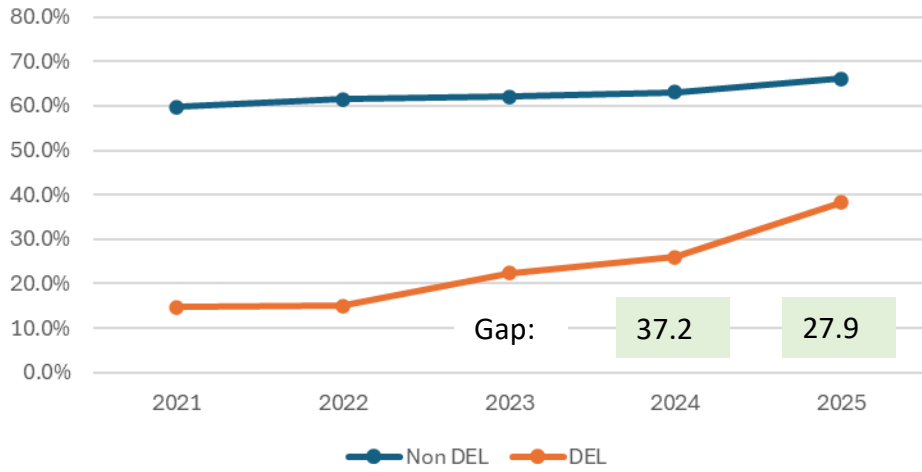
## ILEARN ELA - Ethnicity



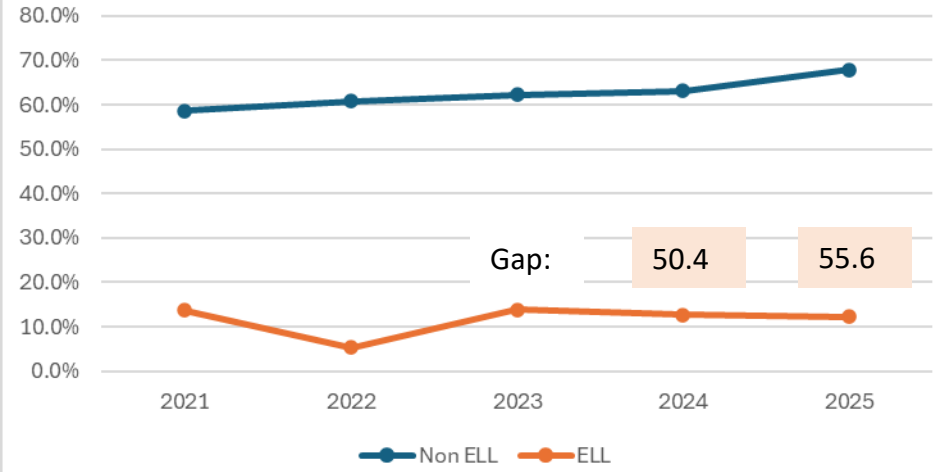
## ILEARN ELA - Socio-Economic



## ILEARN ELA - Dept. Exc. Learners

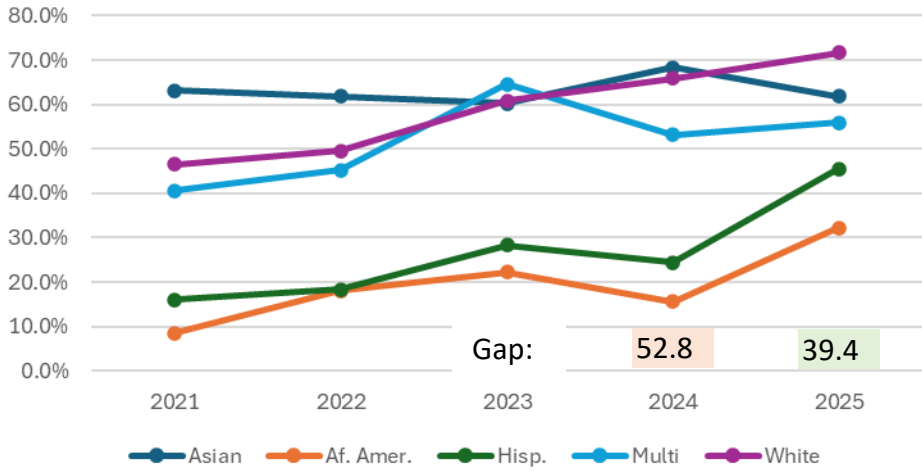


## ILEARN ELA - English Lang. Learners

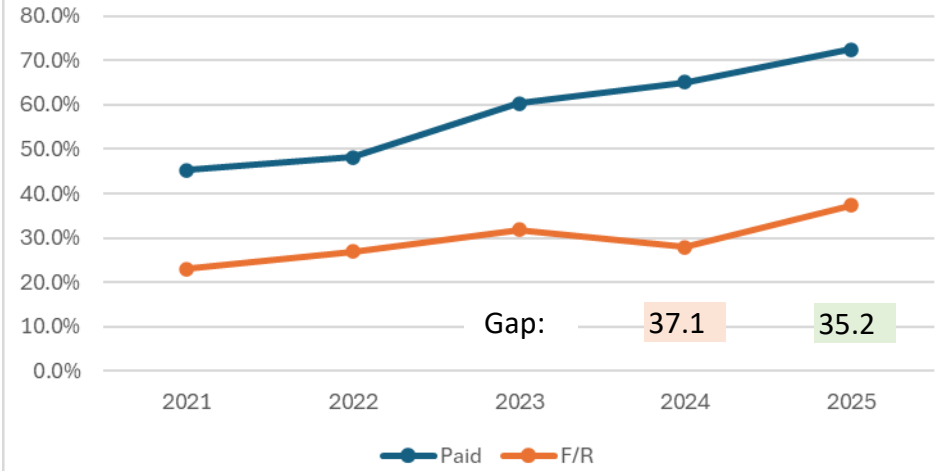


# RJH Building Non-Cohort ILEARN Math – 2025

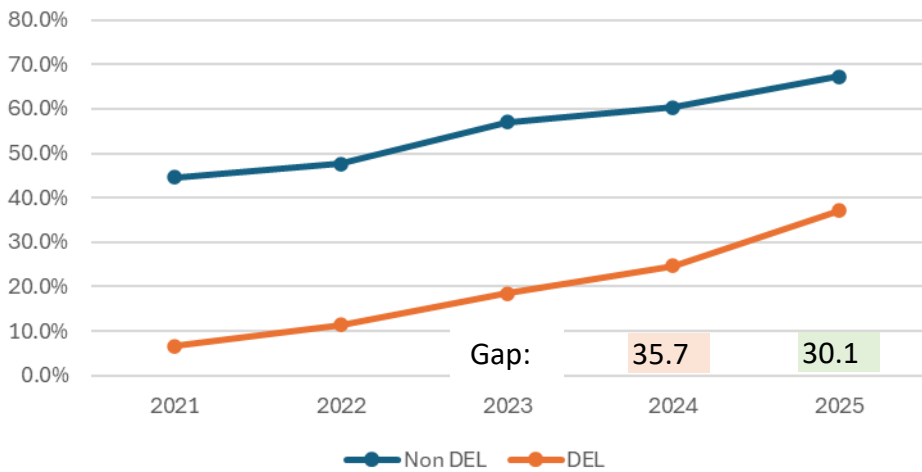
## ILEARN Math - Ethnicity



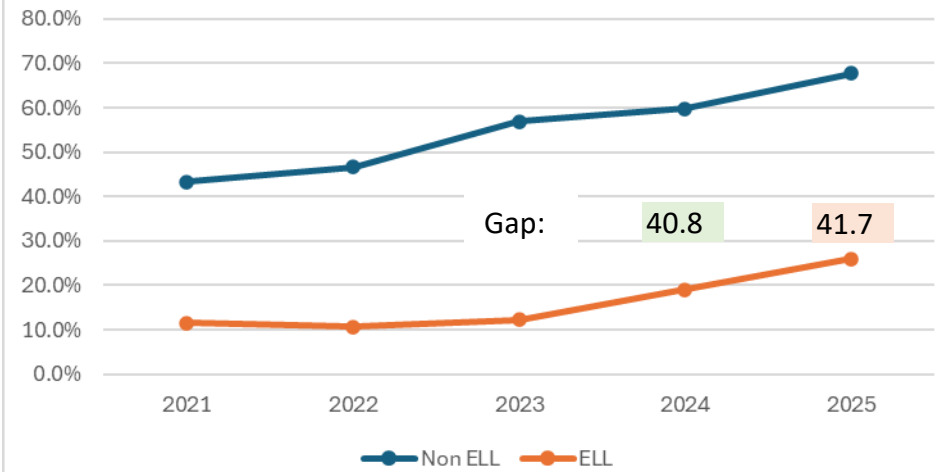
## ILEARN Math - Socio-Economic



## ILEARN Math - Dept. Exc. Learners



## ILEARN Math - English Lang. Learners



## Analysis of 2025 ILEARN Data:

- All five **Non-Cohort** categories saw increases over the last five years
  - Grade 7 ELA Pass Rates on ILEARN increased by 9.3 percentage points from 2021 – 2025 (led the district in growth and greater increase than district as a whole: +3.2)
  - Grade 8 ELA Pass Rates on ILEARN increased by 4.6 percentage points from 2021 – 2025 (2<sup>nd</sup> in district in growth and greater increase than district as a whole: +1.6)
  - Grade 7 Math Pass Rates on ILEARN increased by 23.9 percentage points from 2021 – 2025 (led the district in growth and greater increase than district as a whole: +16)
  - Grade 8 Math Pass Rates on ILEARN increased by 21.7 percentage points from 2021 – 2025 (3<sup>rd</sup> in district in growth and greater increase than district as a whole: +20.6)
  - Building ELA & Math Pass Rates on ILEARN increased by 15.9 percentage points from 2021 – 2025 (2<sup>nd</sup> in district in growth and greater increase than district as a whole: +12.2)
- Three of the five **Cohort** categories saw increases since 5<sup>th</sup> grade scores were published
  - Grade 7 ELA Pass Rates on ILEARN increased by 5.8 percentage points from 2023 – 2025 (led the district in growth and greater increase than district as a whole: +4.3)
  - Grade 8 ELA Pass Rates on ILEARN increased by 4.8 percentage points from 2022 – 2025 (3<sup>rd</sup> in district growth and smaller increase than district as a whole: +7.7)
  - Grade 7 Math Pass Rates on ILEARN increased by 8.8 percentage points from 2023 – 2025 (led the district in growth and greater increase than district as a whole: +2.7)
  - Grade 8 Math Pass Rates on ILEARN decreased by 8.2 percentage points from 2022 – 2025 (3<sup>rd</sup> in district growth and greater decrease than district as a whole: -3.2)
  - Building ELA & Math Pass Rates on ILEARN decreased by 2.0 percentage points from 2023 – 2025 (3<sup>rd</sup> in district growth and district increased – +0.9)
- 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 (Non-Cohort):

