

Fishers Junior High School

Hamilton Southeastern Schools

School Improvement Plan

2025-2026 School Year



Fishers Junior High School Improvement Plan Committee:

Mr. Tige Butts	Principal
Mrs. April Tuason	Assistant Principal
Mr. Rocky Pollock	Administrator / Athletic Director
Mrs. Kitty O'Neill	School Counselor
Mr. Steve Heiniger	Social Studies Department Chair
Mrs. Robin Keerns	Math Department Chair
Mrs. Joy Frush	Language Arts Department Chair
Mr. Adam Brown	Science Department Chair
Mrs. Andrea Fraley	Parent

Hamilton Southeastern Schools

Hamilton Southeastern Schools is an A-rated school corporation by the Indiana Department of Education and the fourth largest in the state. We serve over 21,600 students in pre-K through 12th grade, residing in Fishers and portions of neighboring Noblesville.

Hamilton Southeastern Schools strives to provide safe, secure learning and working environments for all. As a forward-thinking school district, HSE offers excellence in education and opportunities. This approach is designed to ensure the success of all students and to equip them with the skills needed to become responsible citizens and positively influence an ever-changing world. Working together as a school community, HSE ensures each student has the intellect and skills necessary to achieve their goals for higher education, careers and life.

Fishers Junior High School and Community

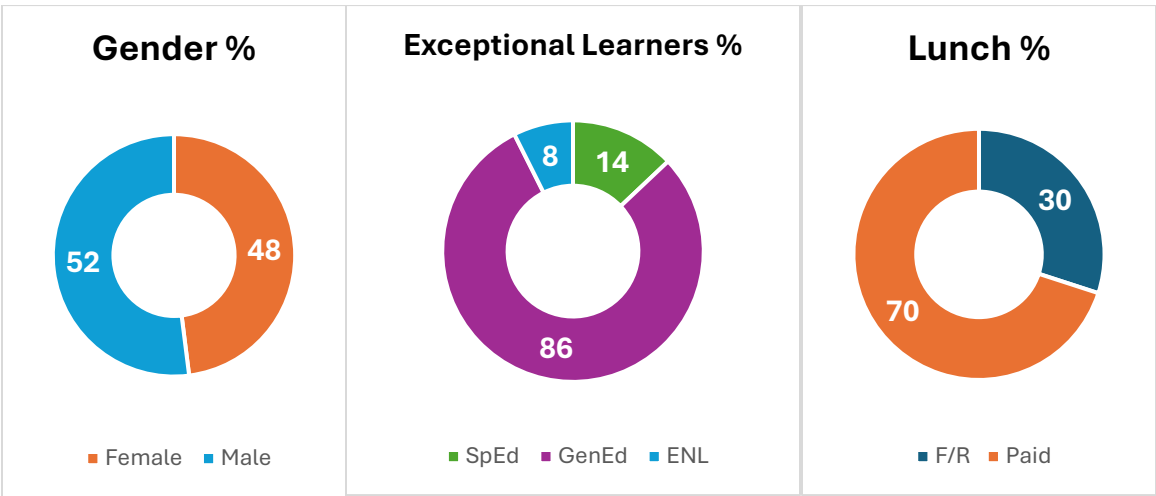
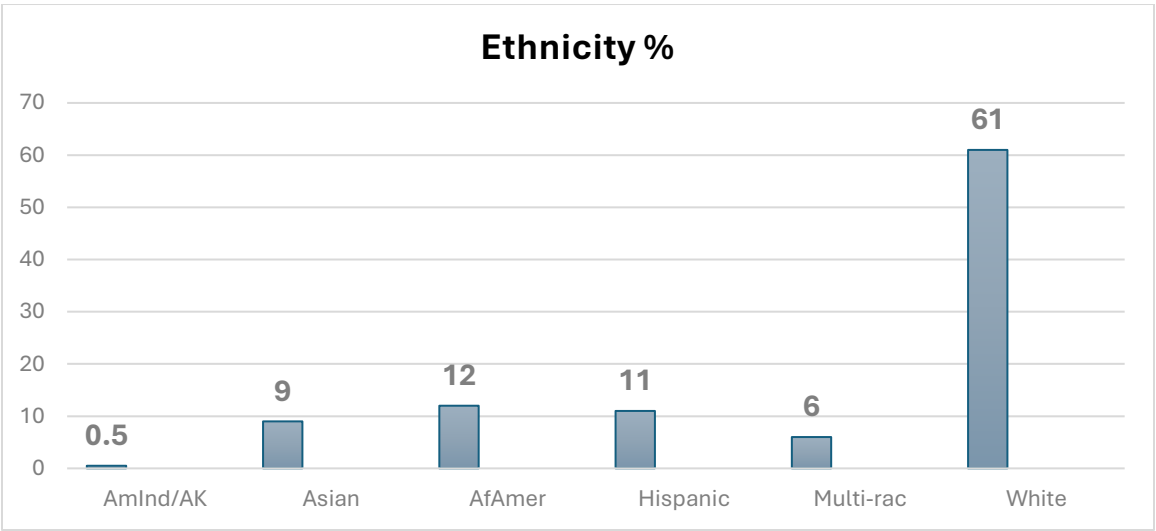
Fishers Junior High School is in a suburban community located northeast of Indianapolis, Indiana. The building opened as Hamilton Southeastern Middle School in 1975 before undergoing renovations and transitioning to Fishers Junior High School in 1999. Fishers Junior High has 842 students. The student population is expected to continue to increase due to continued growth and increased housing construction within our district boundaries. The staff consists of 94 total individuals which includes 66 certified (teachers, counselors, social worker, language pathologist, athletic director, administrators, and

several itinerant licensed staff) and 28 classified staff members (instructional assistants, nurse, head custodian, technology specialist, treasurer, secretaries, and school resource officer).

