

Riverside Intermediate School School Improvement Plan 2026-2027



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Brent Farrell, Principal

Sarah Zack, Assistant Principal

Kerri Rhodes, Instructional Coach

Riverside Intermediate SIP Committee Members:

Brent Farrell	Principal
Sarah Zack	Assistant Principal
Kerri Rhodes	Instructional Coach
Heather Jahn	Teacher
Ashley Passwater	Teacher
Shannon Herring	Teacher
Fallon Cuthrell	Teacher
Ann Marie Lotridge	Teacher
Kara Tappel	Teacher
Meghan McCrocklin	Teacher
Bridget Smith	Teacher
Chris Larson	Teacher
Heather Morrison	Teacher
Brie Toste	Parent
Emily Stout	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.

RSI Mission

We are an innovative educational community dedicated to providing a highly collaborative, student-driven, and service-oriented environment.

RSI Beliefs

We believe...

Building Relationships

We believe that strong, respectful relationships among students, staff, families, and the wider community are foundational to a thriving learning environment. We commit to fostering trust, empathy, and open communication to create a safe and inclusive school culture where every individual feels valued and connected.

Engagement and Collaboration

We believe that learning is most powerful when students are actively engaged and working collaboratively. We strive to design learning experiences that are relevant, challenging, and interactive, encouraging students to take ownership of their learning and work together to solve problems, share ideas, and build knowledge.

Learning and Applying

We believe that deep learning occurs when students can connect new knowledge to prior understanding and apply it in meaningful contexts. Our instructional practices will emphasize critical thinking, creativity, and real-world application, ensuring students not only acquire knowledge but also develop the skills to use it effectively.

Inquiry

We believe that curiosity drives learning. We will nurture a culture of inquiry where students are encouraged to ask questions, explore diverse perspectives, investigate topics of interest, and pursue deeper understanding through research, experimentation, and reflection.

Establishing Goals

We believe that goal setting empowers learners to take charge of their growth. We will support students and staff in setting clear, measurable, and personalized goals, regularly monitoring progress and celebrating achievements to build motivation and resilience.

Feedback that is Meaningful

We believe that timely, specific, and constructive feedback is essential for growth. We will ensure that feedback is used as a tool for learning, guiding students to reflect on their progress, identify next steps, and continuously improve through dialogue and self-assessment.

RSI Summary

Riverside Intermediate School is one of the four intermediate schools in the Hamilton Southeastern School district in Fishers, Indiana. Hamilton Southeastern is the fourth largest school district in Indiana. Riverside Intermediate serves students in 5th and 6th grade. Our school is nestled on the far western edge of

the Northeast suburb in Fishers next to the White River. We are proud to offer a robust and engaging STEM program that extends beyond the classroom and into the natural world. Our students benefit from a dynamic outdoor learning environment where they develop scientific thinking, environmental stewardship, and hands-on problem-solving skills.

Riverside is also a Leader in Me school (Year 2), empowering students to develop leadership skills, take ownership of their learning, and recognize the unique strengths they bring to our school community. Through the principles of the Leader in Me framework, students are encouraged to set goals, make responsible choices, collaborate with others, and develop the confidence and skills needed to become leaders in their classrooms, school, and community.

Our students benefit from a dynamic outdoor learning environment where they develop scientific thinking, environmental stewardship, collaboration, and hands-on problem-solving skills. By combining STEM education, outdoor learning, and leadership development, Riverside provides students with meaningful opportunities to explore, create, lead, and apply their learning to the world around them.