- Asian student group percent passing increased +3.3 percentage points from last year, though -6.1 percentage points since 2021
  - GAP grew 0.7 percentage points from last year, and grew 5.2 percentage points since 2021
    - 2021, highest performing group
- Af. Am. student group percent passing increased +8.5 percentage points from last year, and +4.9 percentage points since 2021
  - GAP shrunk 4.5 percentage points from last year and shrunk 5.8 percentage points since 2021
- Hisp. student group percent passing increased +6.2 percentage points from last year, and +14.2 percentage points since 2021
  - GAP shrunk 2.2 percentage points from last year and shrunk 15.1 percentage points since 2021
- Multi student group percent passing decreased -7.0 percentage points from last year, though +5.9 percentage points since 2021
  - GAP grew 11.0 percentage points from last year, though shrunk 6.8 percentage points since 2021
- White student group percent passing increased +4.0 percentage points from last year, and +8.5 percentage points since 2021
  - Currently no GAP as they are the highest performing group
- DEL student group percent passing increased +12.3 percentage points from last year and +23.5 percentage points since 2021
  - GAP shrunk 9.3 percentage points from last year, and shrunk 17.2 percentage points since 2021
- SE student group percent passing increased +2.7 percentage points from last year, and +6.5 percentage points since 2021
  - GAP grew 2.2 percentage points from last year and grew 1.4 percentage points since 2021
- ELL student group percent passing decreased -0.4 percentage points from last year and -1.4 percentage points since 2021
  - GAP grew 5.2 percentage points from last year and grew 10.7 percentage points since 2021

## Math Building ILEARN findings:

- Asian student group percent passing decreased -6.6 percentage points from last year and -1.3 percentage points since 2021
  - GAP grew 9.9 percentage points from last year, and grew 9.9 percentage points since 2021
- Af. Am. student group percent passing increased +16.7 percentage points from last year, and +23.8 percentage points since 2021
  - GAP shrunk 13.4 percentage points from last year, and shrunk 15.2 percentage points since 2021
- Hisp. student group percent passing increased +21.1 percentage points from last year, and +29.4 percentage points since 2021
  - GAP shrunk 17.8 percentage points from last year, and shrunk 20.8 percentage points since 2021
- Multi student group percent passing increased +2.7 percentage points from last year, and +15.3 percentage points since 2021
  - GAP grew 0.6 percentage points from last year, though shrunk 6.7 percentage points since 2021
- White student group percent passing increased +5.8 percentage points from last year and +25.1 percentage points since 2021
  - Currently no GAP as they are the highest performing group
- DEL student group percent passing increased +12.4 percentage points from last year and +30.5 percentage points since 2021
  - GAP shrunk 5.6 percentage points from last year and shrunk 7.9 percentage points since 2021
- SE student group percent passing increased +9.3 percentage points from last year, and +14.2 percentage points since 2021
  - GAP shrunk 1.9 percentage points from last year, though grew 13.0 percentage points since 2021
- ELL student group percent passing increased +7.0 percentage points from last year and +14.5 percentage points since 2021
  - GAP grew 0.9 percentage points from last year, and grew 9.9 percentage points since 2021

## **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 in both ELA and math. 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. 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.

## **Professional Development**

We continue to utilize Professional Learning Communities (PLCs) for collaboration among staff to help ensure learning and to close gaps for students. We have altered how and when PLCs meet during the teacher workday. While the amount of time in PLC (and other) professional development activities per week has not changed, it has been reallocated. In addition to four designated “Staff Meeting” days throughout the year, there are two meeting days each week. One of those days, the professional development is a 55-minute session. The other day is a 35-minute session.

The 55-minute session is always a PLC meeting. The 35-minute sessions comprise of Mini-PLC meetings (53%), PLNs (20%) – described below, and Department meetings (27%) that vary throughout the year. Both the 55-minute and 35-minute meetings take place during the contracted school day.

The biggest emphasis is placed on PLCs (Professional Learning Communities) as that is where student performance is discussed. PLCs meet weekly on Tuesday or Thursday mornings depending on the teacher’s content area. Administrative-led PD and Faculty meetings occur during four designated Wednesdays throughout the year. The topics of these PD conversations include (but are not limited to) PLC strategies for success, curriculum mapping, grading practices, restorative practices, de-escalation strategies, increasing student engagement and achievement, literacy strategies, increasing rigor, differentiation, data analysis and progress monitoring. Certified staff participate in Professional Learning Networks (PLN’s) on six of the 35-minute PD days. PLNs are, essentially, committee work. Our PLNs include: PBIS, MTSS, Safety, Spirit, New Teacher Training, and Journey of a Student.

