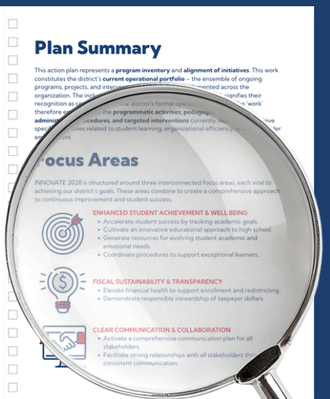
Hamilton Southeastern Schools

ACADEMIC UPDATE 2/25/26

Innovate 2028 REVIEW

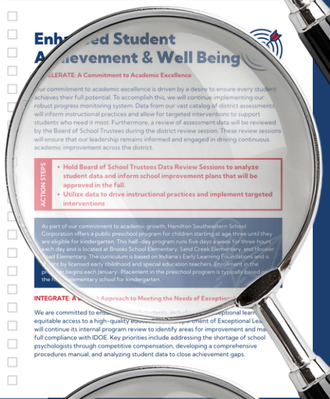
ENHANCED STUDENT ACHIEVEMENT & WELL BEING

- Accelerate student success by tracking academic goals.
- Cultivate an innovative educational approach to high school.
- Generate resources for evolving student academic and emotional needs.
- Coordinate procedures to support exceptional learners.



ACTION STEPS

- **Hold Board of School Trustees Data Review Sessions to analyze student data and inform school improvement plans that will be approved in the fall.**
- **Utilize data to drive instructional practices and implement targeted interventions**



ACTION STEPS

- **Fully develop and implement the Freshman Seminar by the end of the 2024–2025 academic year.**
- **Ensure all career-focused Networks are operational by the close of the 2025–2026 academic year.**
- **Substantially expand Work-Based Learning Opportunities by the start of the 2026–2027 academic year.**