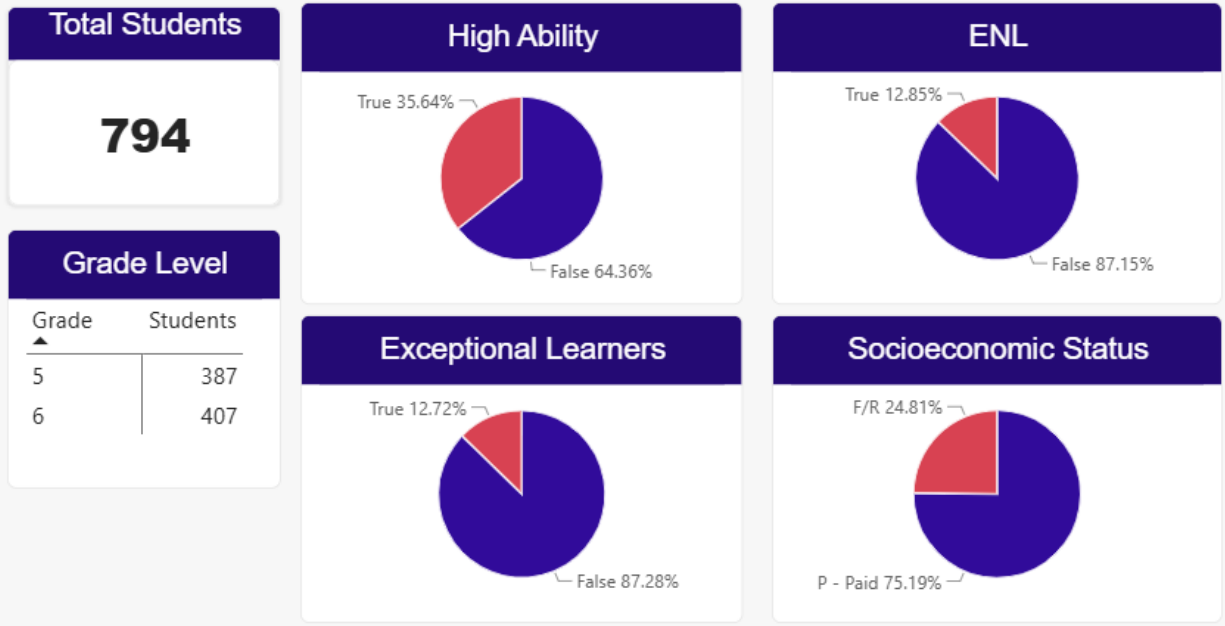
Students actively participate in the care and study of animals such as goats, chickens, and bees, fostering responsibility and a deeper understanding of life sciences. A highlight of our program is the 6th-grade river rafting STEM expedition, which combines adventure with applied learning in physics, ecology, and teamwork.

Our outdoor learning space also serves as a hub for nature journaling, observation, and inquiry-based exploration, encouraging students to connect with their environment and pursue their natural curiosity. This integration of STEM and outdoor education supports our commitment to experiential learning and the development of well-rounded, environmentally conscious learners.

We currently serve a diverse school community comprised of 794 students speaking 27 different home languages. RSI contains a population comprised of the following demographic groups: 65.9% White, 9.2% Asian, 7.4% Multiracial, 7.8% Black/African American, 10.8% Hispanic, and .01% Other/Pacific Islander.

There are 75 educated staff members at RSI that are promoting the school's vision and are dedicated to meeting the school's mission and vision for the success of all the RSI Hawks.

26/27 Riverside Intermediate

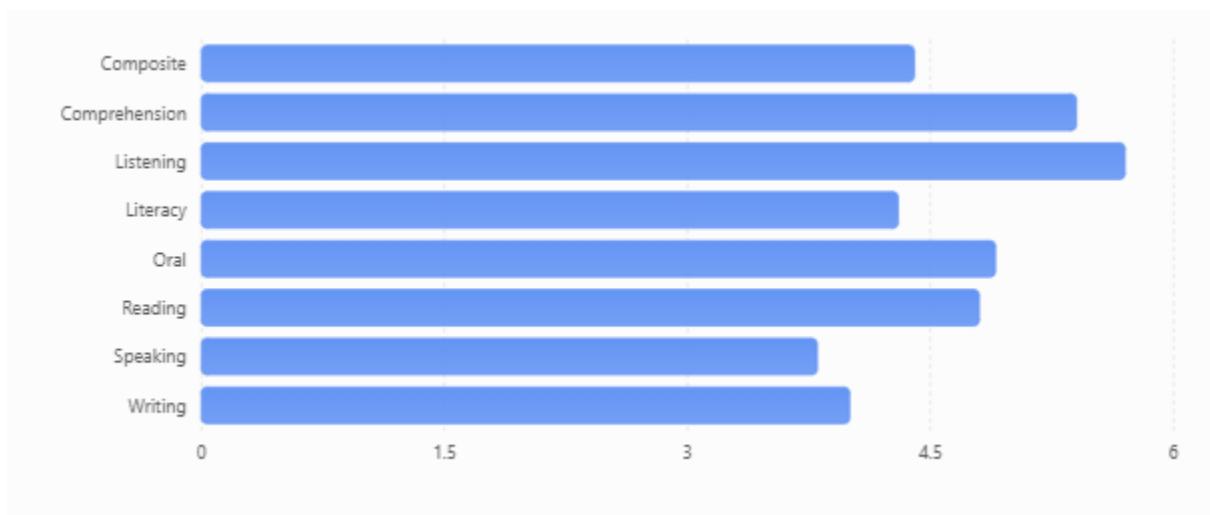


Student Race/ Ethnicity		
Reported Federal Race	Count	Percentage
White	524	65.99%
Hispanic/Latino	86	10.83%
Asian	62	7.81%
Black/African American	62	7.81%
Multiracial	59	7.43%
Nat Haw/Oth Pac Isl	1	0.13%
Total	794	100.00%