## Action Plan

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

#### Baseline Data Concerns (of currently enrolled 7<sup>th</sup> and 8<sup>th</sup> graders at RJH):

- The Language Arts achievement gap for our Black students is 31.2%, and for Hispanic students it is 28.8% as compared to their White peers. Both of these gaps have closed, 4.5% and 2.2% respectively, over last year.
- The Language Arts achievement gap for ELL students is 55.6% as compared to Non-ELL students. The gap increased 5.2% over last year.
- The Language Arts achievement gap for Exceptional Learner students is 27.9% as compared to general education students. The gap decreased 9.3% over last year.

Spring 2025 Results
Currently enrolled 7 <sup>th</sup> and 8 <sup>th</sup> graders at RJH
<ul style="list-style-type: none"><li>• 63.4% overall proficiency rate</li><li>• 29.3% Special Ed population at or above proficiency</li><li>• 35.6% Black/African American at or above proficiency</li><li>• 44.7% Hispanic population at or above proficiency</li><li>• 7.5% English Language Learner population at or above proficiency</li></ul>

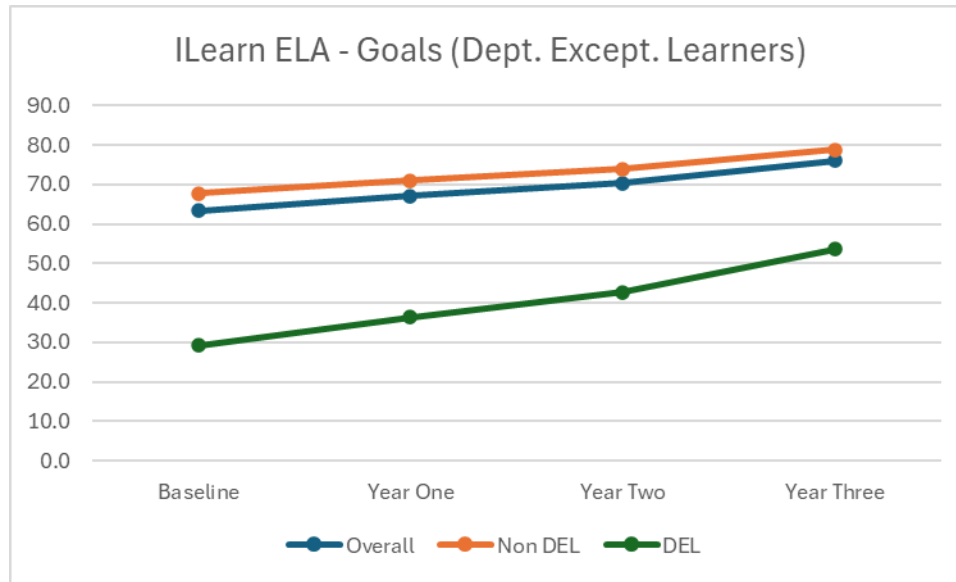
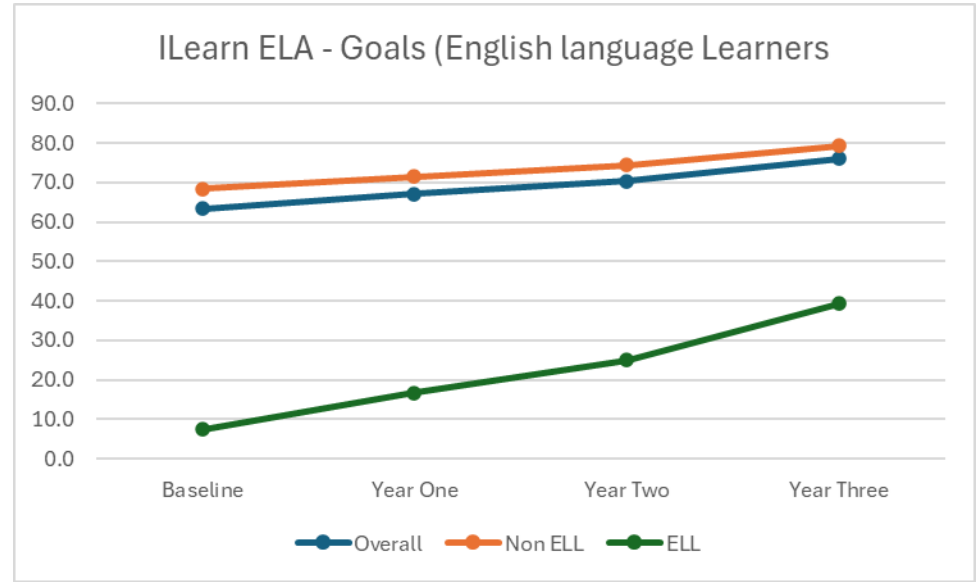
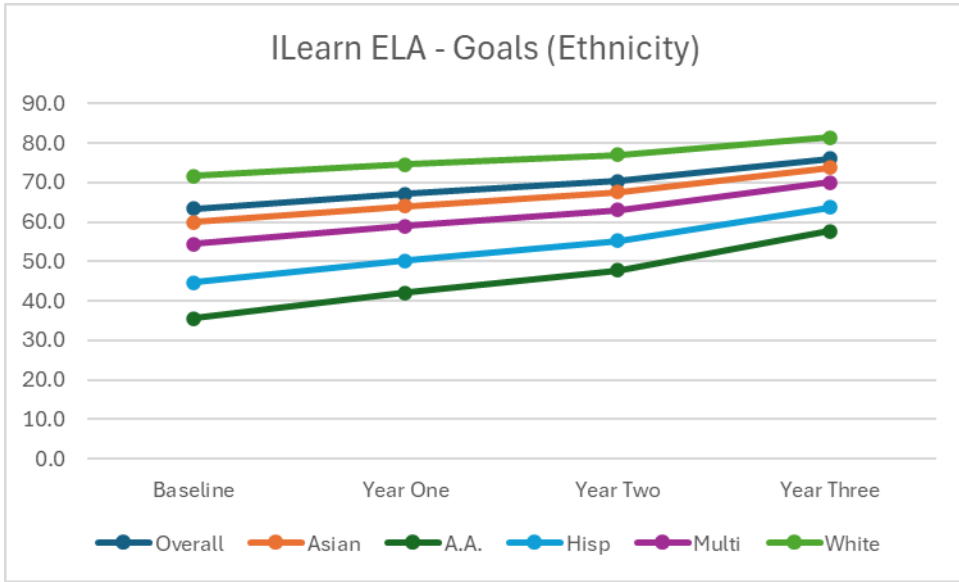
### Expected SMART Outcome – Language Arts:

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 6.1%, the gap for DEL students will decrease by 3.8%, and the gap for Black/AA students will decrease by 3.6%, and the gap for Hispanic students will decrease by 2.7% 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 2025 Goal	<b>2025 Students: Pass Rate on 2024 iLearn</b>	61.1	57.1	41.9	38.5	62.7	67.2	65.6	16.7	64.5	31.8	69.4	40.7
	<b>Baseline Gap</b>		10.1	25.3	28.7	4.5			48.9		32.7		28.7
	<b>Pass Rate Goal on 2025 iLearn</b>	65.0	61.4	47.7	44.7	66.4	70.5	69.0	25.0	68.1	38.6	72.5	46.6
	<b>Gap Goal</b>		9.1	22.8	25.8	4.1			44.0		29.4		25.8
	<b>Actual 2025 Pass Rate</b>	63.2	64.7	38.7	41.1	55.9	69.9	67.9	12.3	66.1	38.2	70.3	40.5
	<b>Actual Gap</b>		5.2	31.2	28.8	14.0			55.6		27.9		29.8

2026 – 20208 Goal	<b>Current Students: 2025 Pass Rate</b>	63.4	60.0	35.6	44.7	54.4	71.7	68.4	7.5	67.8	29.3		
	<b>Current Gap</b>		11.7	36.1	27.0	17.3			60.9		38.5		
	<b>2026 Pass Rate Goal</b>	67.1	64.0	42.0	50.2	59.0	74.5	71.6	16.8	71.0	36.4		
	<b>2026 Gap Goal</b>		10.5	32.5	24.3	15.6			54.8		34.7		
	<b>2027 Pass Rate Goal</b>	70.4	67.6	47.8	55.2	63.1	77.1	74.4	25.1	73.9	42.7		
	<b>2027 Gap Goal</b>		9.5	29.2	21.9	14.0			49.3		31.2		
	<b>2028 Pass Rate Goal</b>	73.3	70.8	53.1	59.7	66.8	79.4	77.0	32.6	76.5	48.5		
	<b>2028 Gap Goal</b>		8.5	26.3	19.7	12.6			44.4		28.1		

## Closing the ELA Gap Looks Like:



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

### Baseline Data Concerns (of currently enrolled 7<sup>th</sup> and 8<sup>th</sup> graders at RJH):

- The Math achievement gap for our Black students is 38.9%, and for Hispanic students it is 24.5% as compared to their White peers.
- The Math achievement gap for ELL students is 44.7% as compared to Non-ELL students.
- The Math achievement gap for Exceptional Learner students is 49.4% as compared to general education students.

Spring 2024 Results
Currently enrolled 7 <sup>th</sup> and 8 <sup>th</sup> graders at RJH
<ul style="list-style-type: none"><li>• 69.4% overall proficiency rate</li><li>• 31.2% Special Ed population at or above proficiency</li><li>• 39.0% Black/African American at or above proficiency</li><li>• 53.4% Hispanic population at or above proficiency</li><li>• 28.4% English Language Learner population at or above proficiency</li></ul>

