



Lantern Road Elementary School Improvement Plan 2025-2026



School Name: Lantern Road Elementary
School Address: 10595 Lantern Road
Fishers, Indiana 46038
School Telephone Number: 317.594.4140
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School DOE Number: 2475
Corporation DOE Number: 3005

LEOPARDS

COMMITTEE MEMBERSHIP

John Sponsel – Principal

Danielle N. Thompson – Assistant Principal

Madison O'Connor - School Counselor

Tina Johnston – Instructional Coach

Kirstin Head – Teacher-Librarian

Michele Golando – ENL Teacher

Cora Neyhart – Primary Grade Teacher

Lindsay Bean – Elementary Teacher

Rachel Gillespie – Parent

Snapshot

Hamilton Southeastern Schools (HSE) is an A-rated school corporation in Indiana. HSE is located in the city of Fishers which is a suburb of Indianapolis. It is a public school district that serves just over 21,000 students in pre-kindergarten through 12th grade. HSE provides a student-driven, academically challenging education that prepares youth for higher education, careers and life. There are 13 elementary schools in the district that serve kindergarten through fourth grade.

Lantern Road Elementary (LRE) is home to 456 students for the 2025-2026 school year. LRE has 20 classroom sections with an average of 22.5 students in each homeroom. There are 4 sections of kindergarten, 3 sections of first grade and 5 sections of second, 4 sections of third and 4 sections of fourth grade. Students attend one of four Related Arts classes each day: Art, Music, PE, or Discovery. The school was built in 1995 and recently finished a major renovation.

The student population at LRE is made up of the following demographic groups that are listed in the chart below. There are 17 student languages spoken at LRE with 10% of students qualifying for English as a New Language (ENL) services. LRE has 11.4% of the students qualifying for Exceptional Learner (ExL) services through their IEP. The school also hosts one specialized program called CFL (Communication and Foundations for Learning). Students in this program are identified as having significant communication and self-help needs. There is an academic component to the program and time spent on communication skills and learning how to function in society. Academic skills taught are those vital to being able to be independent later in life. There are some opportunities to be integrated with general education peers, and this is determined individually.

Demographics

	2024-2025	2025-2026	2026-2027
ENL population	8.3%	10%	
ExL population	11.5%	11.4%	
HA population	23.9%	19.5%	
Black	6.04%	5%	
Multiracial	7.08%	6%	
Asian	11.9%	12%	
Hispanic	10.09%	11%	
White	65.8%	67%	
F/R	20%	21.9%	

**Goal 1
Attendance**

Lantern Road students will miss no more than 8 days per academic year to maintain at least a 96% attendance rate.

Data

2023-2024	96%
2024-2025	96.3%
2025-2026	

Strategies for Intervention/Support

Professional Development and Strategies	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Implement a system to monitor attendance regularly	-Attendance letters -Attendance phone calls and meetings -Skyward Data -Excel Spreadsheet	-Weekly attendance -District Data Collection	2025-2026	Administration School Secretary
Develop and deploy targeted interventions for students with frequent absences, including personalized student attendance intervention plans, counseling, and family outreach	-Attendance Intervention Plans -Counselor Small Groups -Community Health Therapy -FYAP	Student attendance rates	2025-2026	-Administration -Counselor -Teachers -Parents for meetings
Improved and systematic communication with families about the importance of attendance and the impact of absenteeism on student success	-Clear attendance protocols and procedures -Parent Square/newsletter -Personal Attendance Calls for Unreported Absences	Student attendance rate	2025-2026	-Administration -Counselor -Teachers -Central Office -Technology -School Secretary

**Goal 2
Student Growth in Writing**

By June 2027, LRE students will improve their three-year average pass rate in writing to 55.3% by implementing targeted writing workshops, providing individualized feedback, and utilizing data-driven instructional strategies. Progress will be tracked quarterly through assessments and analyzed to ensure the goal is met by the end of the school year.