ENL Student Data

5th Grade ENL: Level 1s: 4 Level 2s: 0 Level 3s: 8 Level 4s: 17 Total 1-4s: 29 Monitors: 13 Special Services: 3 Total: 45	6th Grade ENL: Level 1s: 1 Level 2s: 1 Level 3s: 8 Level 4s: 23 Total 1-4s: 33 Monitors: 20 Special Services: 2 Total: 55
School ENL Total: 100 Students	

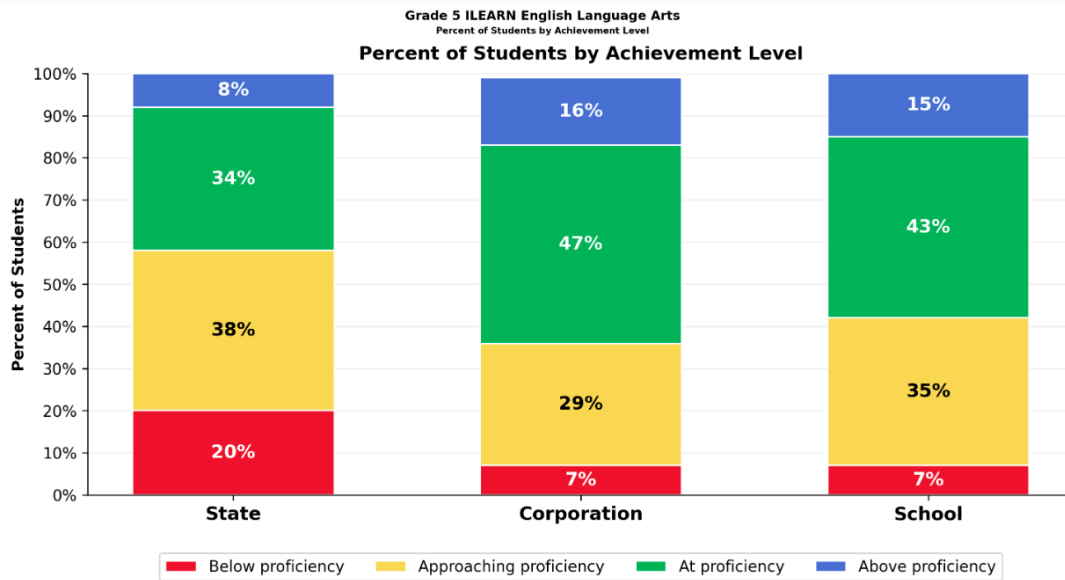
WIDA ACCESS Report



Goal # 1 English Language Arts

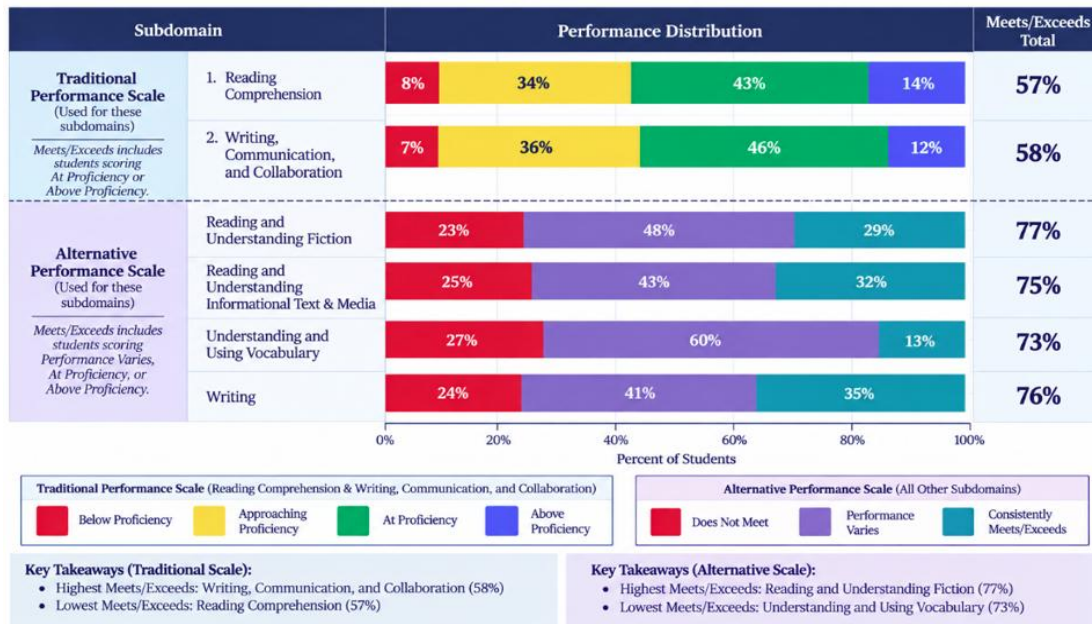
ILEARN English/Language Arts Data 2025-2026:

Grade 5 ELA Overall (Current 6th Grade Class)



