Southeastern Elementary School
School Improvement Plan
2025-2026

12500 Cyntheanne Road
Fishers, Indiana 46037

Phone: (317) 594-4340

Niki Kaminski, Principal

Trae Heeter, Assistant Principal

Jacinda Mapes, Instructional Coach

Michelle Faulkner, Instructional Coach

Southeastern Elementary SIP Committee Members:

Niki Kaminski	Principal
Trae Heeter	Assistant Principal
Jacinda Mapes	Instructional Coach
Michelle Faulkner	Instructional Coach
Frank Jackson	Teacher
Autumn Carter	Teacher
Megan Busch	Teacher
Sarah Tappendorf	Teacher
Krista Beck	Teacher
Erika Boyd	Teacher
Lori Cushman	Teacher Librarian
Danielle Campbell	Parent
Kendall Horvatich	Parent

HSE Mission

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

SES Mission

A place where children will feel safe, valued, and loved.

SES Beliefs

We believe:

- children want to interact with challenging questions and inquiries of real importance to themselves, their community, and the world.
- children need time, both within a school day and across a school year, to deeply explore topics of importance and interest.
- learning is based on relationships, and that interactions between teachers, families and students should be joyful, compassionate, and authentic.
- teachers are researchers and instructional decisions are best when based on what teachers have learned and documented by observing and listening carefully to students throughout the day.
- teachers can learn more about children's ideas, experiences, and interpretations when we offer them multiple means of expression

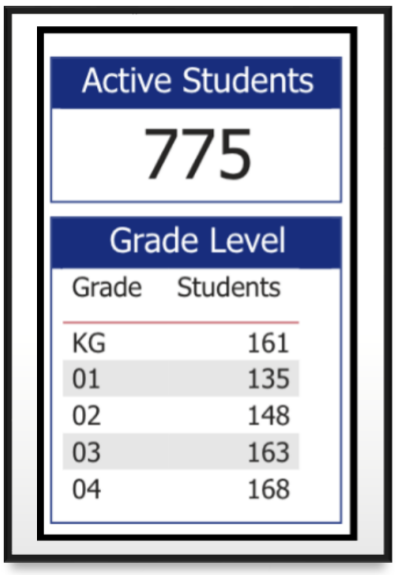
SES Summary

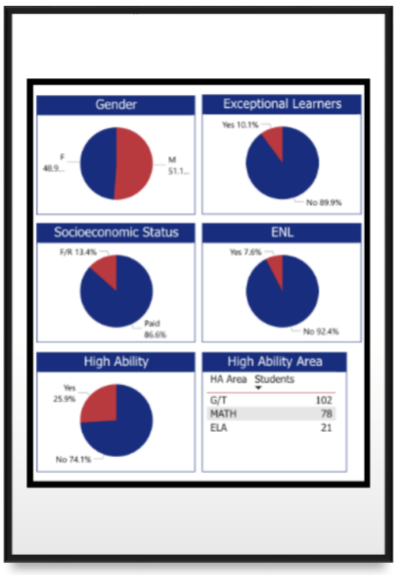
Southeastern Elementary is one of the thirteen elementary schools in the Hamilton Southeastern School district in Fishers, Indiana. Hamilton Southeastern is the fourth largest school district in Indiana. Southeastern Elementary serves students in kindergarten through 4th grade. Our elementary is nestled on the far eastern edge of the Northeast suburb in Fishers.

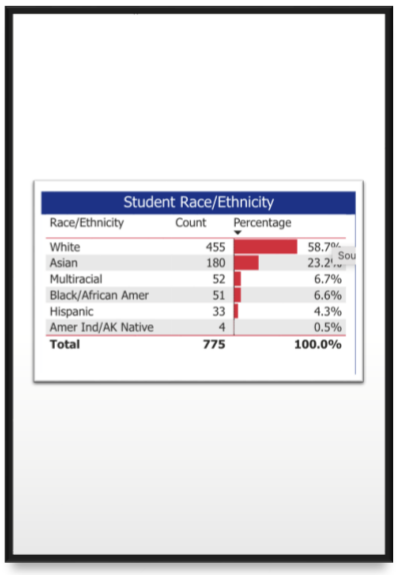
Our school has experienced continuous growth since opening in 2019. We currently serve a diverse school community comprised of 775 students speaking 21 different home languages. SES's population is made up of the following demographic groups: 59.1% White, 22.9% Asian, 6.7% Multiracial, 6.5% Black/African American, 4.3% Hispanic, and .5% American Indian.