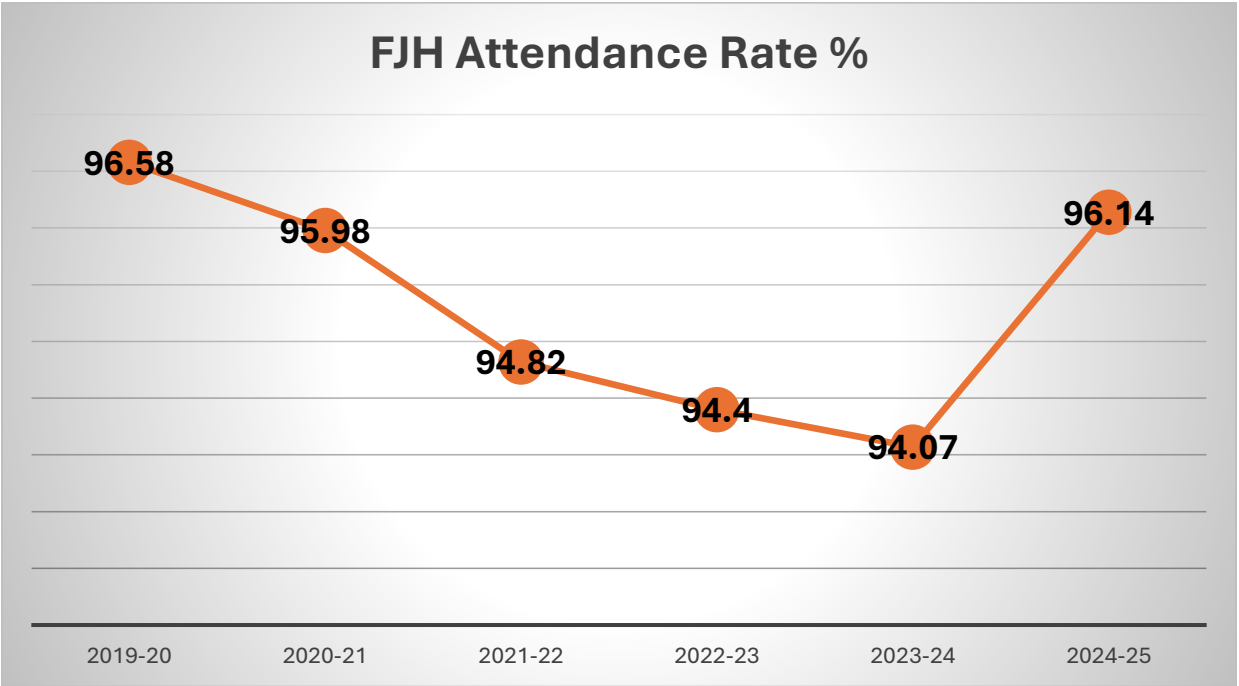
School Mission

Fishers Junior High School, in partnership with the community, is committed to academic excellence and talent development in a safe, supportive environment. It is our mission that every student will possess the academic and social skills necessary to be a responsible citizen and a life-long learner in a rapidly changing, diverse world.

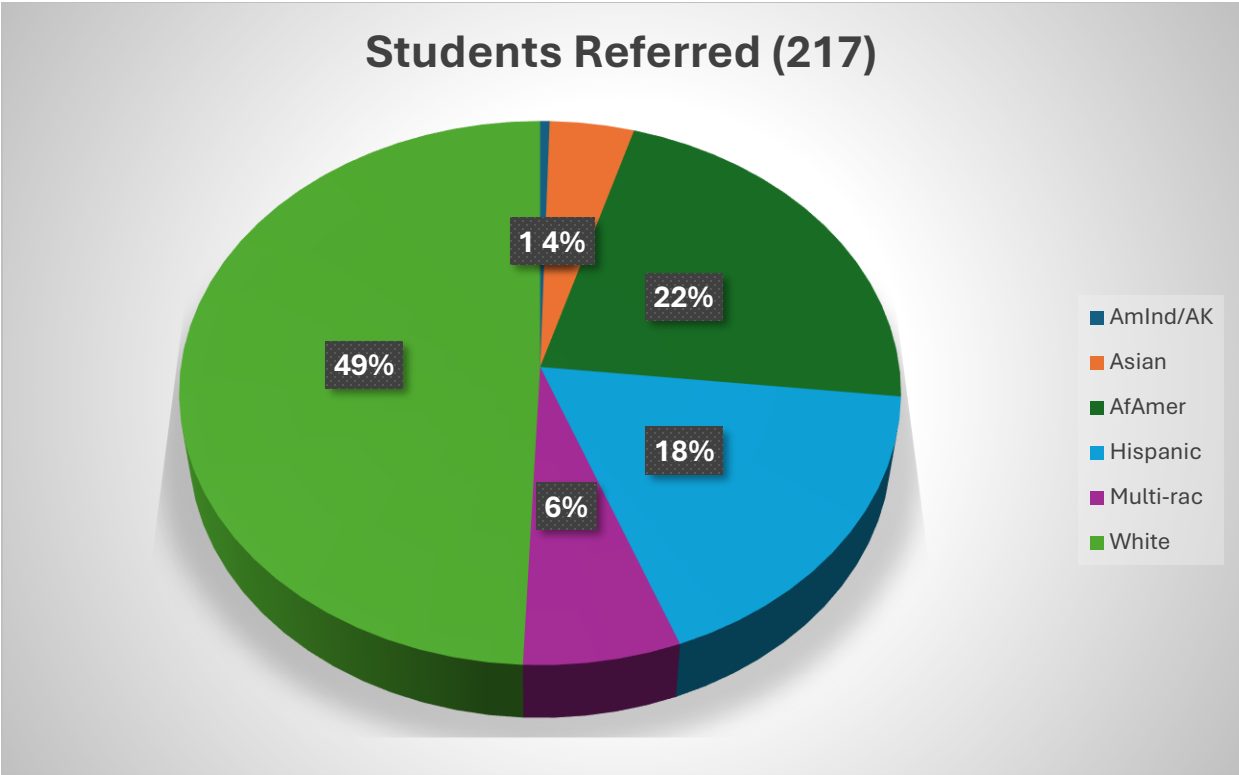
School Demographics (2024-2025)