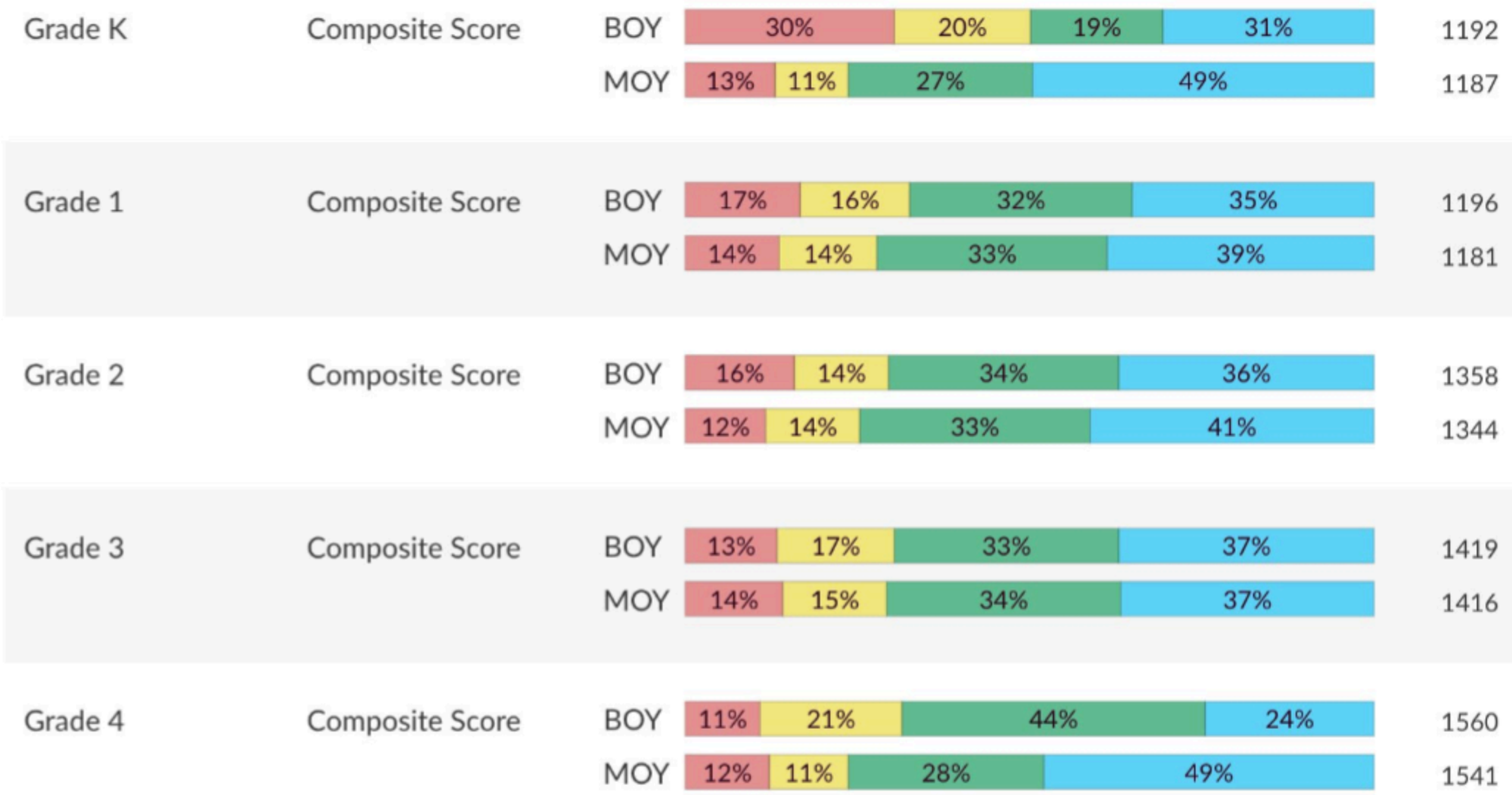




FOUNDATIONAL LEARNING

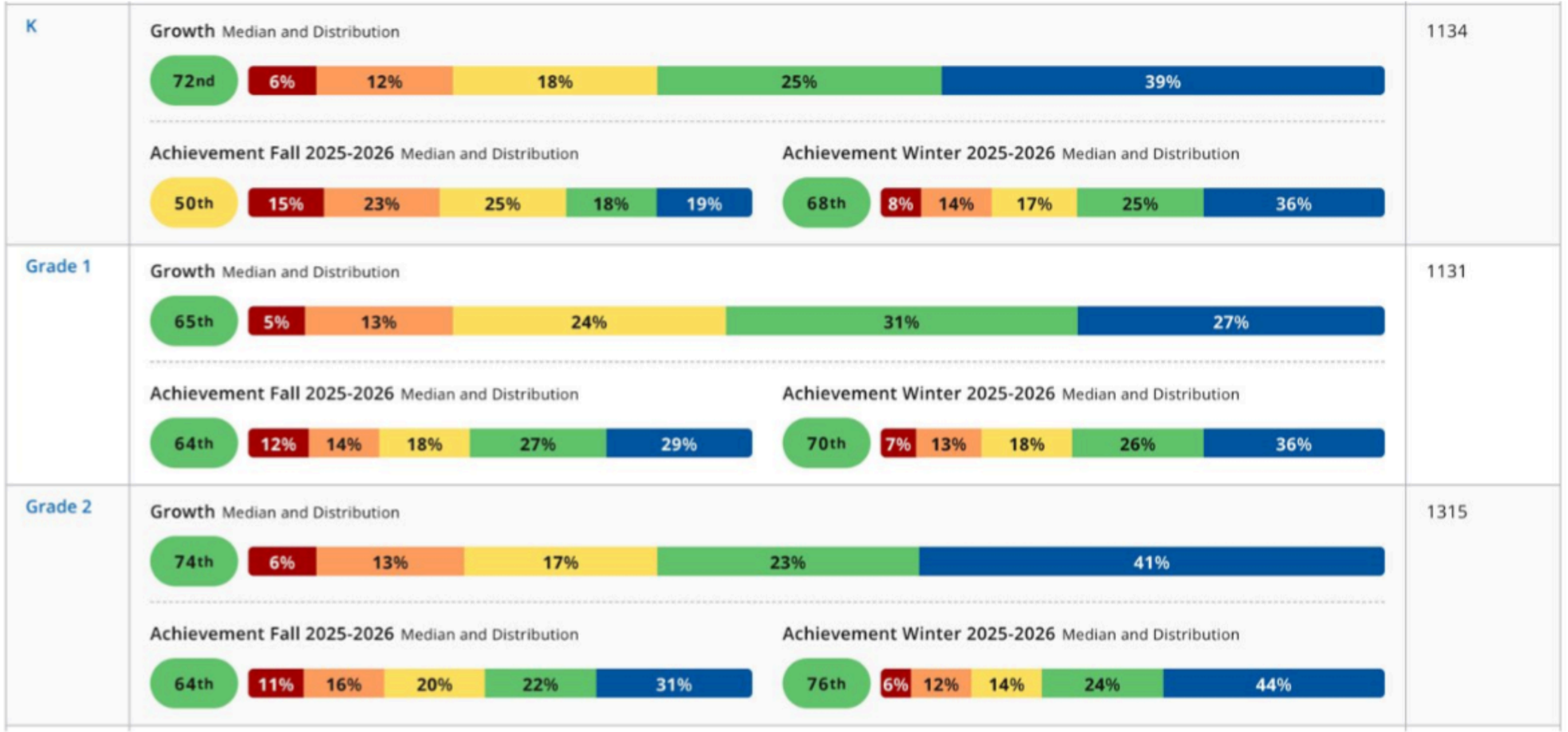
DIBELS

Growth Data



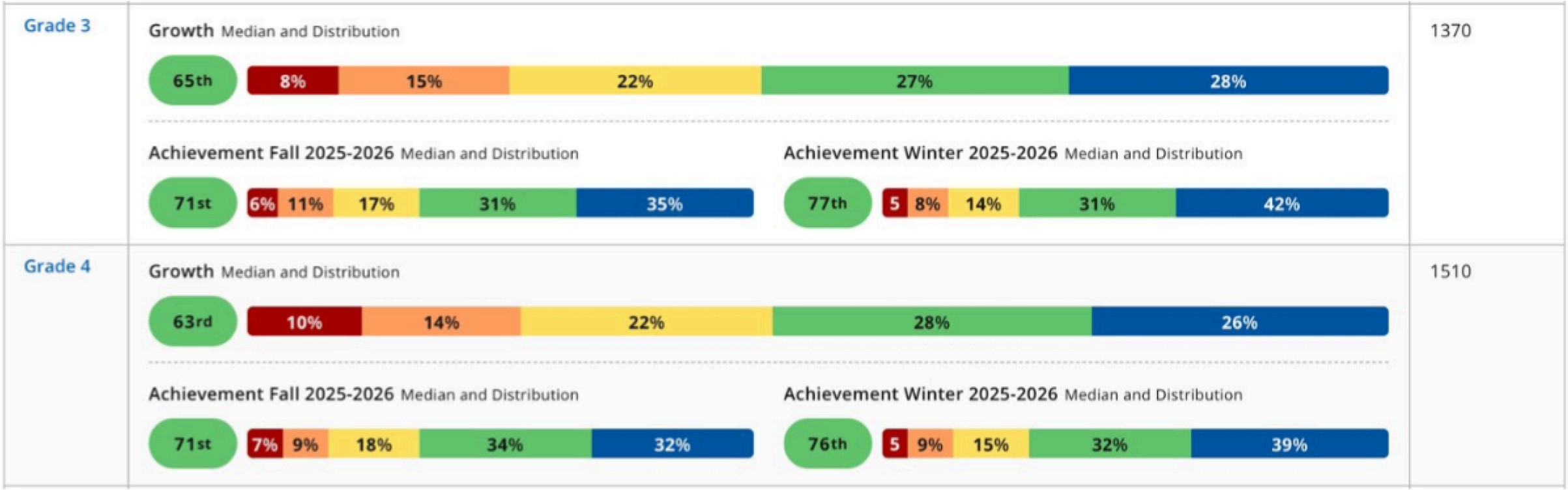
NWEA

Kindergarten, First Grade, and Second Grade



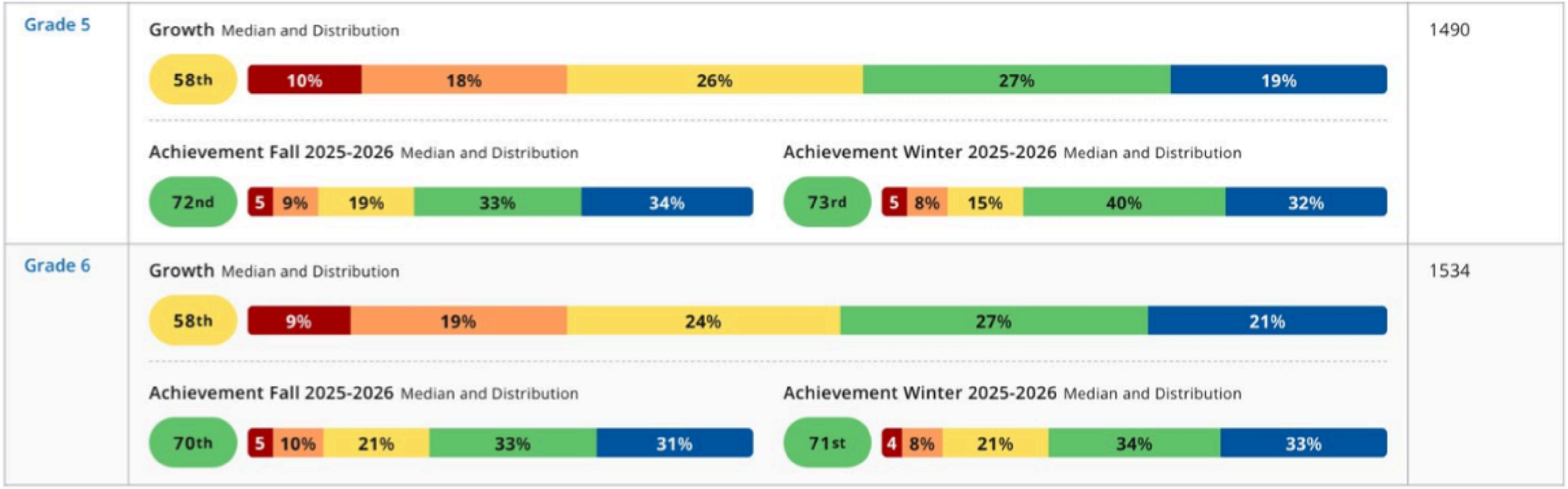
NWEA

Third Grade and Fourth Grade



NWEA

Fifth Grade and Sixth Grade

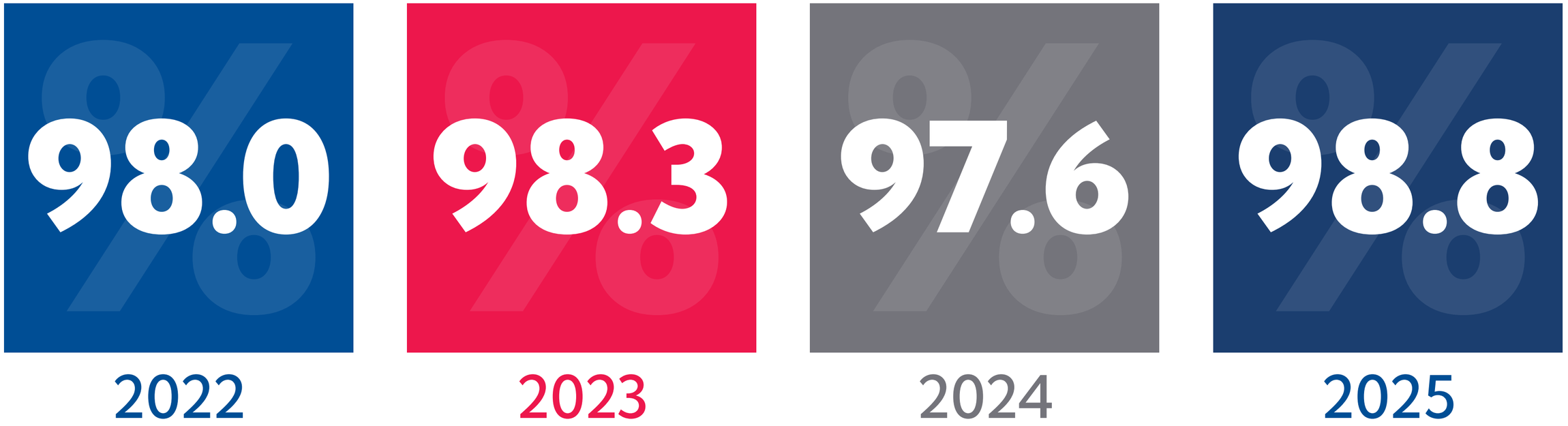




SECONDARY

SECONDARY

District Graduation Rate



SECONDARY

District AP Growth

	2023	2024	2025
% of Graduating Class with at least one career 3+	45%	49%	53%
% of Graduating Class with at least one AP course	58%	61%	63%

THE FRESHMAN EXPERIENCE

Developing an Academic Identity

Take Seminar	Network Presentations	Network Board Meetings	Job Fair	Network Selections	Network Info Sessions
Students earned dual credit, matched their interests to future careers, practiced executive functioning skills, and explored Networks.	Students received presentations on each Network and the associated career and course pathways leading up to the career fair.	Network Developers collaborated with industry professionals to develop WBL opportunities—additional meetings on 1/4 and 3/18.	Freshmen interacted with employers representing the Networks, gaining insight into a wide-range of career opportunities.	Students made their initial Network selections. Counselors are revisiting these selections during the scheduling process.	Students attended enrichment sessions led by Network Developers. FHS welcomed 100 speakers to present to 9th and 10th graders.
FIRST SEMESTER	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	FEBRUARY

INNOVATE 2028: All career-focused Networks are to be operational by the close of the 2025-2026 academic year.