At Southeastern Elementary, we strive to create a learning environment in which students are engaged in exploration both inside and outside of the classroom walls where students have the agency to take ownership in their growth as a learner. Our building was designed in a way that allows students to have access to three courtyards, three rooftop terraces, an outdoor classroom, and STEM makerspaces in every neighborhood.

There are 78 dedicated staff members at SES that are aligned in the school's vision and dedicated to meeting the school's mission and vision statements for the success of all students.

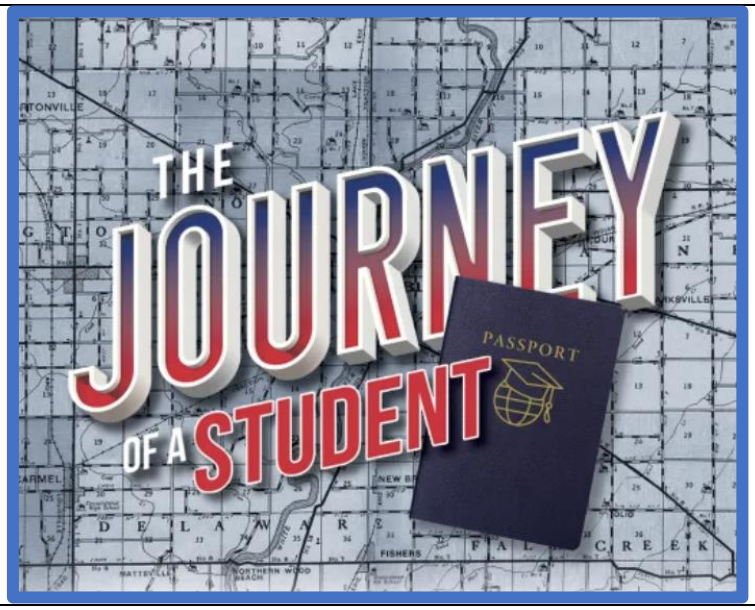






The Journey of a Student

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.



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

Goal # 1: Early Literacy (K-3rd)

Problem Statement:

In spring of 2025, 98.8% of 3rd grade students passed IREAD-3.

In spring of 2025, 87% (126) of 2nd grade students passed IREAD-3 with 15% (25) of students considered on track to pass IREAD-3 in 3rd grade. 26% (42) of students considered "At Risk" of not passing in 3rd grade were immediately placed in Tier 2 reading support with a researched based intervention to address their reading needs. This instruction continued into their 3rd grade year. Due to students moving out of the district or to other schools we will have 13 current 3rd grade students who still need to pass IREAD-3.

At Southeastern Elementary, there is a need to focus on targeted subgroups. To ensure all students instructional needs are met in reading, we are looking closely by analyzing IREAD-3 data for 2nd and 3rd grade students: ENL students and Exceptional Learners. By choosing these subgroups, we will intentionally align remediation and intervention resources.

Furthermore, in alignment with the Indiana Literacy Cadre goal of 95% of all students passing IREAD-3 by 2027 with the subgroup goals for statewide progress of 67% of English learners and 58% of students receiving special education services will demonstrate foundational literacy skills by passing IREAD-3 by July 2026 following the summer administration, our goal at Southeastern Elementary is to focus our efforts on these subgroups to align with state wide expectations.

Baseline Data:

3rd Grade IREAD data

School Year	Pass Percentage for 3rd graders (IREAD)
2022	95.4%
2023	93.6%
2024	95.4%
2025	98.8%

2nd Grade IREAD data

School Year	Pass Percentage for 2nd graders (IREAD)
2024	59%
2025	87%

Expected Outcome for Targeted Subgroups Goal:

By spring of 2026, the following measures will be met for students in the following subgroups:

- ENL
- EXL

Year of expected outcome ENL subgroup	Percentage of students on track or passing IREAD for 2nd or 3rd grade
2025	75% (exceeded this goal with 100%)
2026	100%
2027	100%

Year of expected outcome EXL subgroup	Percentage of students on track or passing IREAD for 2nd or 3rd grade
2025	65% (exceeded this goal with 95%)
2026	90%
2027	95%

Expected Outcome for Early Literacy Goal:

By spring of 2026, 99% of 3rd grade students will pass IREAD-3.