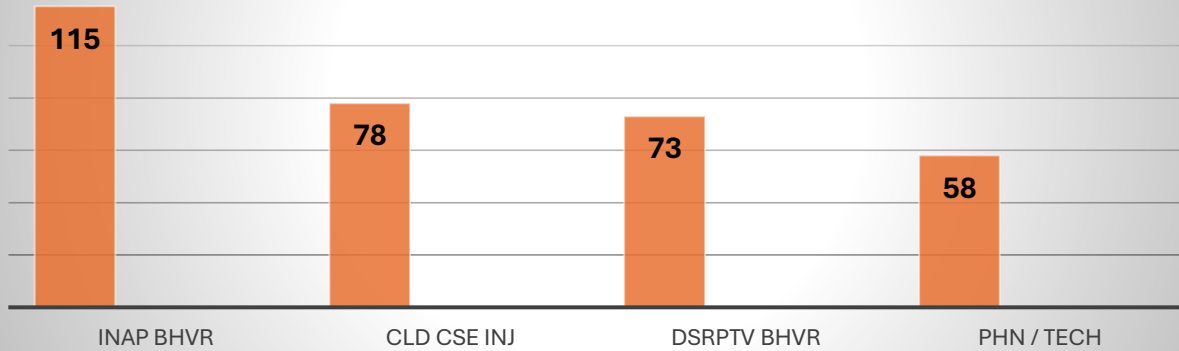
Historical Attendance Data (2019-2025)



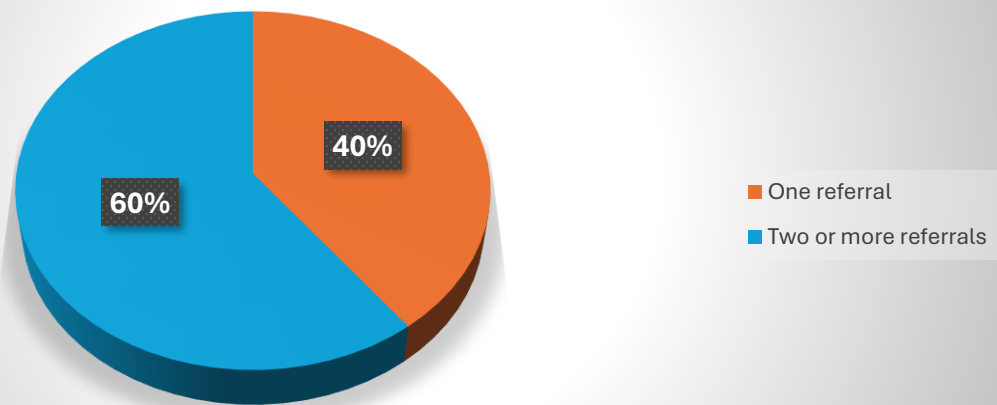
Discipline Data (2024-2025)



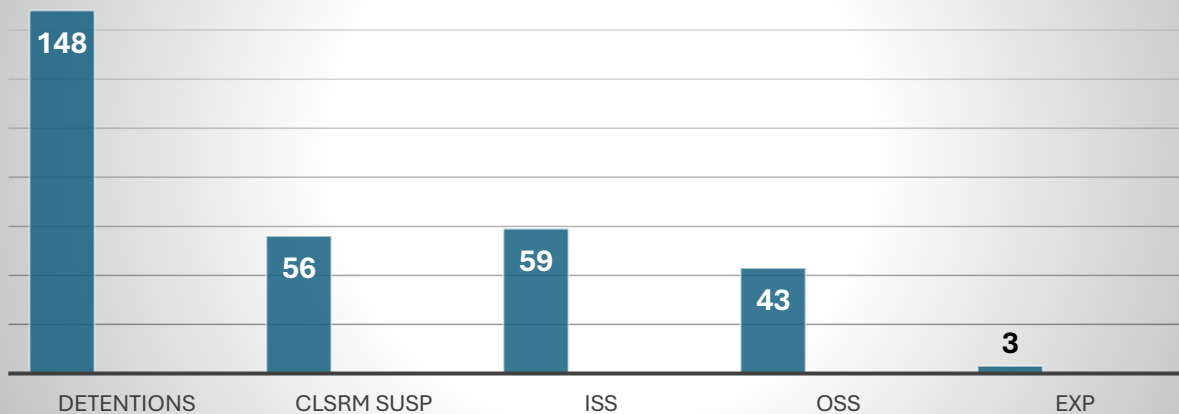
Top Four Infractions



Recidivism



Disciplinary Actions



ILEARN Data (2024-2025)

Language Arts:

7th ELA 54% (District 60% FJH -6) / (Cohort '24 60% = FJH -6)

8th ELA 56% (District 63% FJH -7) / (Cohort '24 51% = FJH +5)

Disaggregated ELA Data:

(Cohort Data)	2024-25 (7 th grade)	2023-24 (6 th grade)
7th Grade	54% (-6)	60%
NH/PI	100	100
AI/AN	100	100
Multiracial	56	63
Asian	61	66
Hispanic	31	40
African American	43	36
White	57	65
SpEd	31	28
ENL	17	6
Male / Female	48 / 59	53 / 66