Percent of Students at or Above Proficiency
State: 42% Corporation: 63% School: 58%

Grade 5 ELA by Subdomain Performance



Source: ILEARN English Language Arts Grade 5 Summative Report, Spring 2026

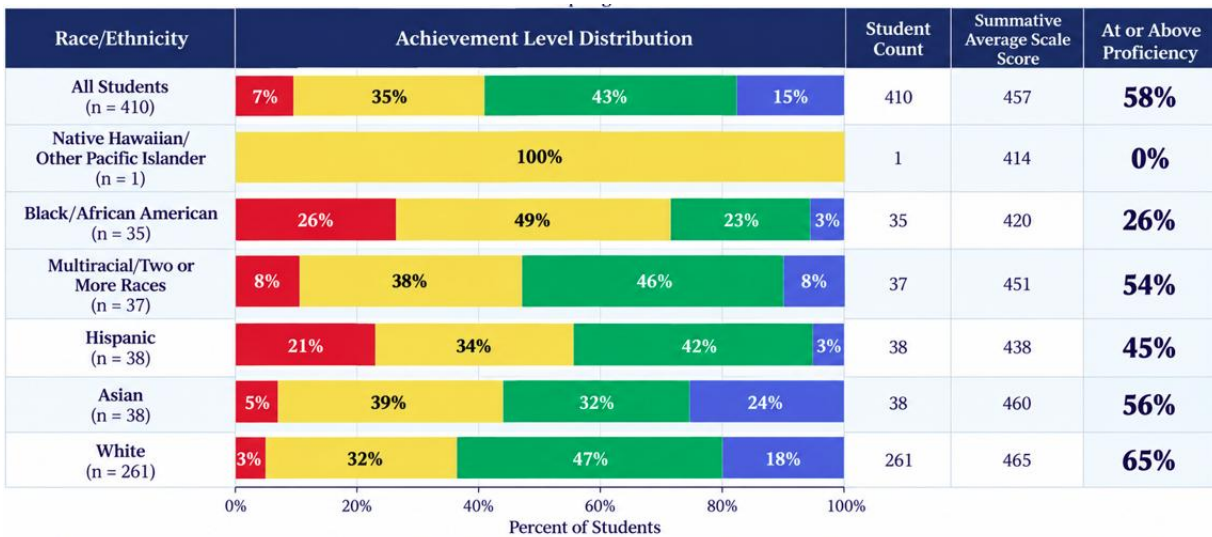
Grade 5 ELA Longitudinal

Assessment	Assessment Focus	Administration	Percent of Students			
			Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Checkpoint 1	Reading Fiction, Language & Vocabulary	ILEARN Checkpoint 1 (Opportunity 1) 11/07/2025	26%	21%	32%	21%
Checkpoint 2	Reading Informational Text/Media	ILEARN Checkpoint 2 (Opportunity 1) 02/05/2026	24%	18%	33%	26%
Checkpoint 3	Writing, Language & Vocabulary	ILEARN Checkpoint 3 03/26/2026	23%	24%	26%	26%
Summative	Overall Grade 5 English Language Arts	ILEARN 3-8 (Spring 2026)	7%	34%	43%	15%

■ Below proficiency
 ■ Approaching proficiency
 ■ At proficiency
 ■ Above proficiency