Year of expected outcome	Percentage
2025	97% (exceeded this goal with 98.8%)
2026	99%
2027	100%

Goal 1: Action Steps for Southeastern staff

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible

Engage in continual learning through the structures of National Institute for Excellence in Teaching with a focus on Cluster (professional development learning) with a building level focus.	NIET trainings NIET monthly support at building level	Cluster cycle achievement of goals Learning walks Field testing implementation	2024-2027	Administration Instructional Coach
Participate in professional development focused on literacy instruction based in the science of reading (body of research on reading, its development, and best practices for its instruction) through a partnership with the Indiana Literacy Cadre.	IN Literacy Cadre Cohort 3 participation Full-time instructional coach focusing on literacy for K-3	Check-ins as team and with support specialist through cadre to determine effectiveness and progress	2024-2026	Administration Instructional Coach
Offer frequent feedback through small group instruction that is systematic and sequential with ample opportunities for practice for students.	Decodables Phonics Assessments UFLI (K-2) Visible Learning Feedback – John Hattie	DIBELS UFLI checks Small group notes IEP Goals, if applicable Individual reading goals NIET cluster cycle data	2024-2027	Administration Instructional Coach All teachers

K-4 systematic, explicit instruction targeted for phonemic awareness, phonics, fluency, vocabulary, and comprehension	Indiana State Standards – K-4 essential standards UFLI (K-2) HMH (K-4) Heggerty Junior Great Books Sonday (3rd) Corrective Reading (4th)	NWEA DIBELS Pre & post assessments Phonics Assessments Classroom Observations NIET cluster cycle data ILEARN checkpoints data (3&4)	2024-2027	Administration Instructional Coach All teachers Teacher Librarian
Increase opportunities for students to participate and engage in collaborative discussion to improve deep level comprehension.	HMH Into Reading Junior Great Books EnVision Math	HMH Module Assessments Junior Great books observations and rubrics	2024-2027	All Teachers Administration Instructional coach
Intentional attendance communication with families and advocacy for the students consistently missing core instruction due to tardies & absences	Videos from administration team sharing attendance information with families ParentSquare to communicate with families	Bi-weekly attendance and tardy reports	2024-2027	Administration All Teachers
Develop and deliver collaborative professional development with	NIET Cluster model (5 steps for effective learning)	Classroom walkthroughs Tool for capturing	2024-2027	Administration Instructional Coach

topics/focus: academic feedback, higher order thinking		thinking, reflection, and learning (Development sheet)		
Clarify processes for establishing, reviewing and monitoring students represented in subgroups	Dedicated time with students Clear guidance and research-based resources for teachers. Sonday, Corrective Reading, & UFLI Intervention Wilson Learning System (EXL)	Tier 2 & 3 rosters Attendance records Intervention Logs AimsWeb data, NWEA, DIBELS PM	2024-2027	EXL teachers ENL teachers MTSS Coordinator All Teachers Administration Instructional Coach

Goal # 2: Foundational Literacy Skills (K-4th)

Problem Statement:

In fall of 2025, preliminary Dibels data collected in kindergarten through fourth grade showed a need for an instructional focus on the following areas:

- Kindergarten: Decoding as measured by NWF-WRC (Nonsense Word Fluency – Words Recoded Correctly)
- Grade 1: Reading Accuracy as measured by ORF-Accu
- Grade 2: Basic Comprehension as measured by Maze
- Grade 3: Basic Comprehension as measured by Maze
- Grade 4: Basic Comprehension as measured by Maze

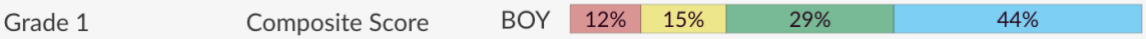
Baseline Data:

Building level achievement data overview for fall 2025: At fall of 2025, 72% of Southeastern students (building level achievement data) are at or above benchmark for their composite score as measured by DIBELS.