(Cohort Data)	2024-25 (8 th grade)	2023-24 (7 th grade)
8th Grade	56% (+5)	51%
NH/PI	n/a	n/a
AI/AN	100	100
Multiracial	73	68
Asian	69	64
Hispanic	23	14
African American	48	49
White	62	54
SpEd	30	25
ENL	12	14
Male / Female	54 / 60	49 / 53

Math:

7th Math 60% (District 65% FJH -5) / (Cohort '24 50% = FJH **+10**)

8th Math 61% (District 62% FJH -1) / (Cohort '24 55% = FJH **+6**)

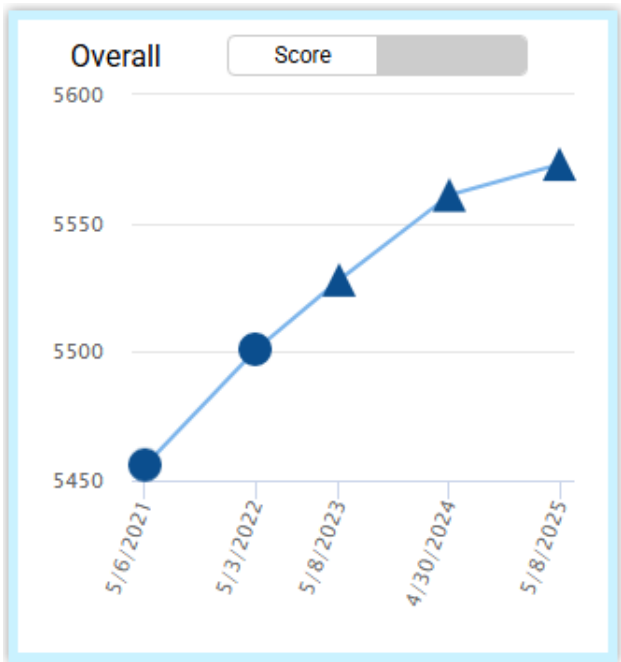
Disaggregated Math Data:

(Cohort Data)	2024-25 (7th grade)	2023-24 (6th grade)
7th Grade	60% (+10)	50%
NH/PI	100	100
AI/AN	0	50
Multiracial	48	46
Asian	75	81
Hispanic	44	26
African American	36	22
White	67	55
SpEd	28	18
ENL	26	25
Male / Female	61 / 59	53 / 47

(Cohort Data)	2024-25 (8th grader)	2023-24 (7th grader)
8th Grade	61% (+6)	55%
NH/PI	n/a	n/a
AI/AN	100	100
Multiracial	77	73
Asian	75	64
Hispanic	21	16
African American	47	42
White	68	63
SpEd	31	25
ENL	26	9
Male / Female	60 / 61	59 / 50

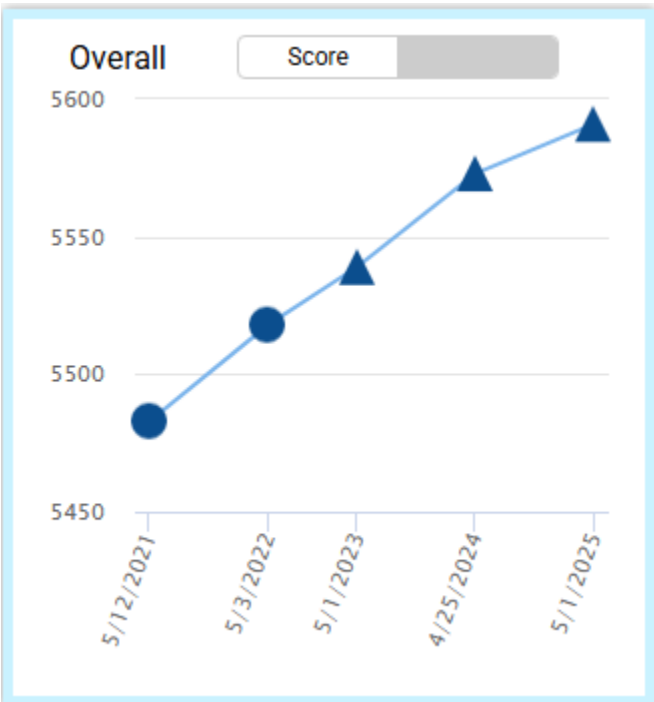
Historical ILEARN Data (2021-2025)

7th grade Language Arts cohort:



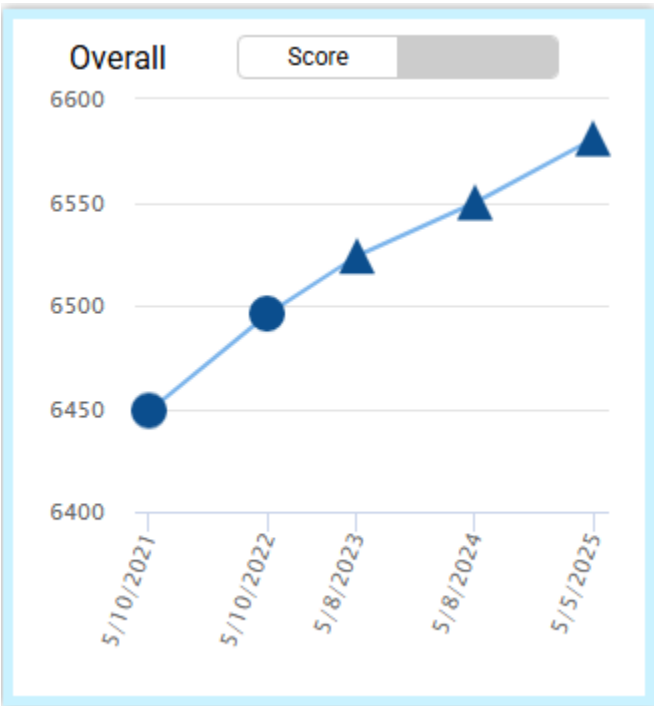
Date	Test Label	Administration	Overall	Overall				
			Overall	Average Score	%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency
5/6/2021	ILEARN English/Language Arts Grade 3	Spring 2021 (ILEARN)		5455	25	27	33	15
5/3/2022	ILEARN English/Language Arts Grade 4	Spring 2022 (ILEARN)		5501	23	25	25	27
5/8/2023	ILEARN English/Language Arts Grade 5	ILEARN 3-8 (Spring 2023)		5527	21	26	37	16
4/30/2024	ILEARN English/Language Arts Grade 6	ILEARN 3-8 (Spring 2024)		5560	17	21	33	29
5/8/2025	ILEARN English/Language Arts Grade 7	ILEARN 3-8 (Spring 2025)		5573	18	27	32	23