Hi all,
I just wanted to compliment your district on the behavior of your freshman students at the JA Career Fair this week. Most of them were very polite and had purposeful questions as they toured the fair. I could tell that they had looked at the list of attendees before they arrived and knew who they wanted to talk to! That is not typical of 9th graders at these events.
I could also tell that the freshman seminar teachers did an excellent job preparing them for the fair and discussing appropriate ways to introduce themselves and ask questions.
Great job!

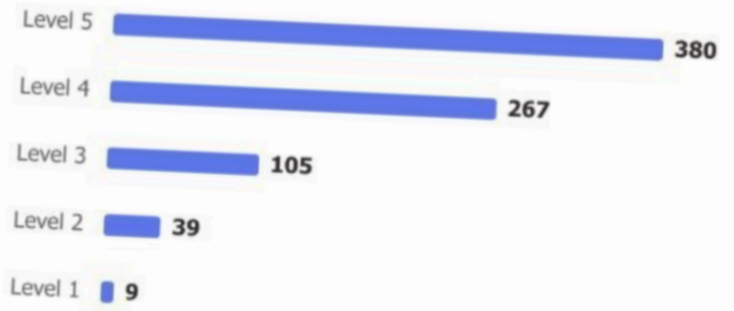
--

Rebecca Johnson
PROGRAM COORDINATOR – THE PURSUIT INSTITUTE
19500 Tomlinson Rd.
Westfield, IN 46074
C 317-306-6342
E rjohnson@thepursuitinstitute.org
THE PURSUIT INSTITUTE

How valuable was Freshman Seminar to learning about careers/networks? (1 = Not valuable at all 5 = Extremely valuable) (0 point)

4.21
Average Rating

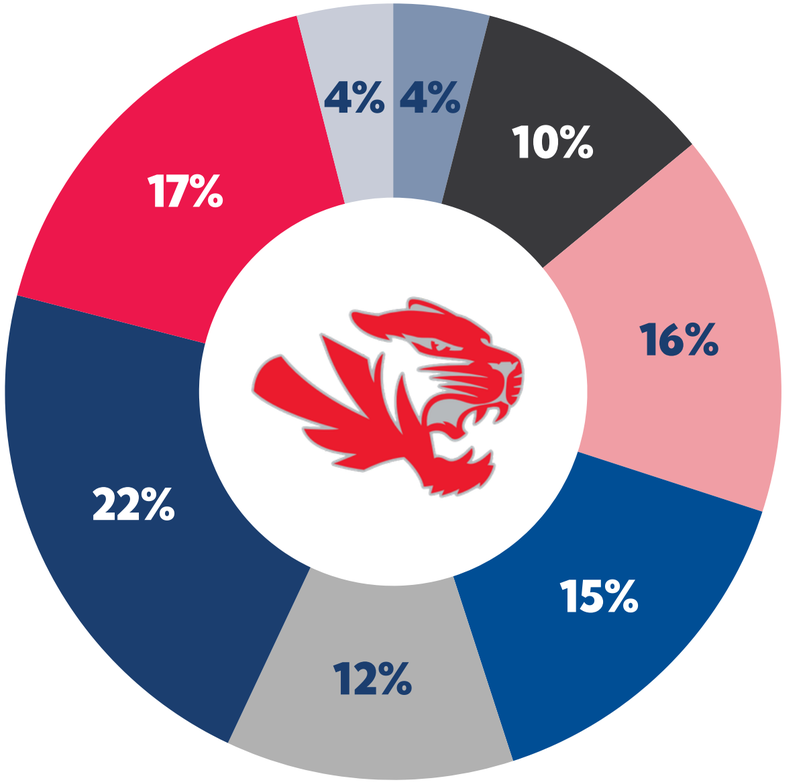
1 2 3 4 5

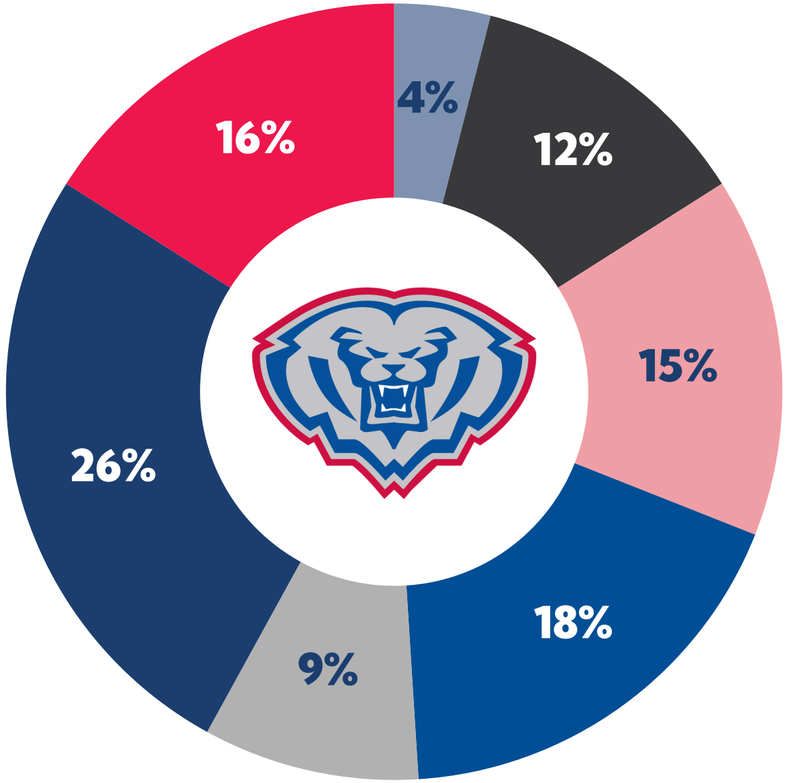


SECONDARY

Freshman Network Choices

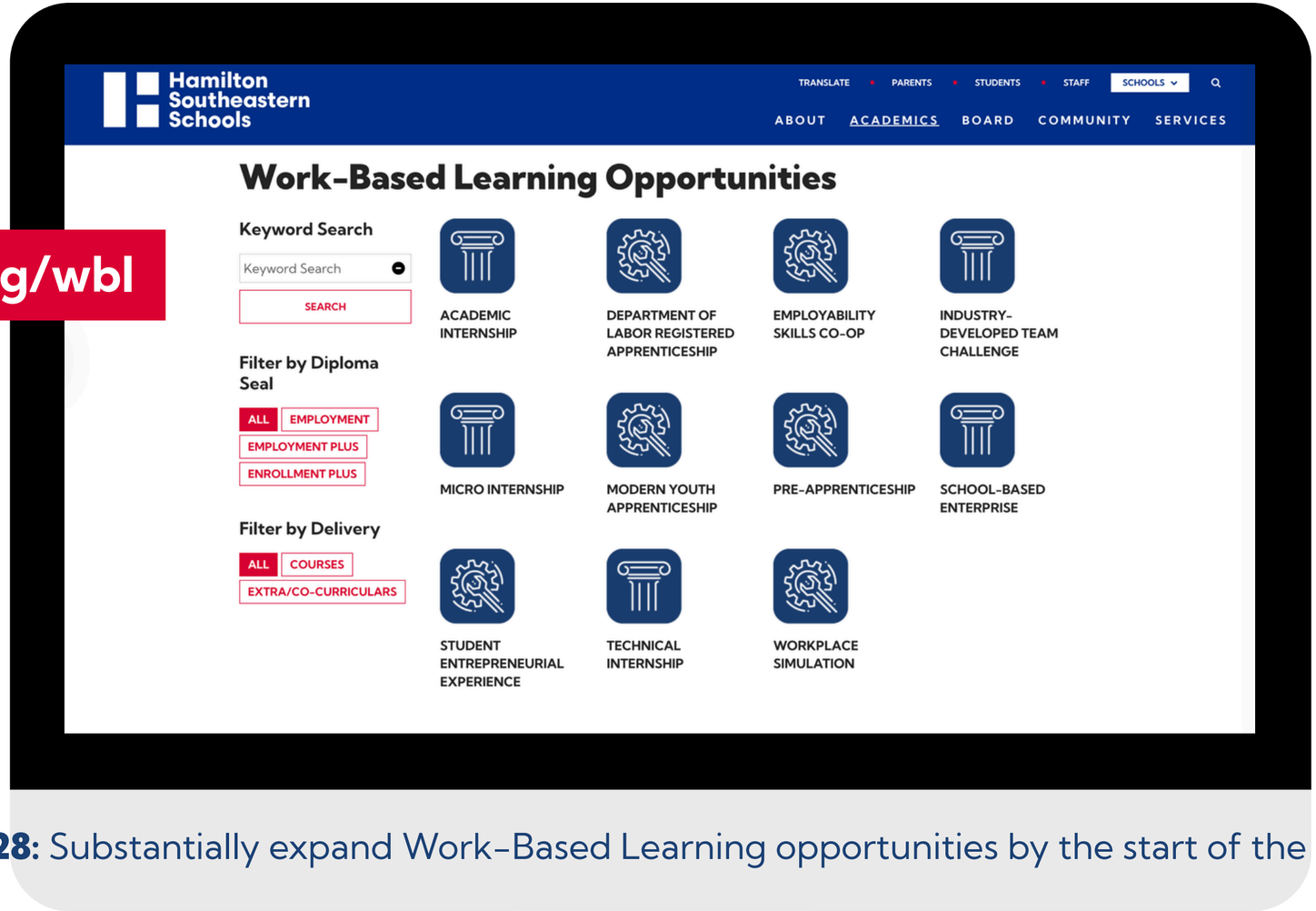
- Ag & Natural Resources
- Arts & Communications
- Business and Admin
- Engineering & Technology
- Industry & Entrepreneurship
- Medical Sciences
- Public Services
- International Baccalaureate





WORK-BASED LEARNING

hseschools.org/wbl



The board has approved 25 new CTE courses over the last two years

INNOVATE 2028: Substantially expand Work-Based Learning opportunities by the start of the 2026-2027 school year.