Source: ILEARN English Language Arts Grade 5 Reports, 2025-2026

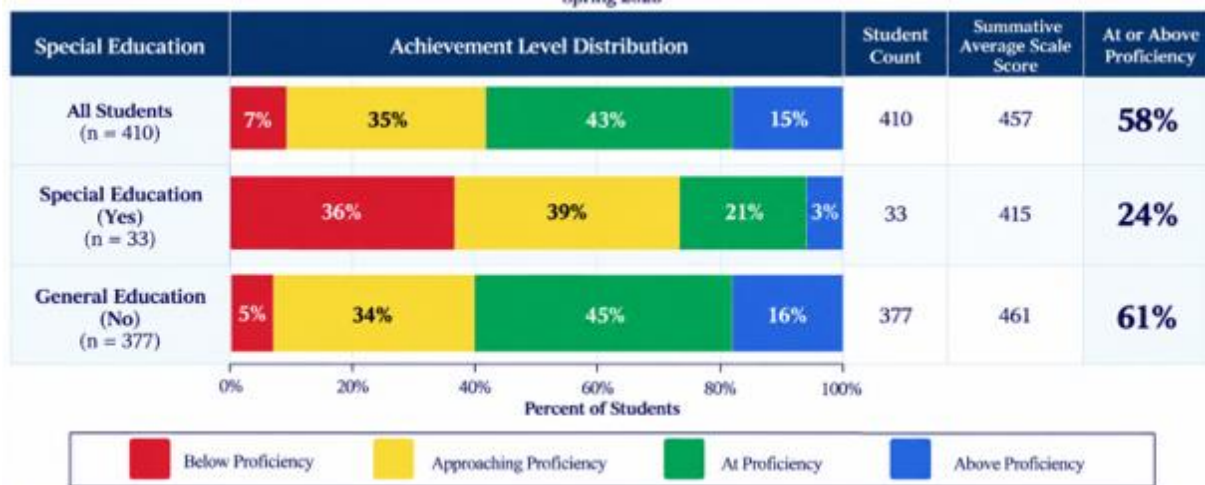
Grade 5 ELA by Race



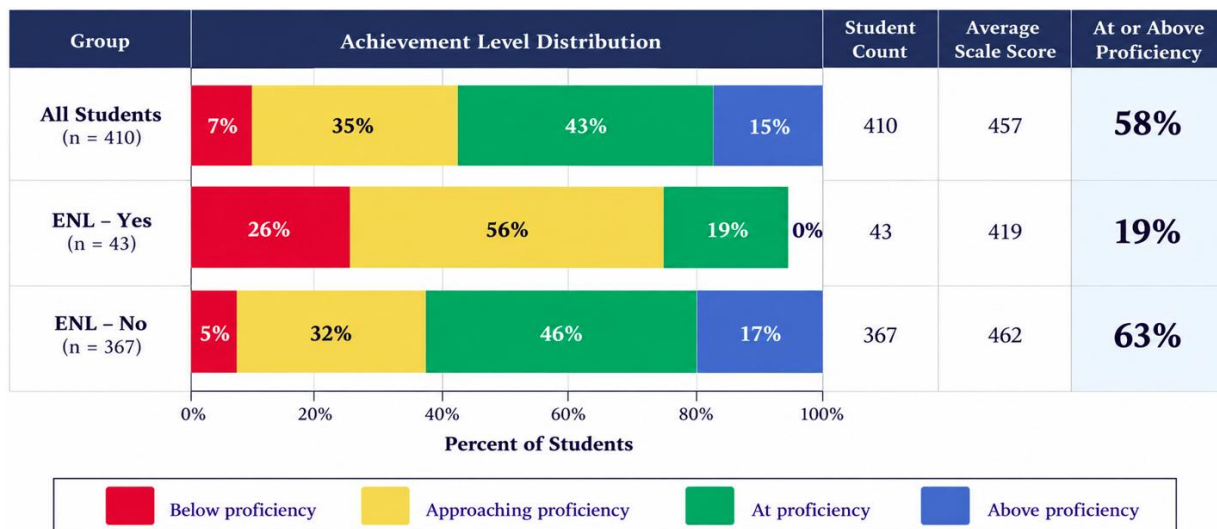
■ Below Proficiency
 ■ Approaching Proficiency
 ■ At Proficiency
 ■ Above Proficiency