8th grade Language Arts cohort:



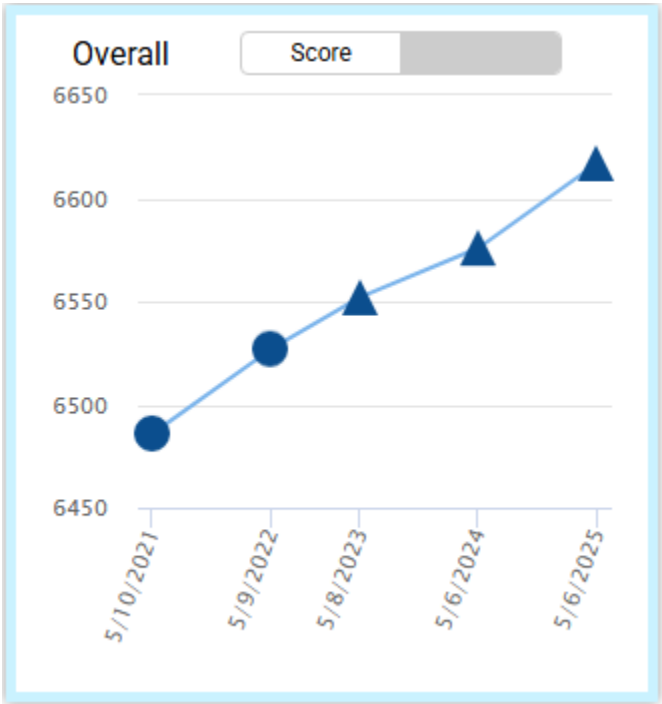
Date	Test Label	Administration	Overall	Overall				
				Average Score	%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency
5/12/2021	ILEARN English/Language Arts Grade 4	Spring 2021 (ILEARN)		5483 i	29	23	30	18
5/3/2022	ILEARN English/Language Arts Grade 5	Spring 2022 (ILEARN)		5518 i	27	25	32	16
5/1/2023	ILEARN English/Language Arts Grade 6	ILEARN 3-8 (Spring 2023)		5539 i	24	28	29	18
4/25/2024	ILEARN English/Language Arts Grade 7	ILEARN 3-8 (Spring 2024)		5573 i	18	28	30	23
5/1/2025	ILEARN English/Language Arts Grade 8	ILEARN 3-8 (Spring 2025)		5591 i	15	27	31	27

7th grade Math cohort:



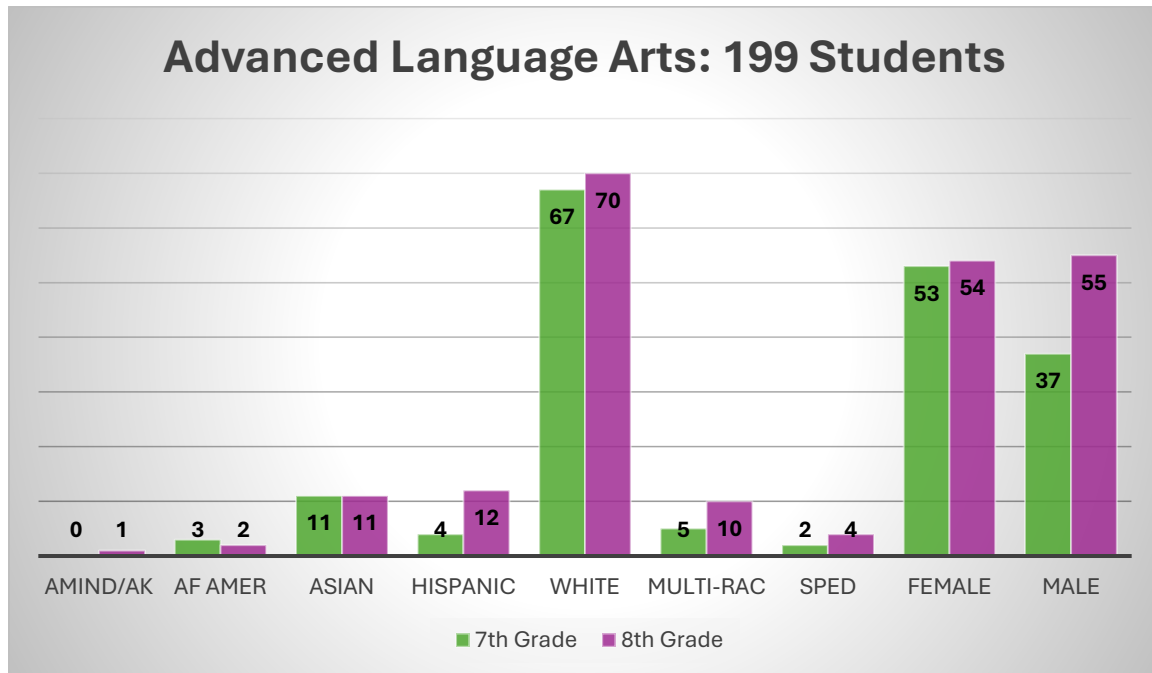
Date	Test Label	Administration	Overall	Overall				
				Average Score	%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency
5/10/2021	ILEARN Mathematics Grade 3	Spring 2021 (ILEARN)		6449 ⓘ	20	20	30	30
5/10/2022	ILEARN Mathematics Grade 4	Spring 2022 (ILEARN)		6496 ⓘ	18	19	35	28
5/8/2023	ILEARN Mathematics Grade 5	ILEARN 3-8 (Spring 2023)		6524 ⓘ	20	23	28	29
5/8/2024	ILEARN Mathematics Grade 6	ILEARN 3-8 (Spring 2024)		6550 ⓘ	23	26	25	27
5/5/2025	ILEARN Mathematics Grade 7	ILEARN 3-8 (Spring 2025)		6581 ⓘ	16	23	28	33