CAREER/NETWORK GUIDE

GRADUATION REQUIREMENTS

Personalized Education

The new Indiana Diploma gives students the flexibility to personalize their high school experience around their interests and career goals. It is important for every student to understand and visualize a path to success, with the ultimate goal of graduating college and/or career ready. To do that, students must first complete the 42 minimum credits for the base diploma and choose a readiness seal, which includes additional requirements beyond the base diploma. Hamilton Southeastern Schools encourages students to plan ahead and understand these requirements early so they can adjust their graduation plan as goals evolve.



INDIANA DIPLOMA

ENGLISH — 8 Credits
- 2 credits: English 9
- 2 credits: English 10
- 1 credit: Communications focused
- 3 English credits of your choice

MATH — 7 Credits
- 2 credits: Algebra I
- 2 credits: Geometry
- 2 credits: Algebra II
- 1 credit: Personal Finance

SCIENCE, TECHNOLOGY AND ENGINEERING — 7 Credits
- 2 credits: Biology I
- 1 credit: Computer Science
- 2 credits: STEM-focused
- 2 science credits of your choice

SOCIAL STUDIES — 5 Credits
- 2 credits: U.S. History
- 1 credit: U.S. Government
- 2 credits: World Perspectives or Languages

PE/HEALTH — 2 Credits
- 1 credit: Physical Education
- 1 credit: Health & Wellness

COLLEGE AND CAREERS — 1 Credit
- 1 credit: Freshmen Seminar

ELECTIVES — 12 Credits
Students will utilize the Readiness Seals and HSE Networks to align these electives with their unique goals. Electives can include a variety of courses such as CTE, Performing or Fine Arts, and World Languages.

TOTAL: **42 CREDITS**

Honors Seals

Designed for students who plan to attend college.

ENROLLMENT
- 4 World Language credits
- 1 additional Social Studies credit
- 1 additional Math credit
- 4 additional Science credits
- Earn a C or higher in all courses and earn a cumulative B grade point average
- Complete one of the following:
  - 4 credits in AP courses and pass corresponding exam
  - 6 college credits
  - 4 credits in IB courses and take corresponding exam
  - Score a 1250 on the SAT or a 26 on the ACT

Earn the Honors Seal
- Earn a credential of value
- Complete 100 hours of WBL
- Demonstrate communication, collaboration, and work ethic skills

Earning the Honors+ Seal **guarantees** a student automatic acceptance to all seven Indiana public colleges and universities.

Designed for students who plan to go straight into a career.

EMPLOYMENT
- Complete one of the following:
  - Earn a market-driven credential of value
  - Complete 3 courses in a CTE pathway
- Complete 150 hours of work-based learning
- Demonstrate communication, collaboration, and work ethic skills
- Meet attendance goal

Earn the Honors Seal
- Earn a market-driven credential of value
- Complete 500 additional hours of WBL (650 total)

Earning the Honors+ Seal **guarantees** a student dedicated career support with Ascend Indiana including interviews with top state employers.

Designed for students who plan to serve locally or nationally.

ENLISTMENT
- Complete a Public Service course with emphasis on physical and character standards required for service
- Score a 31 on the ASVAB and complete all three components of the Career Exploration Program
- Demonstrate communication, collaboration, and work ethic skills
- Meet attendance goal

Earn the Honors Seal
- Score a 50 on the ASVAB
- Demonstate leadership skills in one of the following:
  - Complete 100 hours of public service
  - Hold a leadership role in a cokextracurricular activity
  - Complete two seasons of a team-based sport or activity

Earning the Honors+ Seal **guarantees** a student enlistment into the Indiana National Guard leading to more opportunities like college credit and priority job placement.

INDUSTRY & ENTREPRENEURSHIP



DO YOU LOVE TO WORK WITH YOUR HANDS? ARE YOU DEPENDABLE? DO YOU LIKE TO SOLVE PROBLEMS? DO YOU ENJOY SERVING OTHERS?

Explore the Industry and Entrepreneurship network!

OVERVIEW

The Industry & Entrepreneurship network prepares students with hands-on technical skills and the confidence to build and grow their own ventures. Students learn how things are made, maintained, and managed while gaining real-world experience in skilled trades and business.

PROGRAMS AND COURSES

Automotive/Collision Repair
Principles of Collision Repair
Repair & Paint Fundamentals
Automotive Body Repair

Automotive Technology
Principles of Automotive Services
Brake Systems
Steering and Suspensions

Construction Trades
Principles of Construction Trades
General Carpentry and Framing & Finishing
Construction Trades

Cosmetology
Principles of Barbering & Cosmetology
Barbering and Cosmetology Fund.
Advanced Cosmetology

Culinary
Principles of Culinary &Hospitality Nutrition
Culinary Art

Electrical
Principles of Construction Trades
Electrical Fundamentals
Advanced Electrical

Plumbing
Principles of Construction Trades
Plumbing and Pipefitting
Plumbing and Pipefitting Fund.