ILEARN Writing Proficiency Data

	3rd Grade	4th Grade
2023-2024	69 DNP; 30 P = 31% PR	81 DNP; 38 P = 32% PR
2024-2025	Not Applicable – Results Excluded by State for 2024-2025	Not Applicable – Results Excluded by State for 2024-2025
2025-2026		

Strategies for Intervention and Support

Professional Development and Strategies	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Analyze current and previous state test data to identify specific areas of need to set individual/whole class targets for improvement for students at risk of not passing the writing portion of ILEARN based off last year's data	-ILEARN data	-Formative Assessments	2025-2026	-Administration -Instructional Coach -Teachers
Provide targeted professional development focusing on writing instruction	-Current data -HMH Curricular resource -Research based professional books and articles - state and building level created rubrics and writing exemplars -Field Testing Results	-Data shared at weekly Cluster Cycle Meetings - Formative assessments	2025-2026	-Administration -Instructional Coach -Teachers
Implement Cluster Cycles to develop areas of writing to create standard driven lessons in response to data collection along with best practice instruction for teachers	-NIET Training provided to ILT -Field Testing Data -SIOP Training	-Writing Samples -Classroom Walkthrough Data	2025-2026	-Administration -Instructional Coach -Teachers

**Goal 3
Student Growth in Foundational Reading Skills**

By June 2027, at least 80% of K-2 students will demonstrate proficiency in foundational reading skills by correctly blending letter sounds into words, as measured by DIBELS, through daily phonics instruction and regular progress monitoring.

Data (= Actual Results)

	Fall 2024	Spring 2025	Spring 2026	Spring 2027
Kindergarten	15%	50% (78%)	70%	70%
First Grade	48%	75% (81%)	80%	85%
Second Grade	55%	85% (79%)	90%	95%
Total Average	40%	70% (79.3%)	80%	83%

Strategies for Intervention and Support

Professional Development and Strategies	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Analyze current DIBELS assessment data to identify specific areas of need to set individual/group/whole class targets for improvement for students scoring below or well below benchmark	-DIBELS Data	-DIBELS -Formative Assessments -UFLI assessments	2025-2026	-Administration -Instructional Coach -Teachers
Provide targeted professional development for language arts focusing on effective instructional strategies using the Science of Reading Pillars and Scarborough's Reading Rope	-Current data -Curricular resources: UFLI, HMH, Heggerty (K-2) -Research based professional books and articles	-Data shared at weekly Cluster Cycle Meetings -DIBELS - Formative assessments	2025-2026	-Administration -Instructional Coach -Teachers
Utilize data effectively to create targeted small group instruction that meets the diverse needs of students and supports their growth in language arts for classroom differentiation and MTSS tier support	-Options for Differentiation from HMH Into Reading -UFLI -Sonday -MA Rooney -Bridge the Gap	-DIBELS -Formative Assessments -UFLI assessments	2025-2026	-Administration -Instructional Coach -Teachers -SPED teachers -ENL teachers
Implement Cluster Cycles to develop phonics instruction in response to data collection along with best practice instruction for teachers	-NIET Training provided to ILT -Field Testing Data	-DIBELS Assessment -Formative Assessment data -Classroom Walkthrough Data	2025-2026	-Administration -Instructional Coach -Teachers

School Improvement Plan Components

- At this time, Lantern Road Elementary plans to maintain the consistencies of the statutes and rules of the school, which will continue to sustain a positive and student-focused operations of the school.
- 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.
- LRE uses the following assessments:
 - NWEA (MAP) assessment - computer adaptive assessment given to all K-4 students in the areas of reading and math
 - IREAD- given to students in 2nd and 3rd grade to evaluate reading skills and comprehension
 - WIDA- given to English language learners whose English proficiency level is 1.0 to 4.9
 - HMH Assessments- given to students in grades K-4 to assess application of skills learned in reading that week and/or during that module of instruction
 - enVision Math Assessments- given to students in grades K-4 to assess application of skills learned in math during that module of instruction
 - DIBELS – given to K-2 students beginning, middle, and end of year assessments; assesses foundational skills along with vocabulary, spelling, and comprehension.
 - DIBELS is used for the state required Dyslexia Screener.
 - CogAT and SIGS- - assessments given for high ability screening and placement
- LRE will address the learning needs of all students:
 - 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 support. 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 support becomes 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 support and self-advocacy support 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 accommodation necessary.
- Lantern Road looks to maximize every possible opportunity to connect with families and collaborate to support student growth. Parent Square messages are sent consistently throughout the week to inform families about events sponsored by the school and/or PTO. The first Sunday of every month, the Principal sends a phone call message home to parents providing information about the months events, as well as other essential opportunities for parents to support their students at home and school. The Lantern Road PTO collaborates with administration and staff to develop opportunities for families to participate in special events outside of school hours to interact with other families and staff.
- 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.
- 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.

- The 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 Engaged Academically Prepared Globally Conscious	Collaborative Responsible Effective Communicator Analytical	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.
- 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 of 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.

- Lantern Road 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.
- Lantern Road 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: Lantern Road Elementary 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.