Source: ILEARN English Language Arts Grade 5 Summative Report, Spring 2026

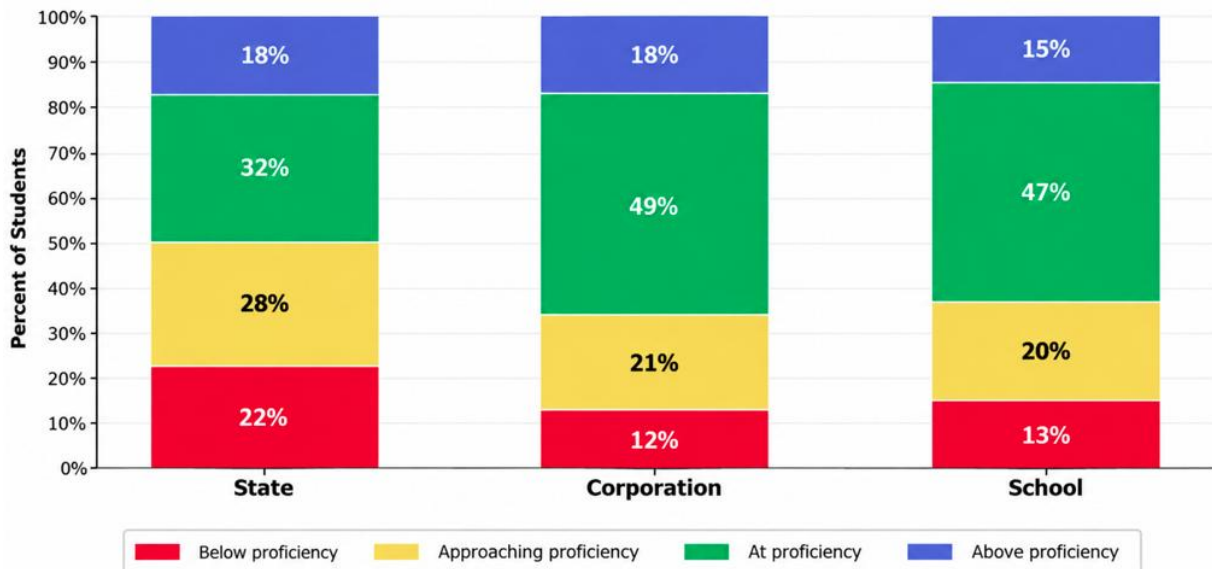
Grade 5 ELA by Special Education



Grade 5 ELA by ENL

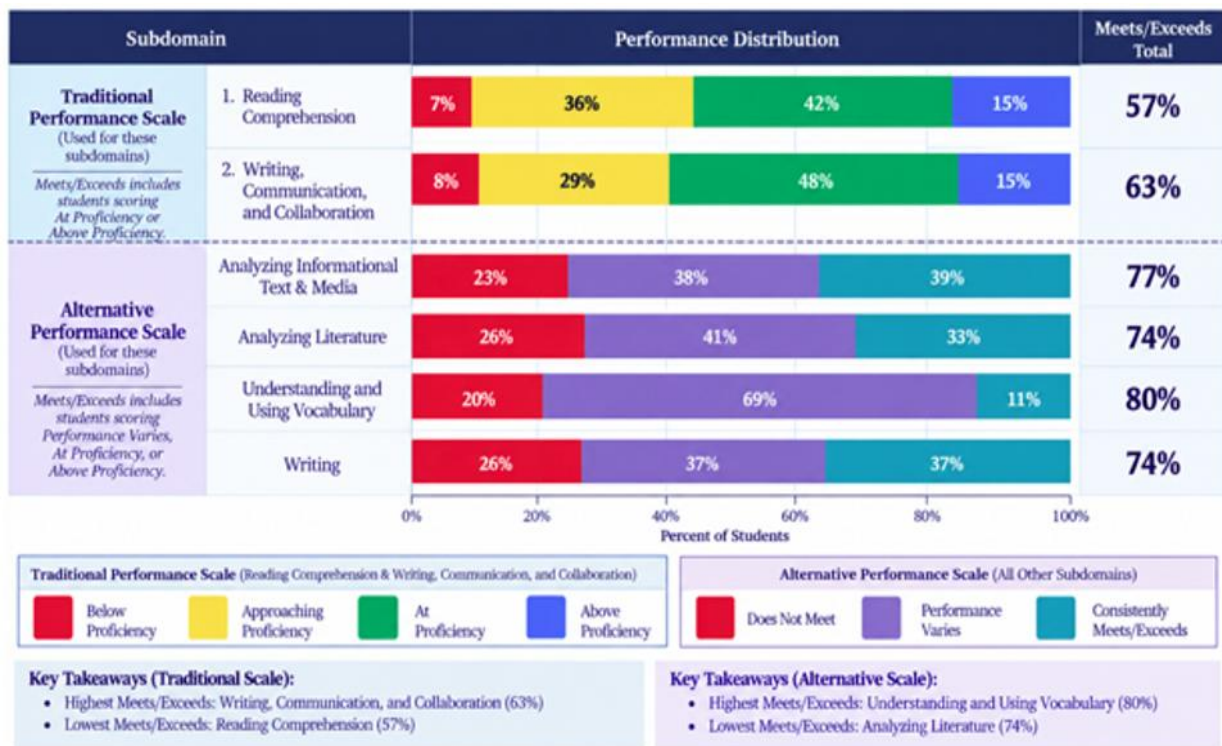


Grade 6 ELA Overall (Current 7th Grade Class)



Percent of Students at or Above Proficiency
State: 50% Corporation: 67% School: 62%