Welding
Principles of Welding
Shielded Metal Arc Welding
Gas Welding

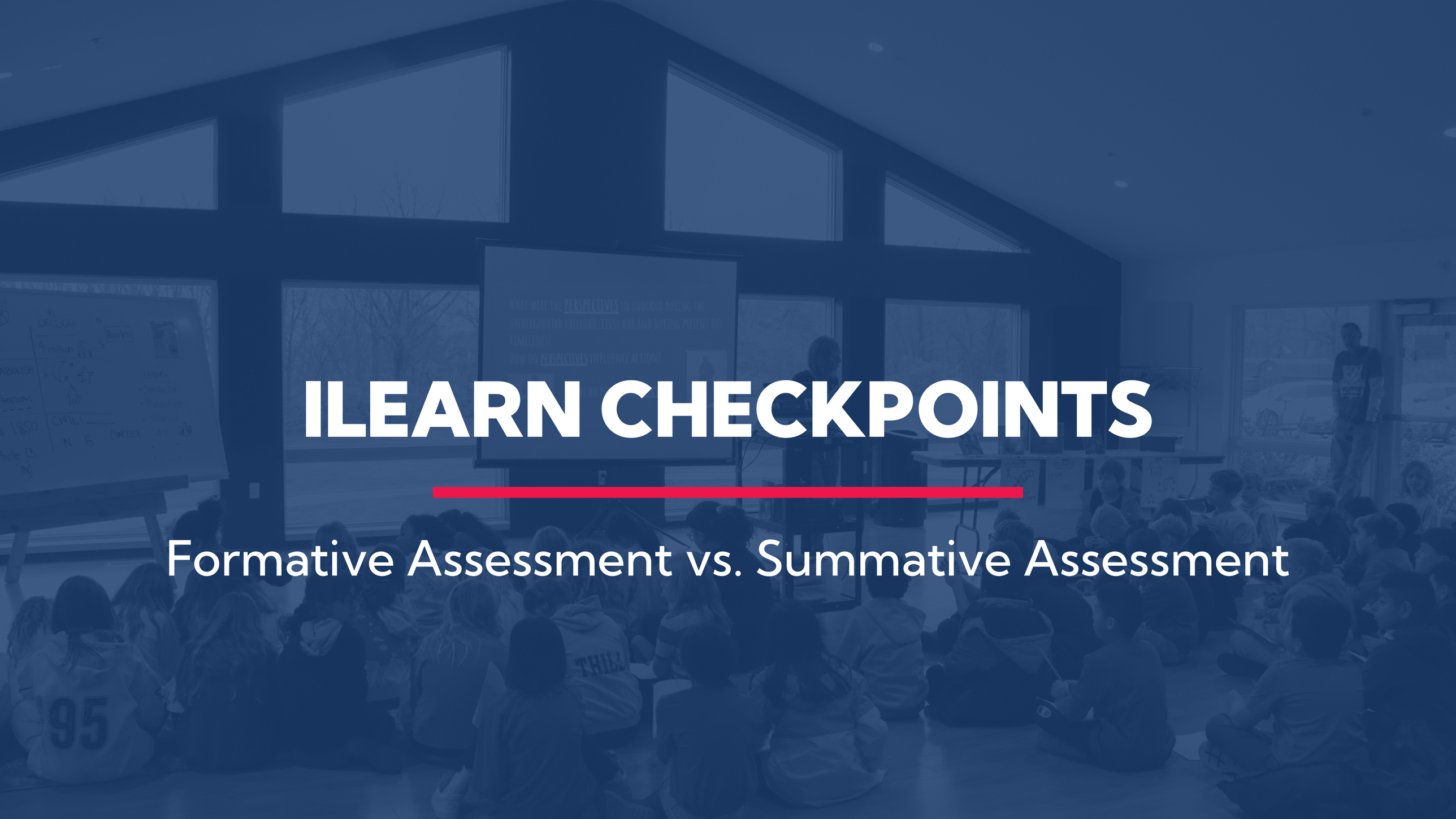
IN DEMAND CAREERS

OCCUPATION	SUGGESTED EDUCATION	MEDIAN SALARY	(OVER 10 YEARS) JOB GROWTH	MEDIAN SALARY	(OVER 10 YEARS) JOB GROWTH	
Automotive Engineer	Bachelor's Degree	$97,553	9%	$103,438	11%	
Automotive Engineering Tech	Associate's Degree	$76,518	-1%	$76,190	8%	
Chef or Head Cook	Associate's Degree	$50,007	15%	$60,195	21%	
Construction Manager	Bachelor's Degree	$80,556	13%	$107,453	11%	
Cosmetologist	HS + Certification	$32,688	5%	$35,443	18%	
Crane and Tower Operators	HS + Certification	$76,047	5%	$62,442	5%	
Electrician	HS + Certification	$65,932	12%	$67,891	9%	
HVAC or Refrigeration Mechanic	HS + Certification	$60,493	13%	$62,525	5%	
Machinery Maintenance	HS + Certification	$63,837	14%	$67,974	21%	
Online Merchant	Associate's Degree	$75,122	12%	$81,494	5%	
Plumber or Pipefitter	HS + Certification	$63,999	9%	$69,514	5%	
Project Management Specialist	Bachelor's Degree	$92,439	11%	$96,325	5%	

Source: Invest Hamilton County and Indiana Department of Workforce Development — HAMILTON COUNTY — STATE OF INDIANA

INDUSTRY PARTNERS

DRAFT



ILEARN CHECKPOINTS

Formative Assessment vs. Summative Assessment

ILEARN CHECKPOINTS GRADE 3

ELA #1 — Reading Foundations & Fiction

State	82729	5415	Percent: 54% 21% 16% 10% Count: 44.7K 17.2K 13K 7.9K		25%
Corporation	1411	5443	Percent: 36% 28% 22% 14% Count: 507 395 311 198		36%

ELA #2 — Reading Foundations, Informational Text & Media

State	82985	5433	Percent: 45% 21% 18% 16% Count: 37.7K 17.5K 14.8K 12.9K		33%
Corporation	1417	5472	Percent: 25% 22% 25% 28% Count: 352 318 356 391		53%

ILEARN CHECKPOINTS GRADE 4

ELA #1 — Reading Fiction, Language & Vocab

State		80473	5463	Percent 43% 23% 19% 15% Count 34.7K 18.4K 15.5K 11.8K	34%
Corporation		1536	5498	Percent 27% 21% 26% 25% Count 413 330 405 388	52%

ELA #2 — Informational Text/Media, Language & Vocab

State		80566	5472	Percent 39% 24% 20% 18% Count 31.6K 19.1K 15.8K 14.2K	37%
Corporation		1544	5512	Percent 20% 23% 26% 31% Count 309 348 403 484	57%

ILEARN CHECKPOINTS GRADE 5

ELA #1 — Reading Fiction, Language & Vocab

State	81359	5492	Percent: 42% 23% 23% 12 Count: 34.5K 19K 18.4K 9.5K	34%
Corporation	1544	5535	Percent: 23% 24% 32% 21% Count: 356 368 501 319	53%

ELA #2 — Reading Informational Text/Media

State	81438	5501	Percent: 40% 22% 23% 15% Count: 32.6K 17.5K 19K 12.4K	38%
Corporation	1551	5547	Percent: 20% 21% 32% 27% Count: 306 325 496 424	59%

ILEARN CHECKPOINTS GRADE 6

ELA #1 — Analyzing Literature, Language & Vocab

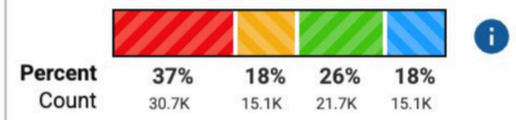
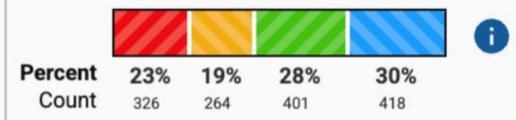
State		82256	5520	Percent 41% 23% 21% 16% Count 33.5K 18.7K 16.9K 13.1K	37%
Corporation		1569	5561	Percent 21% 25% 28% 26% Count 335 387 444 403	54%

ELA #2 — Informational Text/Media, Language & Vocab

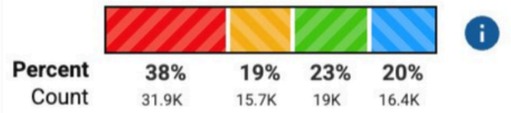
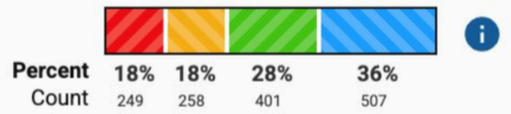
State		82354	5522	Percent 39% 24% 21% 17% Count 31.8K 19.7K 17K 13.9K	37%
Corporation		1571	5563	Percent 19% 26% 27% 27% Count 306 408 425 432	55%

ILEARN CHECKPOINTS GRADE 3

Math #1 — Place Value, Addition, Subtraction & Money

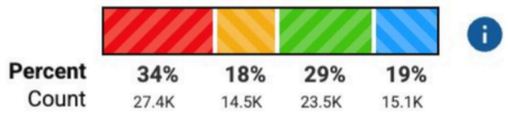
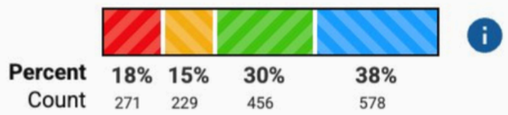
State	82629	6409		45%
Corporation	1409	6443		58%

Math #2 — Multiplication, Division & Fractions

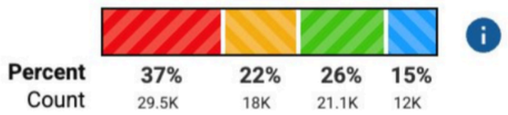
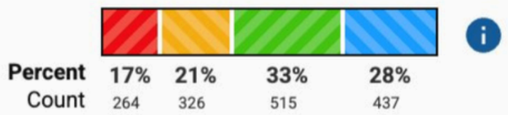
State	83078	6413		43%
Corporation	1415	6462		64%

ILEARN CHECKPOINTS GRADE 4

Math #1 — Place Value & Multiplication

State	80428	6465		48%
Corporation	1534	6513		67%

Math #2 — Multiplication, Division & Fractions

State	80619	6456		41%
Corporation	1542	6499		62%

ILEARN CHECKPOINTS GRADE 5

Math #1 — Multiplication, Division & Volume

State		81218	6490	Percent: 33% 25% 22% 20% Count: 27K 20K 17.7K 16.5K	42%
Corporation		1542	6542	Percent: 14% 21% 28% 37% Count: 214 324 431 573	65%

Math #2 — Percents, Decimals & Fractions

State		81400	6486	Percent: 35% 23% 23% 19% Count: 28.9K 18.8K 18.4K 15.3K	41%
Corporation		1551	6541	Percent: 14% 21% 28% 37% Count: 216 328 432 575	65%

ILEARN CHECKPOINTS GRADE 6

Math #1 — Integers, Rational Numbers & Operations

State		82234	6493	Percent 49% 20% 17% 14% Count 40.5K 16.2K 13.6K 11.9K	31%
Corporation		1570	6554	Percent 28% 19% 22% 32% Count 437 298 339 496	53%

Math #2 — Equations, Inequalities, Expressions & Data Analysis

State		82178	6507	Percent 45% 19% 18% 19% Count 36.8K 15.4K 14.6K 15.5K	37%
Corporation		1572	6571	Percent 24% 18% 21% 37% Count 370 278 336 588	59%

ILEARN CHECKPOINT #3

March 16–27

- **GRADE 3**
  - ELA — Reading Foundations, Reading and Understanding Informational Texts/Media, and Writing
  - Math — Fractions and Measurement/Data
- **GRADE 4**
  - ELA — Vocabulary and Writing
  - Math — Fractions/Decimals and Problem Solving
- **GRADE 5**
  - ELA — Vocabulary and Writing
  - Math — Fractions/Decimals and Measurement/Data Analysis
- **GRADE 6**
  - ELA — Analyzing Informational Text/Media and Writing
  - Math — Rates, Ratios and Proportions