Grade level overall performance by grade level overview for fall 2025:

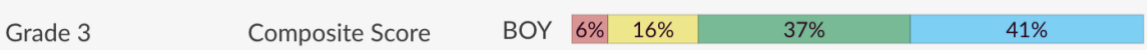
Kindergarten – 54% at or above benchmark

First Grade – 73% at or above benchmark



Second Grade – 82% at or above benchmark

Third Grade – 78% at or above benchmark



Fourth Grade – 71% at or above benchmark

Additional Baseline Data:

Dibels Fall 2025					
	K	*Grade 1*	*Grade 2*	*Grade 3*	*Grade 4*
Below and Well-Below	*76%*	*41%*	*43%*	*34%*	*47%*
Measure	*NWF-WRC*	*ORF-Accu*	*Basic Comprehension (Maze)*	*Basic Comprehension (Maze)*	*Basic Comprehension (Maze)*

ILEARN % at or above proficiency		
Year	*Grade 3*	*Grade 4*
2021	*47.93%*	*51.41%*
2022	*66.45%*	*61.05%*
2023	*60%*	*60%*
2024	*62%*	*69%*
2025	*61.5%*	*71%*

Expected Outcome for Foundational Literacy Skills Goal:

[Year 1] By spring of 2025, 85% of Southeastern students will be at or above benchmark for their composite score as measured by DIBELS.

[Year 2] By spring of 2026, 90% of Southeastern students will be at or above benchmark for their composite score as measured by DIBELS.

[Year 3] By spring of 2027, 95% of Southeastern students will be at or above benchmark for their composite score as measured by DIBELS.

This is based on end of year building level achievement data for spring of 2025: At spring of 2025, 83% of Southeastern students (building level achievement data) were at or above benchmark for their composite score as measured by DIBELS.

Year of expected outcome	**What is our measure?**
2025	85% of all students will score at or above benchmark *(did not meet goal: 83%)*
2026	90% of all students will score at or above benchmark

2027	95% of all students will score at or above benchmark

Goal 2: Action Steps for Southeastern staff

Strategy	Resources Needed	Progress Monitoring Data	Timeline	Person Responsible
Improving student outcomes/ achievement by strengthening MTSS within Tier 1 core instruction.	Professional development for core Tier1 instruction (NIET Cluster model) Clear communication for staff Ongoing check-in/support for staff implementation Differentiated support provided to teachers based off prior knowledge Universal Screening (NWEA, DIBELS)	Attendance records Tier 2 & referral documentation Tier 2 & Tier 3 PM checks (weekly/bi-weekly) DIBELS progress monitoring	2024-2027	Administration All teachers MTSS coordinator
Review accessibility of instructional opportunities & resources for all students	Professional Development (NIET Cluster model)	MTSS Action Plans for each individual student with relevant and timely data.	2024-2027	Administration MTSS Coordinator All teachers Instructional Coach

MTSS point person for each grade level to support and determine next steps to support more intensive Tier 3 instruction interventions	Support staff/team problem solving for tier III implementation. Clear guidance and research-based resources for teachers.	Intervention Logs through Action Plans NWEA/DIBELS General Outcome Measures	2024-2027	Administration MTSS Coordinator All teachers Instructional Coach
Review and analyze budget to determine Professional Development, Conferences & Instructional Supplies	Access to quality interventions/recommendations and support from district specialists	Pre/Post assessment of staff resources and knowledge Literacy survey	2024-2027	Administration Instructional Coach
WIN (What I Need: differentiated small groups) time in every grade level with research-based interventions	Sonday, Corrective Reading, UFLI, & Lexia Intervention Writing intervention Progress monitoring tools MTTS action plans	AimsWeb data (3&4) DIBELS PM data (K-4)	2024-2027	Classroom teachers

Professional Development at Southeastern Elementary

Professional Learning & Development	Timeline	SIP Goal Connection	Individuals Responsible