Grade 6 ELA by Subdomain Performance



Source: ILEARN English Language Arts Grade 6 Summative Report, Spring 2026

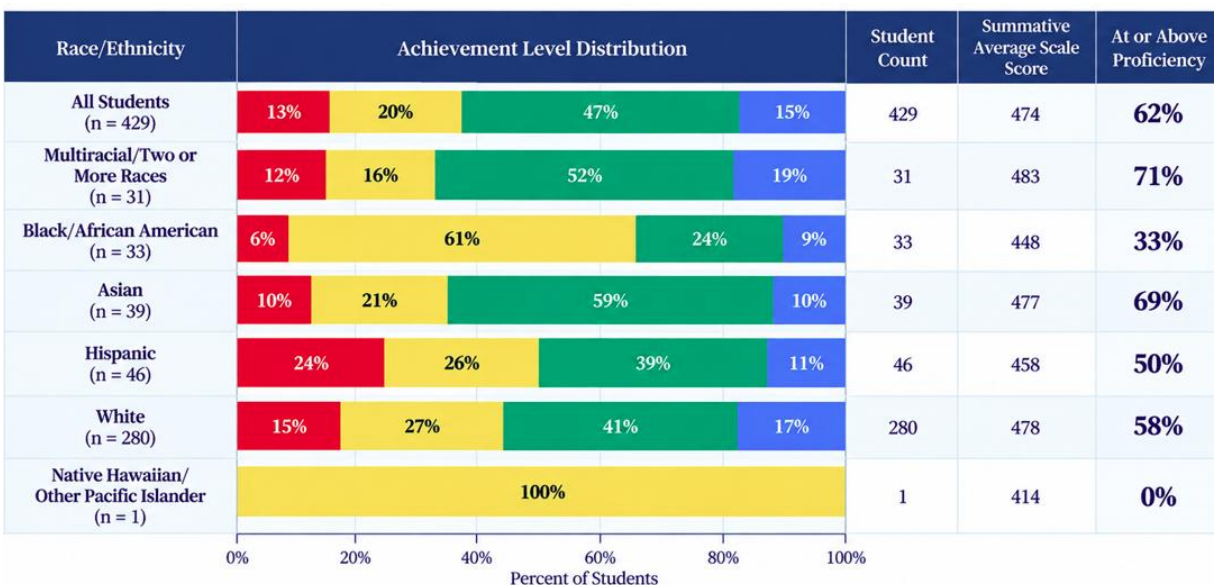
Grade 6 Longitudinal Report

Assessment	Assessment Focus	Administration	Percent of Students			
			Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Checkpoint 1	Analyzing Literature, Language & Vocabulary	ILEARN Checkpoint 1 (Opportunity 1) 11/03/2025	23%	25%	26%	26%
Checkpoint 2	Analyzing Informational Text/Media, Language & Vocabulary	ILEARN Checkpoint 2 (Opportunity 1) 02/03/2026	18%	30%	24%	28%
Checkpoint 3	Writing & Analyzing Informational Text/Media	ILEARN Checkpoint 3 03/23/2026	20%	18%	27%	35%
Summative	Overall Grade 6 English Language Arts	ILEARN 3-8 (Spring 2026)	7%	30%	47%	15%

■ Below proficiency
 ■ Approaching proficiency
 ■ At proficiency
 ■ Above proficiency

Source: ILEARN English Language Arts Grade 6 Reports, 2025-2026

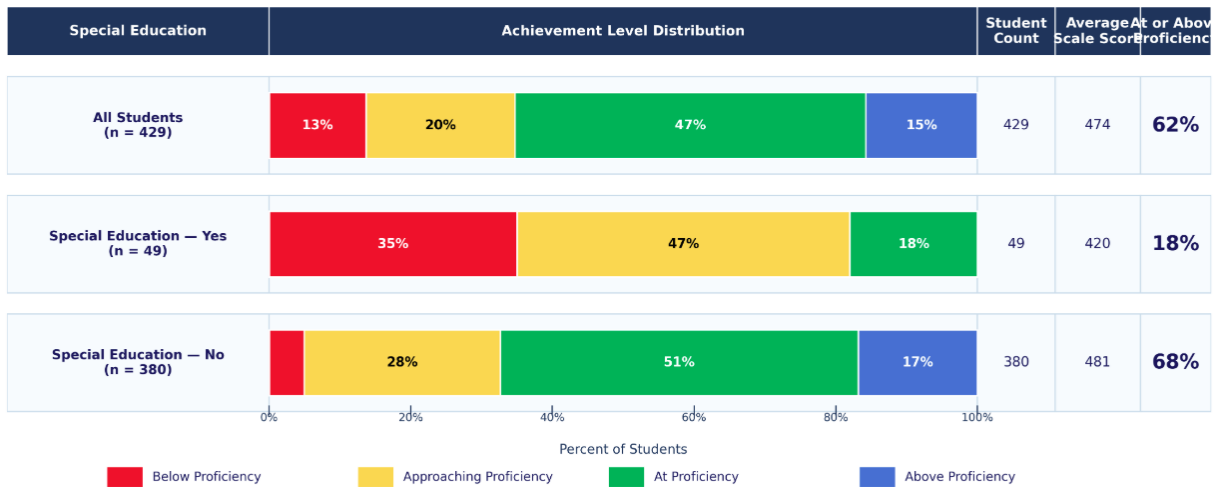
Grade 6 ELA by Race



■ Below Proficiency
 ■ Approaching Proficiency
 ■ At Proficiency
 ■ Above Proficiency