ILEARN SUMMATIVE

April 13–May 8

- **GRADE 3**
  - ELA — Reading Foundations, Reading Comprehension, Writing/Comm/Collaboration
  - Math — Number Sense, Computation/Algebraic Thinking, Geometry/Measurement/Data Analysis, and Math Processes
- **GRADE 4**
  - ELA — Reading comprehension, Writing/Communication/Collaboration
  - Math — Number Sense, Computation/Algebraic Thinking, Geometry/Measurement/Data Analysis & MathProcesses
- **GRADE 5**
  - ELA — Reading Comprehension, Writing/Communication/Collaboration
  - Math — Number Sense, Computation/Algebraic Thinking, Geometry/Measurement/Data Analysis & MathProcesses
- **GRADE 6**
  - ELA — Reading Comprehension, Writing/Communication/Collaboration
  - Math — Number Sense, Ratios & Proportions, Algebra & Processes, Geometry/Measurement/Data Analysis/Statistics & Math Processes

ILEARN CHECKPOINT #2

Junior High Math

7th Grade Math — Non-Cohort			
	2024 Checkpoint #2 — % Proficient	2025 Checkpoint #2 — % Proficient	Difference
STATE	36%	40%	4%
DISTRICT	66% (+30)	73% (+33)	7%

8th Grade Math — Non-Cohort			
	2024 Checkpoint #2 — % Proficient	2025 Checkpoint #2 — % Proficient	Difference
STATE	28%	38%	10%
DISTRICT	50% (+22)	68% (+30)	18%

ILEARN CHECKPOINT #2

Junior High English

7th Grade English — Non-Cohort			
	2024 Checkpoint #2 — % Proficient	2025 Checkpoint #2 — % Proficient	Difference
STATE	34%	38%	4%
DISTRICT	58% (+24)	60% (+22)	2%

8th Grade English — Non-Cohort			
	2024 Checkpoint #2 — % Proficient	2025 Checkpoint #2 — % Proficient	Difference
STATE	34%	41%	7%
DISTRICT	54% (+20)	68% (+27)	14%

ACADEMIC STANDARDS

Proficiency Example

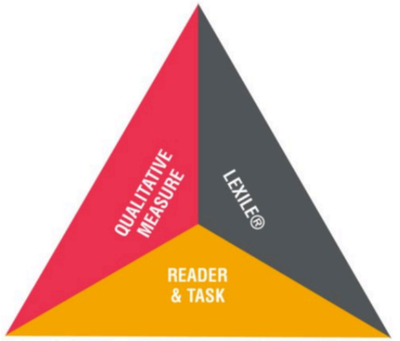
7.RC.7 At Proficiency:
Determine more than one perspective or purpose in a text and provide supporting textual evidence; OR identify an author's perspective or purpose in a text, and explain how the author distinguishes their position from that of others.

School	1. Analyzing Informational Text & Media				
	Performance Distribution	1. Analyzing Informational Text & Media			
		7.RC.1	7.RC.5	7.RC.6	7.RC.7	7.RC.8
		Performance	Performance	Performance	Performance	Performance
State	Percent 41% 45% 14% Count 33K 36.6K 11.2K	✖	✖	✖	✖	✖
Corporation	Percent 21% 53% 26% Count 338 856 410	✓	✓	◒	✖	✓

Performance

- ✓ Above the Proficiency Standard
- ◒ At/Near Proficiency Standard
- ✖ Below the Proficiency Standard
- ✱ Insufficient Information

HMH Text Complexity Triangle



QUALITATIVE MEASURES:	QUANTITATIVE MEASURES:	READER & TASK CONSIDERATIONS:
HMH measures the levels of meaning, structure, language conventionality/clarity, and knowledge demands of increasingly complex texts. Students receive decreasing scaffolding in order to demonstrate growth and move toward independence.	The Lexile Framework measures fiction and nonfiction texts and readers on the same scale.	HMH supports teachers as they match reader to task. READ 180 provides carefully calibrated, high-interest texts in a variety of formats to maximize student choice and engagement. Highly motivated students read more. As they read, they build content-area knowledge and gain ability and expertise as readers.

PLC

Four Critical Questions of a PLC at Work

1

What is it we want our students to know and be able to do?

2

How will we know if each student has learned it?

3

How will we respond when some students do not learn it?

4

How will we extend the learning for students who have demonstrated proficiency?

EDUCATIONAL FRAMEWORK

Multi-Tiered Systems of Support

7th grade Anchor Day	7th grade Odd Day	7th grade Even Day
Period 1 9:15 – 9:56	**Period 1** 9:15 – 10:25	**Period 2** 9:15 – 10:25
Period 2 10:01 – 10:38		
Period 3 10:43 – 11:55 10:43 – 11:13 (A) 11:25 – 11:55 (B)	**Period 3** 10:30 – 12:20 10:30 – 11:00 (A) 11:10-11:40 (B)	**Period 4** 10:30 – 12:20 10:30 – 11:00 (A) 11:10 – 11:40 (B)
Period 4 12:00 – 12:37		
MTSS 12:42 – 1:12	**MTSS** 12:25 – 12:55	**MTSS** 12:25 – 12:55
Period 5 1:17 – 1:54	**Period 5** 1:00 – 2:10	**Period 6** 1:00 – 2:10
Period 6		

PROFESSIONAL DEVELOPMENT

HSE Schools

- At HSE Schools, professional development is predominantly done through the support of "cluster" work (K-6) and "PLC" work (7-12).
- Funded almost entirely from our Title II grant.
- Title II
    - Two-year overlapping grant
    - Set a budget each summer
- Monitor our data and needs to determine continued PD support.

WHO IS NIET?

National Institute for Excellence in Teaching

- NIET is a national organization dedicated to building educator excellence with the ultimate goal of improving student achievement.
- For 25 years, NIET has worked with more than 11,000 schools and has impacted more than 350,000 educators and 3.5 million students.
- Structure includes a targeted weekly meeting known as cluster.

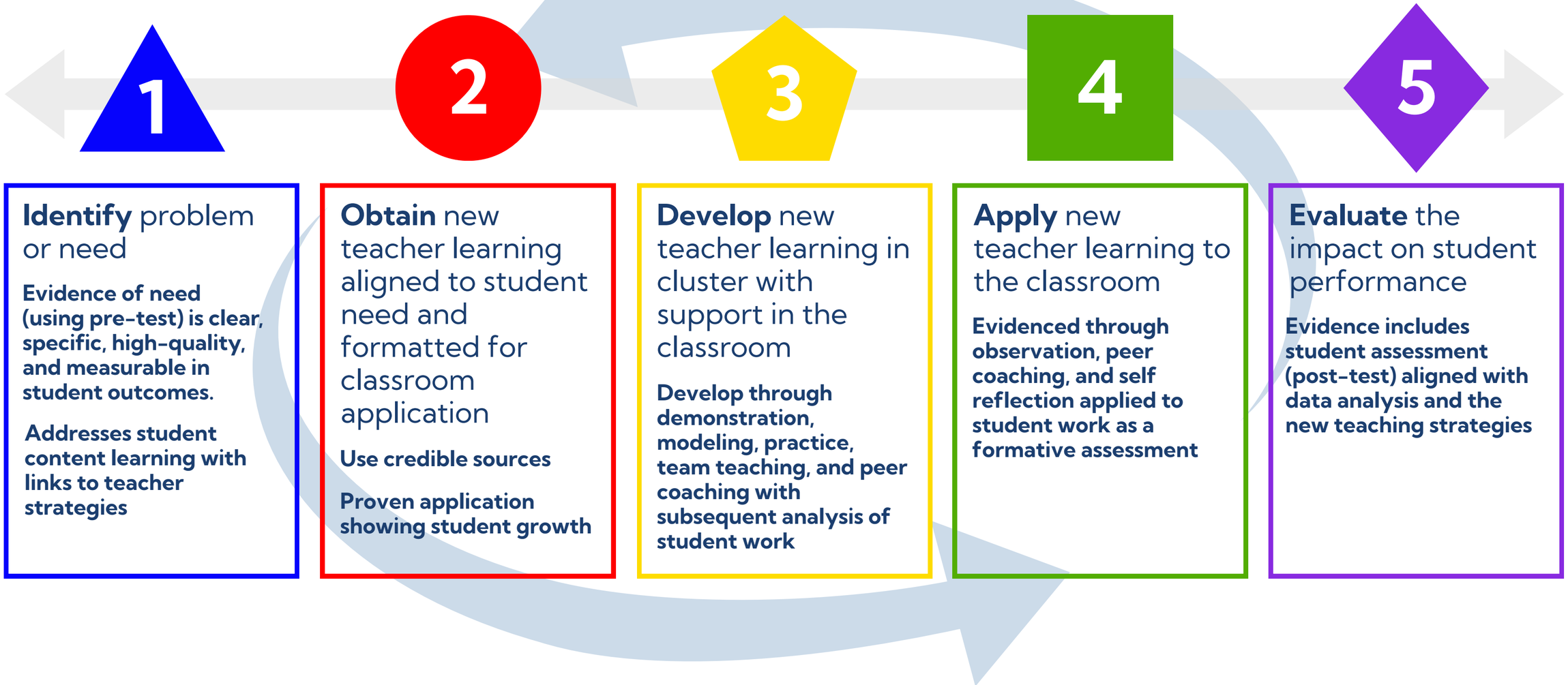
WHY NIET IN HSE?