Literacy Work: • Core instructional strategies in structured literacy • Offering feedback • Small Group Instruction • Collective Efficacy • Science of Reading • Writing process • Depths of Knowledge • Cluster cycles geared towards current student and/or teacher need	Every Tuesday & Thursday 2:25-3:25pm	Goals 1 & 2	Administration Instructional Coach
Topics included in teacher collaboration, but not limited to: • Science of Reading • Reading Foundations standards (essential Indiana state standards) • All components of MTSS • Book studies focused on literacy instruction • Environment • Documentation of learning • Analyzing data: ILEARN checkpoints & summative, IREAD, NWEA, DIBELS • SEL work MTSS: • Cluster structures & collective efficacy • Core, Tier II & Tier III instruction • Data Analysis	Every Tuesday & Thursday 2:50-3:25pm	Goals 1 & 2	Administration Instructional Coach

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.

Attendance at Southeastern Elementary

Reduction of absenteeism is a top priority for Indiana Schools. Students are considered chronically absent when not attending for ten percent of the school year. This equates to approximately 18 school days.

Number of students missing above 10% of the school year:

- ***2025-2026: Our goal for Southeastern Elementary for the 2025-2024 school year will be for our attendance to grow 7.7% with students attending at least 94% of instructional days during the academic year.***
- 2024-2025: 86.3% of students attending at least 94% of instructional days during the academic year
- 2023-2024: 73.9% of students attending at least 94% of instructional days during the academic year
- 2022-2023: 84.7% of students attending at least 94% of instructional days during the academic year
- 2021-2022: 93.7% of students attending at least 94% of instructional days during the academic year

We plan to decrease the number of students by implementing the following strategies:

- Intentional check-ins with families as they begin to have repeated absences.
- The teacher and administration will make personal phone calls to family to determine the support needed.
- "Welcome Back" note for students.
- Student and/or family meets with counselor when appropriate.
- The administration team keeps spreadsheets to track trends with absences and notice any areas where specific students need support.

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.

Assessments at Southeastern:

- NWEA: K-4 (fall & winter), K-2 (spring)
- IREAD-3: 2nd & 3rd
- WIDA for ENL students: K-4
- DIBELS: K-2
- ILEARN checkpoints & summative: 3rd & 4th

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 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 to maximize parental and community participation in the school:

Family participation at Southeastern Elementary:

- Joining Parent Teacher Organization
    - Serving on committees
- Serving on our SIP Committee
- Volunteering in classrooms
- Participating in Family Fridays
- Family Nights
- Supporting students working on special projects
- Working with students in small groups for reading & math
- Acting as guest speakers
- Chaperoning study trips
- Joining class for foundational skills and reading centers
- Volunteering during school library visitations to read with students

Community Participation at Southeastern Elementary:

- Joining us for Open House and Meet the Teacher Nights: YMCA, Girl Scouts, Boy Scouts, sports
- Acting as guest speakers
- FFD, FPD frequently visit classrooms, and greet students at arrival
- Invitation to join us for Veteran's Day Celebration
- Invitation to join us for an International Fair
- Invitation to join us at our School Carnival

Provision to maintain 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.

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.

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

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

To provide students with opportunities to learn and show growth in the Journey of a Student elements above, 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. 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.

Grades 2-4

First Semester Tasks	Second Semester Tasks
• **World of Work Lesson - (Grades 2 & 3)- Connected to Community Based Learning Experiences below**	• **Financial Literacy Activity- (Grade 4)- January**
Ongoing Career Simulation Games/ Experiences (All Grades) Community Based Learning Experiences • Farm to Table (2nd) • The City Experience (3rd) • Conner Prairie (4th)	

Grades PK-1

First Semester Tasks	Second Semester Tasks
• **Create a "Good Habits" Chart using JOS- (Grade 1)- August** • **Self- Portrait of Interests Activity- (Kindergarten)- September**	• **"What is a Career?" Activity- (Kindergarten)- January**
Ongoing Community Based Learning Experiences • Nature First (1st Grade) • Kindergarten Community Based Learning Experience in Development	

Adapted from Indiana Department of Education Career Coaching Framework:

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

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.

Southeastern Elementary 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.

Southeastern Elementary'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.

Assurance that the professional development program complies with the 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.