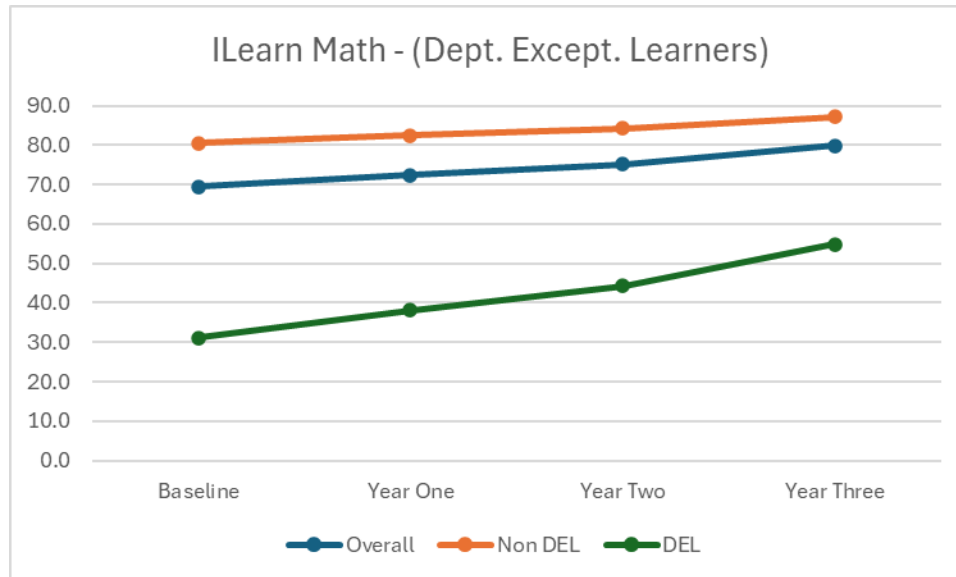
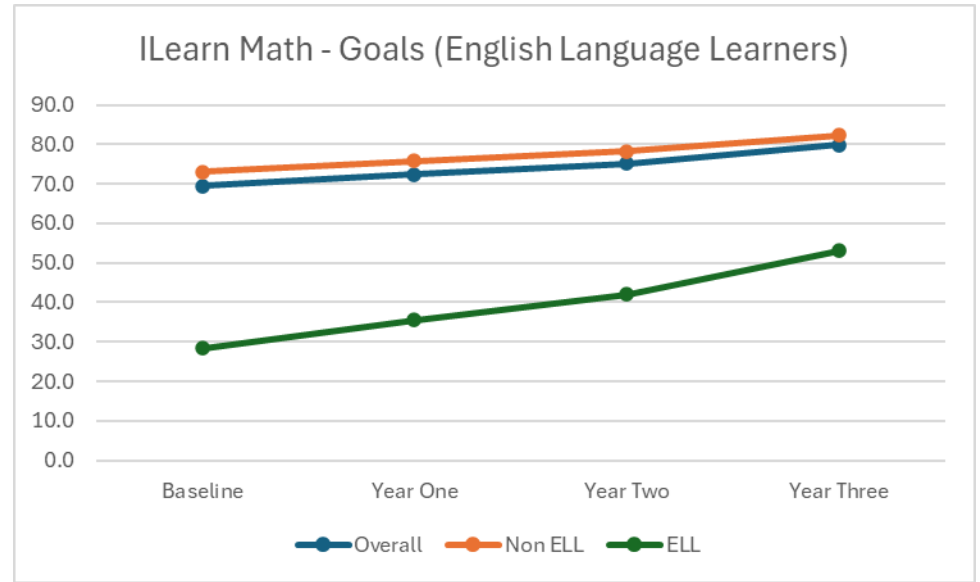
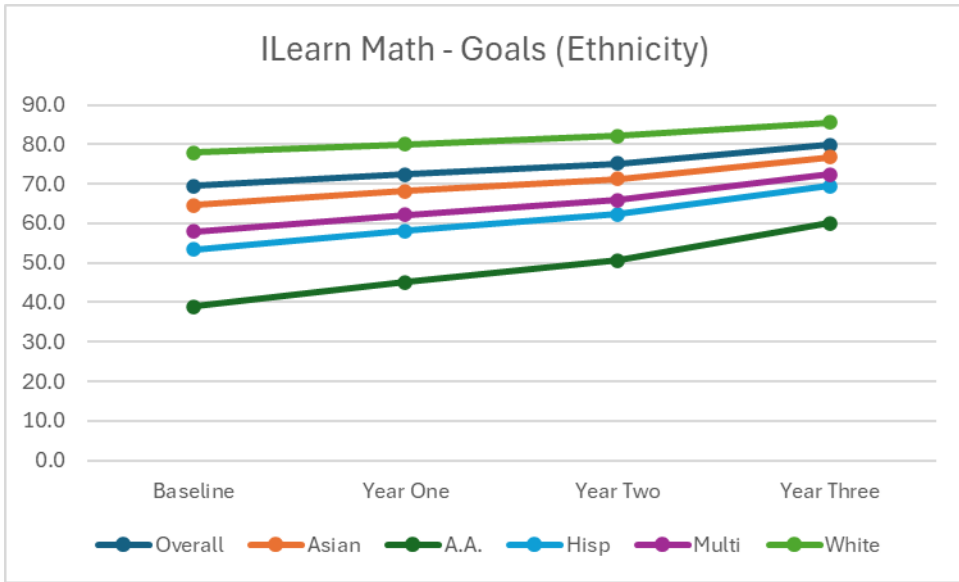
### Expected SMART Outcome – Math:

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 4.5%, the gap for DEL students will decrease by 4.9%, and the gap for Black/AA students will decrease by 3.9%, and the gap for Hispanic students will decrease by 2.4% the first year. The average increase in the percent of students passing in all student groups would be 4.3% 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 2025 Goal	<b>2025 Students: Pass Rate on 2024 iLearn</b>	66.4	72.5	29.0	44.0	62.3	73.6	70.3	26.9	69.8	36.4	77.9	38.2
	<b>Baseline Gap</b>		1.1	44.6	29.6	11.3			43.4		33.4		39.7
	<b>Pass Rate Goal on 2025 iLearn</b>	69.8	75.3	36.1	49.6	66.1	76.2	73.3	34.2	72.8	42.8	80.1	44.4
	<b>Gap Goal</b>		1.0	40.1	26.6	10.2			39.1		30.1		35.7
	<b>Actual 2025 Pass Rate</b>	64.1	61.8	32.3	45.5	55.9	71.7	67.7	26.0	67.2	37.1	72.5	37.3
	<b>Actual Gap</b>		9.9	39.4	26.2	15.8			41.7		30.1		35.2

2026 - 2028 Goal	<b>Current Students: 2025 Pass Rate</b>	69.4	64.6	39.0	53.4	57.9	77.9	73.1	28.4	80.6	31.2		
	<b>Current Gap</b>		13.3	38.9	24.5	20.0			44.7		49.4		
	<b>2026 Pass Rate Goal</b>	72.5	68.1	45.1	58.1	62.1	80.1	75.8	35.6	82.5	38.1		
	<b>2026 Gap Goal</b>		12.0	35.0	22.1	18.0			40.2		44.5		
	<b>2027 Pass Rate Goal</b>	75.2	71.3	50.6	62.3	65.9	82.1	78.2	42.0	84.3	44.3		
	<b>2027 Gap Goal</b>		10.8	31.5	19.8	16.2			36.2		40.0		
	<b>2028 Pass Rate Goal</b>	77.7	74.2	55.5	66.0	69.3	83.9	80.4	47.8	85.9	49.8		
	<b>2028 Gap Goal</b>		9.7	28.4	17.9	14.6			32.6		36.0		

## Closing the Math Gap Looks Like:



## Goal Three: Executive Functioning

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.

To provide students with opportunities to learn and show growth in the Journey of a Student elements above, HSE Schools is committed to providing guaranteed 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. This work has evolved to be included in a 3-year district action plan known as **Innovate 2028**.

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.

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"> <li>• Self-Aware</li> <li>• Engaged</li> <li>• Academically Prepared</li> <li>• Globally Conscious</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative</li> <li>• Responsible</li> <li>• Effective Communicator</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Resilient</li> <li>• Creative</li> <li>• Empathetic</li> <li>• Honorable</li> </ul>
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FOR MORE INFORMATION, VISIT [HSESCHOOLS.ORG/JOURNEYOFASTUDENT](https://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.

Strategy <b>(Bold indicates new strategies)</b>	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 Admin sitting in PLC meetings	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 FLEX (Formerly RIVER Time) for intervention and extension activities	PLC Time	PLC work	School year	Classroom Teachers
4) <b>PLCs will link important documents (Agendas, Instructional Frameworks, Data Sheets, et cetera) to “Jumping Off Point” Document</b>	PLC Time	PLC work	School year	Guiding Coalition will Create JOP Document Teachers will keep it updated
5) <b>PLCs will implement a Rolling Agenda to better track meeting minutes, activities, and discussions</b>	PLC Time	PLC Agendas – linked to Common “Jumping Off Point” Document	School Year	Guiding Coalition Teachers
6) <b>PLCs will utilize Team Facilitators to keep discussion focused to Agenda</b>	PLC Time	PLC work	School Year	Teachers
7) <b>Utilize PLC Coach to advise and coach staff in the work of PLCs</b>	PLC Time	PLC work	School Year	Administration

<p><b>8) MTSS ELA Activities for everybody: Article of the Week – Non Fiction with question (analytical and comprehension) Free Read – Fiction preferred with RACE response</b></p>	<p>MTSS Time Content</p>		<p>School Year</p>	<p>Teacher committee created the plan in the summer Teachers will implement during the year</p>
<p>9) Tier III Classes i-Ready, Fluency (AIMS Web), Progress Monitoring Writing/Vocab/Skill based lessons Reteaching / Pre-teaching and Supporting Gen Ed ELA Curriculum</p>	<p>Tier III Classes</p>	<p>iReady AIMS Web Teacher Created</p>	<p>School Year</p>	<p>Teachers</p>
<p><b>10) MTSS ELA Tier II Classes Writing Group Fluency and Comprehension Groups</b></p>	<p>Tier II Classes</p>	<p>iReady AIMS Web Teacher Created Progress Monitoring</p>	<p>School Year</p>	<p>Teachers</p>
<p><b>11) District-Wide Common Formative Assessment – six through the year – aligned with Statewide Checkpoint and Instructional Framework</b></p>	<p>CFAs created in the summer prior to school starting</p>	<p>CFA data within IXL</p>	<p>School Year</p>	<p>Teachers</p>
<p>12) FLEX Time – Enriching Students – Calling back for support</p>	<p>Class Time Student Travel Software (Enriching Students)</p>	<p>Enriching Student Software Skyward Data</p>	<p>School Year</p>	<p>Teachers Administrators</p>
<p><b>13) MTSS Math Activities for everybody: Personalized / Recommended Skills in IXL based on current levels from diagnostic and/or ILEARN Checkpoints</b></p>	<p>MTSS Time Content</p>		<p>School Year</p>	<p>Teacher committee created the plan in the summer Teachers will implement during the year</p>