National Institute for Excellence in Teaching

- HSE is a high-performing district, showing that improvement can be an even bigger challenge.
- We believe we have some of the best educators and they deserve the best professional development.
- To evaluate teacher and leader effectiveness, ultimately improving student achievement.

NIET CLUSTER MODEL

5 Steps for Effective Learning



1

Identify problem or need

Evidence of need (using pre-test) is clear, specific, high-quality, and measurable in student outcomes.

Addresses student content learning with links to teacher strategies

2

Obtain new teacher learning aligned to student need and formatted for classroom application

Use credible sources

Proven application showing student growth

3

Develop new teacher learning in cluster with support in the classroom

Develop through demonstration, modeling, practice, team teaching, and peer coaching with subsequent analysis of student work

4

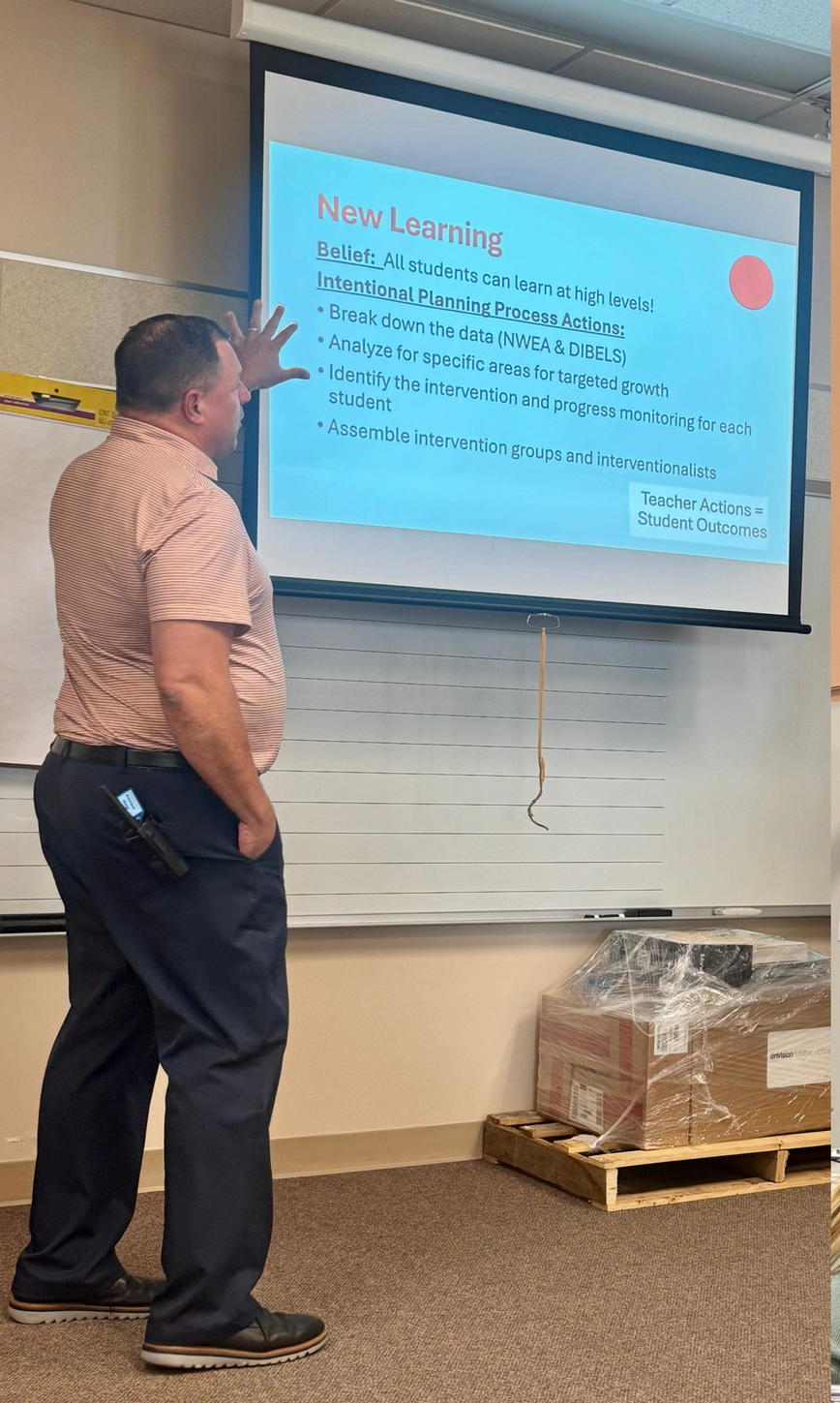
Apply new teacher learning to the classroom

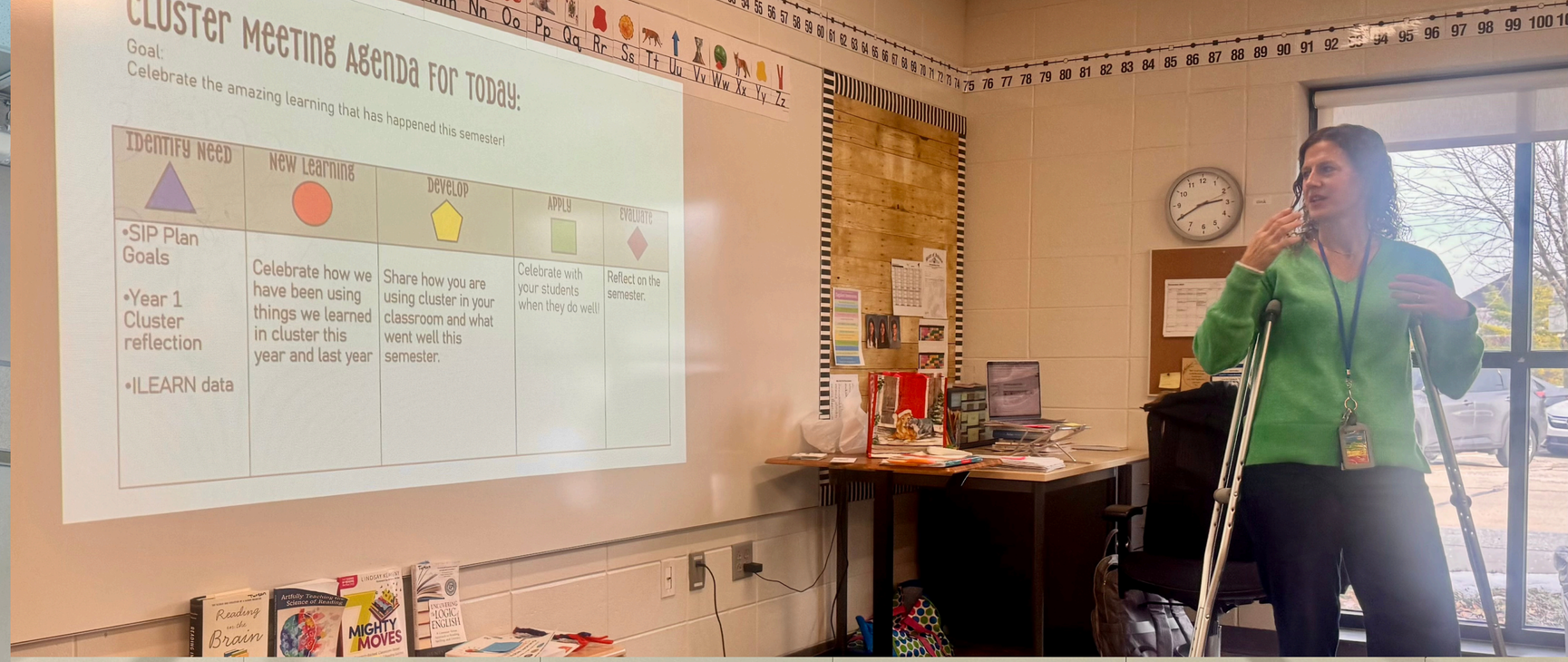
Evidenced through observation, peer coaching, and self reflection applied to student work as a formative assessment