8th grade Math cohort:

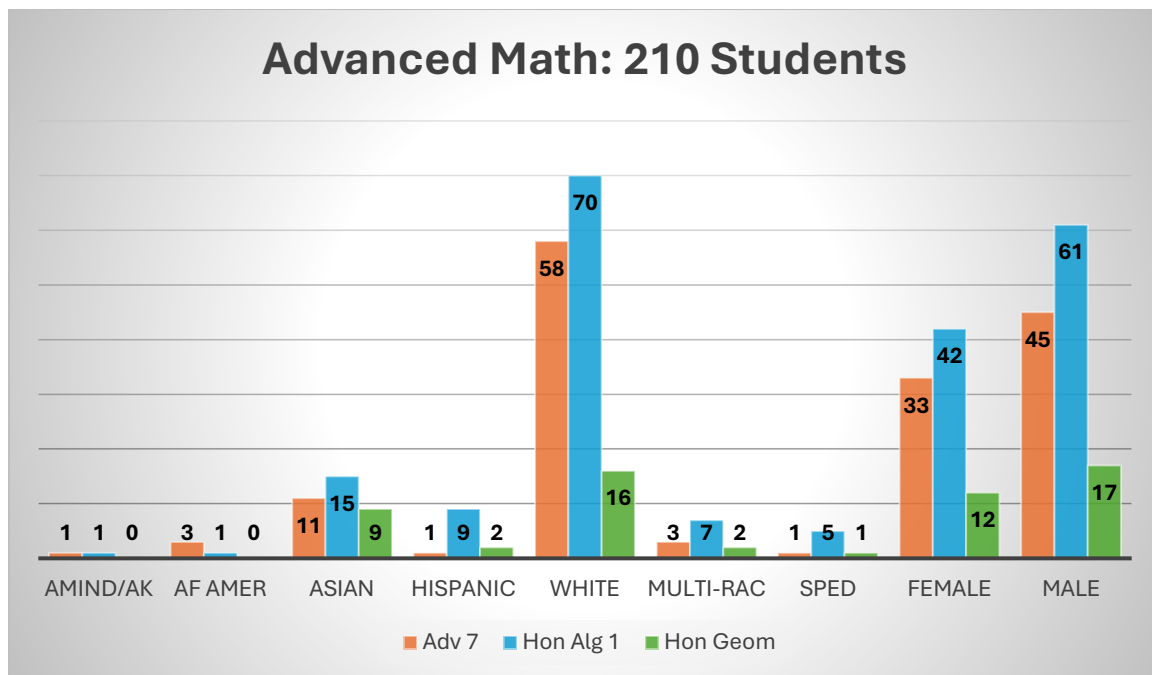


Date	Test Label	Administration	Overall	Overall				
				Average Score	%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency
5/10/2021	ILEARN Mathematics Grade 4	Spring 2021 (ILEARN)		6486	22	21	35	22
5/9/2022	ILEARN Mathematics Grade 5	Spring 2022 (ILEARN)		6527	19	19	28	35
5/8/2023	ILEARN Mathematics Grade 6	ILEARN 3-8 (Spring 2023)		6552	25	21	27	27
5/6/2024	ILEARN Mathematics Grade 7	ILEARN 3-8 (Spring 2024)		6576	18	24	27	31
5/6/2025	ILEARN Mathematics Grade 8	ILEARN 3-8 (Spring 2025)		6617	13	25	26	37

Advanced Language Arts Students (2024-2025)



Advanced Math Students (2024-2025)



Fishers Junior High: Focus / Refine / Foster

FOCUS on student engagement, student achievement (ILEARN), and academic preparedness by improving our professional learning communities through a focus on providing a rigorous curriculum, common formative assessments, remediation, and acceleration through data analysis.

REFINE our research-based interventions so that every student is held accountable for their behavior allowing us to create a climate and culture that is conducive to teaching and learning. Focusing on responsibility, empathy, and honorable behavior.

FOSTER a sense of belonging for students where everyone feels connected, supported, valued, and respected. Highlighting global citizenship, effective communication, and resiliency. Leading to a positive impact on the school's attendance rate and student graduation rates.

Professional Development Plan

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.

Fishers Junior High's professional development activities include – "Best practice" teaching strategies, Professional Learning Communities, Cultural Competency and Culturally Responsive Teaching, Journey of a Student initiatives, School Safety, A Sense of Belonging, Technology Integration, HSE Vector Training, QPR training, Horizontal articulation, and Improving Student Outcomes.