<b>Skill building; Math Fluency; Logic Problems and Problem Solving</b>				
14) Tier III Classes i-Ready, Math Fluency (Fluent Math), Progress Monitoring Reteaching / Pre-teaching and Supporting Gen Ed Math Curriculum	Tier III Classes	iReady AIMS Web Teacher Created	School Year	Teachers
<b>15) MTSS Math Tier II Classes Reteaching and support with groupings from IXL Diagnostics and ILEARN scores to close gaps in skills and standards not yet proficient</b>	Tier II Classes	iReady AIMS Web IXL Teacher Created Progress Monitoring	School Year	Teachers
<b>16) District-Wide Common Formative Assessment – six or eight (depending on grade level) through the year aligned with Checkpoint and Instructional Framework</b>	CFAs created in the summer prior to school starting	CFA data within IXL	School Year	Teachers
17) FLEX Time – Enriching Students – Calling back for support	Class Time Student Travel Software (Enriching Students)	Enriching Student Software Skyward Data	School Year	Teachers Administrators
18) SEL lessons taught in health class	SEL Lessons		School year	Health Teachers
19) Additional SEL lessons taught during MTSS on selected Mondays school wide	SEL Lessons		School year	SEL Coordinator Guiding Coalition Teachers Administrators
20) Executive Functioning lessons during MTSS on selected Mondays school wide	EF Lessons		School year	Guiding Coalition Teachers Administrators

21)	Study Skills lessons during MTSS on selected Mondays school wide	SS Lessons		School year	Guiding Coalition Teachers Administrators
22)	Checkpoint Portfolio activities for students to track progress through three ILearn Checkpoints	CPP Lessons		School year	Guiding Coalition Teachers Administrators
23)	Quarterly Grade checks around mid-term in each quarter for students to track academic progress	QGC Lessons		School year	Guiding Coalition Teachers Administrators
<b>24)</b>	<b>Each grade level department will host guest Career Speakers in lieu of a Career Fair</b>	Guest Speakers		School year	Teachers
<b>25)</b>	<b>High School Network Videos shown During Flex</b>	Videos from HS		School year	Teachers
26)	Career and Pathway Interest Inventory	Naviance Interest Activity		School year	Guidance Counselors
27)	Four Year Learning Plan created in class	Naviance Scholar Track		School year	Guidance Counselors
28)	Implement Service Learning Project in 7 <sup>th</sup> Grade	SLP Activities		School year	JOS PLN
<b>29)</b>	<b>Investigate Service Learning Project in 8<sup>th</sup> Grade</b>	SLP Activities		School year	JOS PLN
30)	We will continue to conduct monthly SAT Meetings	Student Data	SAT Meetings	School year	SAT Team
31)	We will continue to conduct MTSS Team Meetings		MTSS Team Meetings	School year	Rtl (MTSS) Coordinator Administration
32)	Students of concern academically will continue to be supported through Rtl Team PLN Meetings (6 times per year)		Rtl PLN Meetings	School year	Rtl (MTSS) Coordinator Rtl PLN
33)	Teachers and students will continue to participate in a school wide PBIS Program	Time	Behavior Data Kudos Data	School year	PBIS PLN PBIS Coordinators

<p>38) 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</p>	<p>Participate in a Marketing Blitz regarding the importance of being in attendance at school</p>	<p>School year</p>	<p>Attendance secretary Guidance Counselors Administration</p>
	<p>Sending letters home through parent square and/or USPS when a student reaches 5, 8, 10, 15 and 20 days of absences.</p>		
	<p>5 unexcused absences: Meeting with family and seek documentation MTSS supports added Fishers Youth Assistance referral</p>		
	<p>10 days unexcused absences: Meeting with family and seek documentation MTSS supports added or reviewed Home visit DCS report Attendance contract option ACES referral</p>		
	<p>15 days total (excused and unexcused): Meeting with family and seek documentation MTSS supports added or reviewed Fishers Youth Assistance referral</p>		
	<p>15 days unexcused absences: Meeting with family and seek documentation MTSS supports added or reviewed Attendance Intervention Plan Home visit as needed Second DCS report Attendance contract option</p>		
	<p>25 days unexcused absences: Potential filing of truancy paperwork ACES follow-up Third DCS report</p>		
	<p>10 unexcused absences: request a 2<sup>nd</sup> meeting and start the ACES process and possible DCS call with chronic absenteeism and/or home visit.</p>		
	<p>15 unexcused absences: complete the ACES process. Possible DCS call and/or SRO home visit.</p>		

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PLC Focused Strategies
ELA Focused Strategies
Math Focused Strategies
All Content Area / Journey of a Student / Attendance / Executive Function Focused Strategies

### **Professional Development Activities from Above Strategies:**

Riverside Junior High will utilize the weekly PLC time for strictly PLC work. Additionally, Department Chair and Guiding Coalition meetings will be used for information dissemination as well as supporting the School Improvement Plan. Four Faculty Meetings throughout the year will also be used for Professional Development and required trainings and others 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](http://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	Collaborative	Resilient
Engaged	Responsible	Creative
Academically	Effective	Empathetic
Prepared	Communicator	Honorable
Globally Conscious	Analytical	

- 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.