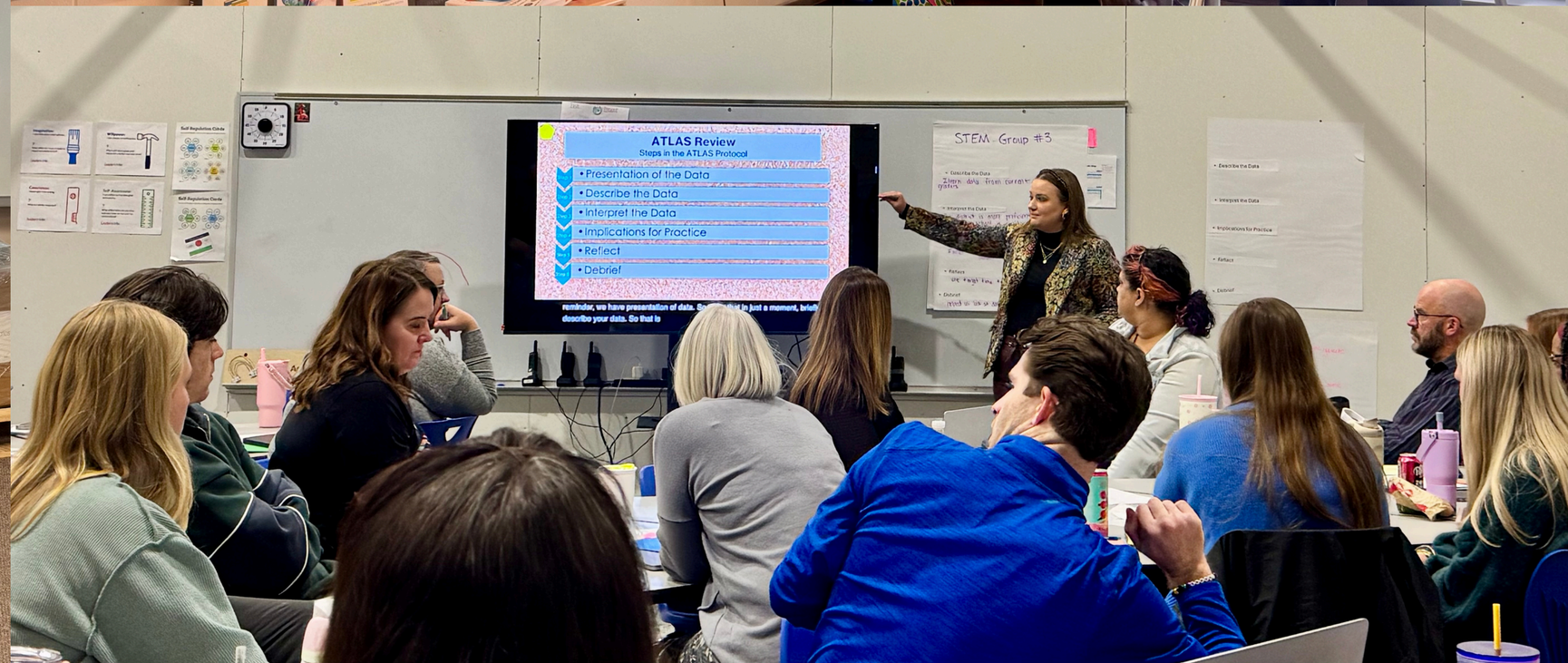
5

Evaluate the impact on student performance

Evidence includes student assessment (post-test) aligned with data analysis and the new teaching strategies


New Learning
Belief: All students can learn at high levels!
Intentional Planning Process Actions:
• Break down the data (NWEA & DIBELS)
• Analyze for specific areas for targeted growth
• Identify the intervention and progress monitoring for each student
• Assemble intervention groups and interventionalists
Teacher Actions = Student Outcomes


Cluster Meeting Agenda for Today:
Goal:
Celebrate the amazing learning that has happened this semester!
Identify Need
New Learning
Develop
Apply
Evaluate
•SIP Plan Goals
•Year 1 Cluster reflection
•ILEARN data
Celebrate how we have been using things we learned in cluster this year and last year
Share how you are using cluster in your classroom and what went well this semester.
Celebrate with your students when they do well!
Reflect on the semester.


ATLAS Review
Steps in the ATLAS Protocol
• Presentation of the Data
• Describe the Data
• Interpret the Data
• Implications for Practice
• Reflect
• Debrief
STEM - Group #3

IMPACT IN ACTION

Teacher Reflections

"My students and I have benefited from the small takeaways we learn each week during cluster. These small shifts are practical and easy to implement in my classroom. Although the takeaways are minor adjustments, they have had a significant impact on my students, and I have seen noticeable growth because of intentionally applying them in my instruction."

3RD GRADE TEACHER AT FCE

"The NIET process has had a powerful impact on both teachers and students at Hoosier Road. The strategies and routines we learned have transformed how I teach vocabulary, and we've seen tremendous growth in our learners as a result"

TEACHER AT HRE

"NIET cluster cycles have encouraged teachers to make manageable shifts in our practices to better our craft. These small shifts in teaching are having big impacts on the growth of our learners. The data-driven and standards-based collaboration has been impactful for teachers and students alike."

TEACHER AT NBE

"The NIET process has significantly strengthened engagement and ownership of learning in my classroom. One student shared, 'I have never felt this smart in math before,' which reflects the confidence and growth I am seeing across the classroom. NIET has allowed me to tailor lessons better to meet students' needs and maximize their success."

6TH GRADE TEACHER AT HIJ

IMPACT IN ACTION

Teacher Reflections

"Working with our building coach and participating in field testing has had a positive impact at DCE. The support provided valuable instructional insight and helped strengthen reading practices, benefiting both teachers and students. I really appreciated the collaboration time and the opportunity to grow through this process."

2ND GRADE TEACHER AT DCE

"Our cluster meetings are a weekly reminder to refine our instruction so we can raise each student's achievement levels. This work has challenged me to set high expectations and to watch my students rise to the challenge. Looking at student data as a team and a school has also fostered more collaboration. When any student succeeds, we all celebrate that work!"

2ND GRADE TEACHER AT CRE

"Our cluster work has encouraged our staff to deepen their thinking, be more reflective, and approach their own learning with greater intention. It has fostered meaningful collaboration among colleagues who may not typically work together and challenged our team to adopt new strategies and supports to better meet the diverse needs of our students."

RESOURCE TEACHER AT FCI

"The consistent use of clearly defined success criteria, structured sentence stems, and actionable feedback has deepened student understanding and supported the development of academic language in my classroom. Fostering a language-rich environment has enhanced student engagement, confidence, and measurable growth."

KINDERGARTEN TEACHER AT HPE

IMPACT IN ACTION

Teacher Reflections

Participating in cluster has made me more reflective and more intentional in my instructional decisions. Through collaboration, feedback, and trying new strategies in real time, I've strengthened how I model and guide student learning, which has led to clearer expectations and transferable skills that students can apply across their learning."

FIRST YEAR TEACHER AT FES

"Cluster learning has helped me better understand what effective instruction looks like and how to improve it to best support my students."

TEACHER AT SES

"As a 26-year veteran teacher, experiencing teaching before and after NIET showed me how powerful clarity and feedback can be. With intentional planning and clear expectations, my students are more engaged, more accountable, and more confident in their learning."

3RD GRADE TEACHER AT SCE

"Through the leadership and questioning from NIET cluster work and direct coaching from our building coach, my students grew tremendously as critical readers. The excitement derived from being reading questioners and main idea decoders can be directly connected to the good work from our instructional leaders."

TEACHER AT BSE

IMPACT IN ACTION

Administrator Reflections

"NIET has provided us the framework to focus on the needs of our students and staff in a very targeted and consistent manner. We are data-driven, student-centered, and growing together professionally in practice as a staff like never before."

ELEMENTARY PRINCIPAL

"The structure provided by NIET helped our leadership team bring together the work teachers were already doing in professional learning communities and refine it into a more student-centered, data-driven approach. Growing teachers shifts practice and impacts student achievement school-wide!"

ELEMENTARY PRINCIPAL

"NIET...where have you been all of my life! This what I have been craving. It is my exhale. It doesn't feel extra, it feels like a solution!"

INTERMEDIATE PRINCIPAL

"The NIET cycle for professional learning has created a clear, systematic approach for professional development with student learning as the outcome. The field-testing component is a great way to collaborate with teacher leaders and then share their voice and experiences with others in the form of chunked, data-driven professional learning."

ELEMENTARY PRINCIPAL

IMPACT IN ACTION

Administrator Reflections

"NIET has impacted the intentionality of professional development by aligning coaching, feedback, and collaborative learning to clear instructional expectations, resulting in more focused teacher growth and improved instructional consistency across the building."

ELEMENTARY PRINCIPAL

"NIET has provided a solid framework for instructional leaders to offer teachers professional learning tailored to the specific needs of our students. It has reframed how we look at student data and how we respond to it. Our data shows the work we have done in the past two years implementing the NIET model has made a positive difference."

ELEMENTARY PRINCIPAL

"NIET has helped us become the kind of building that strives to get better for our students, each and every week … and we do this by reflecting on our own data."

INTERMEDIATE PRINCIPAL

"The NIET work has strengthened our staff by bringing us together through meaningful conversations, research-based strategies, and a shared commitment to doing what is best for our students."

ELEMENTARY PRINCIPAL

HSE ACADEMICS

Looking to the Future

- Accountability Model
- New accelerated math legislation
- Math Screener



QUESTIONS?