Professional Development Offerings	Goal Number(s) Targeted
Best Practices for Instruction	1, 2, 3
Professional Learning Communities	1, 2, 3
School Safety	3
Creating a Sense of Belonging	3
Culturally Responsive Teaching	1, 2, 3
Journey of a Student	1, 2, 3
Multi-Tiered Systems of Support	1, 2, 3
Social Emotional Learning	3
QPR Training / Trauma-Informed Teaching	3
Technology Integration	1, 2, 3

School Improvement Goals

GOAL #1: Improve academic outcomes in LANGUAGE ARTS as measured by the ILEARN state proficiency test. 100% of students demonstrating proficiency and 100% of students within 20 points (≤ 20) of proficiency on the 2025 ELA ILEARN summative assessment will demonstrate proficiency on the 2026 ELA ILEARN summative assessment. This will result in 71% of 7th graders and 63% of 8th graders demonstrating proficiency on the 2026 ELA ILEARN summative assessment.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Utilize IXL for remediation and advancement	IXL & MTSS period structure	Diagnostic test	Checks for understanding in IXL, MTSS, & ELA classes	25-27	ELA department & ALL staff through MTSS period
ELA department will review and realign the curriculum based upon the IDOE frameworks & identified essential standards as well as the IDOE Checkpoints & adapt to BLOCK schedule	IDOE frameworks document, IDOE checkpoint information, PLC teams time, & collab time	Curriculum maps; scope and sequence changes to align with newly identified essential standards	Departments will use PLC & collab time and horizontal articulation time and monitor progress	25-27	ELA department
ELA department will utilize MTSS period Tier 2 plan to provide remediation, re-teaching, and targeted instruction	MTSS Mondays open, PLC time, collab time	ILEARN data, IXL data, & formative assessments	IXL data, ILEARN checkpoint data, & formative assessments	25-27	ELA department, Student Services department
Refine scope and sequence to target essential content	PLC teams time & collab time	ILEARN checkpoint data & formative assessments	Discuss in PLCs and review formative and summative assessment data; teach essential standards	25-27	ELA department
ELA teachers will identify diverse texts to incorporate into classroom curriculum	Access to diverse text, funds, media center	Current novels	New reading resources added to the curriculum and our media center	25-27	ELA Department Chair, media specialist, & principal

Develop formative assessments and course exams together.	Collab time, PLC team time, IXL	Current assessments	Ongoing formative assessments evaluation in PLC teams	25-27	ELA department, PLC teams, district guidance
Continue with reading and writing across the curriculum	Various high interest text (more non- fiction), Newsela	ILEARN and IXL data, Newsela lexile	Check with staff regarding reading and writing opportunities	25-27	All teachers in all departments

GOAL #2: Improve academic outcomes in MATH as measured by the ILEARN state proficiency test. 100% of students demonstrating proficiency and 100% of students within 20 points (≤ 20) of proficiency on the 2025 Math ILEARN summative assessment will demonstrate proficiency on the 2026 Math ILEARN summative assessment. This will result in 64% of 7th graders and 67% of 8th graders demonstrating proficiency on the 2026 Math ILEARN summative assessment.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Utilize IXL and Quizziz to support EXL department goals for Math remediation and advancement	IXL, MTSS period structure, Quizziz	Diagnostic test, Weekly data, IEP goals	IXL data, ILEARN checkpoint data, formative assessments developed by teachers, checks for understanding	25-27	Department of Exceptional Learners and technology committee
Math department will realign the identified essential standards sequence from the IDOE Checkpoints & adapt to BLOCK schedule while following the common district scope/sequence	PLC teams time, collab time, district common map	Curriculum maps, formative district assessment, content scope & sequence	Departments will use PLC teams time and horizontal articulation time and monitor progress	25-27	Math department, guidance from IDOE
Adapt the pace and rigor of teaching content when appropriate	PLC teams time, MTSS period utilization	IXL data, ILEARN data & formative assessments	Discuss in PLCs and review formative and summative assessment data	25-27	Math department
Math teachers will utilize four Math Block Classes, two for each grade level	Time within the school schedule	Current math ILEARN & assessment data	Formative and summative assessments based on grade level material	25-27	Principal, school counselors and math department
Math department will utilize MTSS period Tier 2 plan to provide remediation, re-teaching, and targeted instruction	MTSS Mondays open, PLC time, collab time	ILEARN data, IXL data, & formative assessments	IXL data, ILEARN checkpoint data, & formative assessments	25-27	Math department, Student Services department

Develop formative assessments and course exams together through PLCs for implementation.	Collab time, PLC teams time	Current assessments (or lack of)	Ongoing formative assessments	Ongoing	Math department chair, teachers and PLC teams
Cross-curricular math in practice through Science curriculum	PLC team and planning time	Current assessments	Ongoing formative assessments	Ongoing	Science department

GOAL #3: Fishers Junior High School will maintain a positive school climate/culture conducive to learning and achievement and increase the student attendance rate.

85% of students will self-report a favorable response to the question, “I feel like I belong at my school” through the Student Skills Survey. The % of students who attend school 94% of the time will increase 1% from the 2024-2025 IDOE data. Student discipline data will show a 3% decrease in recidivism rate between students’ 7th and 8th grade school years.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person(s) Responsible
Students will participate in SEL curriculum & Student Services led presentations regarding Brain Science and Executive Functioning	SEL curriculum & coordination, Brain Science research content	Student Skills Survey, discipline data	Student responses to SEL curriculum, Student Skills Survey, discipline data	25-27	Wellness Department & SEL committee, Student Services, MTSS committee
Teachers will provide opportunities for students to develop a sense of belonging by implementing more opportunities for students to participate (clubs, ECAs, in-class activities etc.)	Time, staff	Student Skills Survey, culturally responsive teaching practices, club and ECA offerings	Monitor club offerings, track club offerings & # of students participating in extra-curricular activities, clubs, etc.	25-27	Principal, Asst. Principal, Sense of Belonging Committee, and all staff members
School will utilize community-based resources to support ALL students	FYI, Fishers Youth Assistance, Fishers Snack Attack, Community Health Network, PTO support	Students receiving outside services & referrals for student assistance	# of students needing assistance and available resources	25-27	Principal, Asst. Principal, Counselors, Student Services, and MTSS Committee
Staff will create a safe and inclusive environment for ALL students by re-establishing and maintaining norms and expectations	Time, professional development provided by admin., Equity Committee, ENL staff, DEL staff, PBIS/MTSS committee, & SRO	Discipline data and Student Skills Survey	Discipline data, Student Skills Survey, safety drills, HSE Report It! data, MTSS data review	25-27	Principal, Asst. Principal, and all staff. Equity Committee, Sense of Belonging Committee, Staff Appreciation Committee, School Safety Committee, MTSS Committee

School and staff will send out communications highlighting school and classroom happenings and accomplishments	ParentSquare, Canvas, email, Twitter (X), Instagram, PTO, school website, S'More	Previous # of teacher / school communications with parents	Provide bi-weekly newsletters to students and parents, weekly social media posts, and weekly staff calendar information to staff.	25-27	Principal and all staff
Counselors/School Social Worker/School-Based Therapist will develop small groups to support students	Time	Small groups currently offered.	Number of groups created and number of student participants.	25-27	School counselors, social worker, school-based therapist, and MTSS Committee
Ongoing development of our inclusive practices	Time, professional development	Culturally Responsive Teaching, minority students enrolled in advanced courses, discipline data, and achievement data	Equity Committee; Staff engagement with responses to posed questions; increased minority student participation in advanced level classes; Increased diverse text from all teachers, increased satisfaction with students and parents for the school	25-27	Principal, Asst. Principal, Equity Committee, all staff
Attendance monitoring systems and practices will be implemented to improve student attendance	Time, Skyward, ParentSquare, handbook language updates, Student Services oversight	Skyward and IDOE historical data, past practice procedures	Weekly attendance report, administrator review, parental contact, MTSS/PBIS implementation, involvement of Community Mental Health, FYAP, School Social Worker, and SRO.	25-27	Assistant Principal, Ad/Admin, Counselors, Attendance Secretary, Student Services Secretary

Assessments Utilized

- IXL diagnostic Assessments
- Formative Assessments
- Authentic Assessments
- Common Assessments
- WIDA English Language Proficiency Testing
- Semester Exams
- ILEARN Checkpoints and Summative Assessment
- Student Skills Survey

Cultural Responsiveness

Fishers Junior High School 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.

Fishers Junior High School'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.

To improve the cultural competencies of our stakeholders and the academic growth of our students, we have identified five focus areas that align with the goals and objectives of our School Improvement Plan (SIP). These focus areas are: Access and Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Learning and Development, and Intercultural Engagement. These are woven throughout our goals.

Parental Involvement

Fishers Junior High School has a robust Parent Teacher Organization that meets monthly. Our PTO supports the overall school effort by providing support for teachers and students through various activities and opportunities. Each year, FJH hosts a "Charger Connection's" Night for our incoming 6th Grade students and parents, a "Meet the Teacher" Night for parents only, and the "Getting Acclimated to Junior High" parent night for 7th grade parents. We meet and greet parents and the community at HSE's annual "Before The Bell" event, and we have parent volunteer opportunities including Camp Tecumseh and the Washington DC Trip. Parents are always invited to meet teachers, counselors, and administrators throughout the year.

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.

Curriculum

The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.

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

Academic Course Offerings

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.

Addressing the Needs of All 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.

Career Awareness & Development

HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our **Journey of a Student** (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

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

Student survey data and evidence will show student growth and attainment of these elements. Each school will use this data to inform instruction of the Journey of a Student.

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.

Implementation Plan

The work of a staff committee comprised of teachers, counselors, and administrators in the 2024-2025 school year established the following guaranteed career exploration experiences by grade level, each aligned with the IDOE Career Coaching Framework. This work was supported by the IDOE Career Coaching Grant. The staff committee will work

throughout the 2025-2026 school year to design these experiences with lesson plans and support resources to ensure they are implemented with fidelity throughout the district.

Hamilton Southeastern Schools Career Coaching Framework: Grades 7-8

First Semester Tasks	Second Semester Tasks
- English, Business, Math, and Wellness Departments host guest career speakers - Network Videos during Flex 8th Grade Naviance Activities and Scholar Track Sign-Up - Service-Learning Project with local and global connections (Grade 8) -October	- Science, Music, Social Studies, and Art Departments host guest career speakers - Network Videos during Flex Identify Pathways of Interest Activity through Naviance- (Grades 7 & 8) September - Service-Learning Project with local and global connections (Grade 7)- February

Adapted from Indiana Department of Education Career Coaching Framework:

https://www.in.gov/che/files/Career-Coaching-Framework_Grantee-Activities_20240922_Final.pdf

BOLD indicates task is required per Career Coaching Grant

Diploma Pathways

When students enter high school, all students are placed on a path to obtain the Core 40 diploma. Each year prior to scheduling, students and parents/guardians are provided opportunities to learn about course offerings and various diploma types. Students and families are informed of the requirements for an academic honors diploma and all students interested in pursuing this type of diploma are placed in classes that will help them meet the requirements. A student's plan and past courses taken is also reviewed each year to ensure they are still pursuing the appropriate diploma.

Safe and Disciplined Learning Environment

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.

Fishers Junior High School does not wish to waive any statutes or rules.