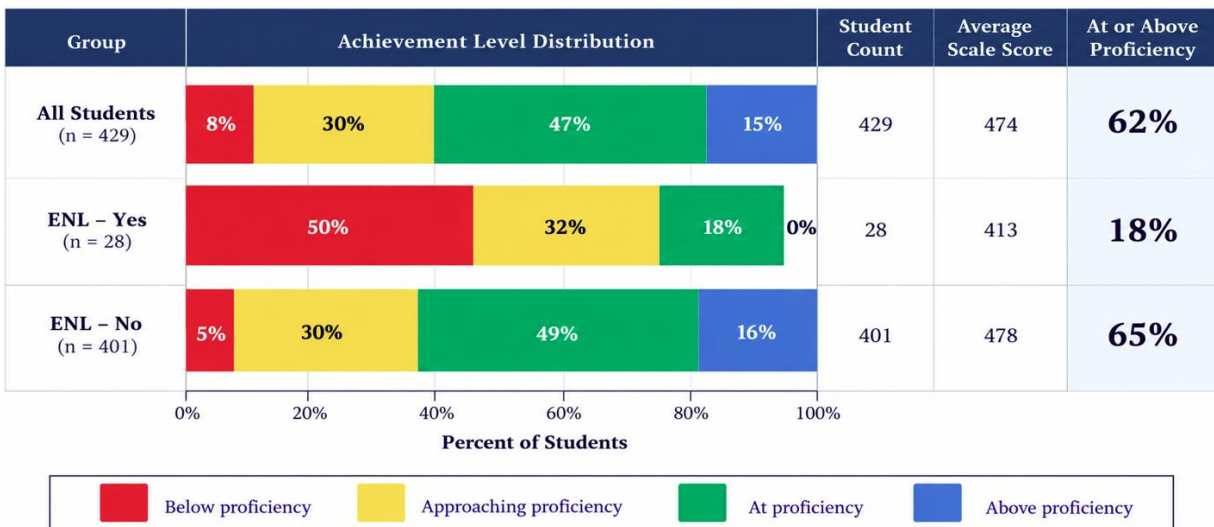
Source: ILEARN English Language Arts Grade 6 Summative Report, Spring 2026

Grade 6 ELA by Special Education



Source: ILEARN English Language Arts Grade 6 Summative Report, Spring 2026

Grade 6 ELA by ENL



Source: ILEARN English Language Arts Grade 6 Summative Report, Spring 2026

Problem Statement:

Students will apply their understanding of grade-level content to **analyze information, solve problems, and communicate their thinking**. Students will

support their ideas, conclusions, and solutions with **relevant evidence** and clearly **explain the reasoning** that connects their evidence to their thinking.

The current **5th grade students** will aim to increase their overall ILEARN ELA achievement by **3%** raising the passing rate from the previous score of **58% to 61%**.

The current **6th grade students** will aim to increase their overall ILEARN ELA achievement by **3%**, raising the passing rate from the previous score of **62% to 65%**.

Teachers will intentionally plan and implement instructional strategies that require students to analyze and apply **grade-level content**, **support their thinking with relevant evidence**, and clearly **explain their reasoning**. Through ongoing examination of **student work and data**, teachers will reflect on and refine their instructional practices to increase the **depth, independence, and quality of student thinking**.

At RSI, we will **focus on targeted subgroups** to ensure **growth for ALL students** during the 2026-2027 school year. To ensure all students' instructional needs are met, students who achieve in the **30 percentile or below** on the Fall 2026 NWEA assessment will be offered **Tier II RTI**. These sessions began on September 9th, 2026. We will also highlight **"bubble" students** who are within the **30-40th percentile** range for further **RTI supports**. We understand the value of working further with our bubble students to ensure a greater total academic growth percentile for the upcoming ILEARN assessment.

5th and 6th Grade RTI Data:

Reading:

Tier II: 20 students

Tier III: 5 students

Bubble: 8 students

Math:

Tier II: 35 students

Tier III: 1 student

Bubble: 23 students

Baseline Data:

*Colors indicate different versions of ILEARN (not to be used in comparison).

5th Grade ILEARN data

School Year	Pass Percentage for 5 th graders (ILEARN)
2023	57.7%
2024	58.7%
2025	60.0%
2026	59.0%

6th Grade ILEARN data

School Year	Pass Percentage for 6 th graders (ILEARN)
2023	66.2%
2024	66.4%
2025	63.8%
2026	62.0%

Expected Outcome for Targeted Subgroups Goal:

By spring of 2027, the following measures will be met for students in the following subgroups:

- ENL
- EXL

Year of expected outcome	Percentage of Students Passing ILEARN 2026
ENL subgroup	
5 th Grade – 2026 - 2027	21%
6 th Grade – 2026-2027	21%

Year of expected outcome	Percentage of Students Passing ILEARN 2026
EXL subgroup	
5 th Grade – 2026 - 2027	27%
6 th Grade – 2026-2027	27%

Goal 1: Action Steps for Riverside Staff 2026-2029

Strategy Lead Measure	Resources Needed	Progress Monitoring	Person Responsible
Engage in continuous professional learning through the structures of the National Institute for Excellence in Teaching (NIET), with a focus on building-level priorities addressed through Cluster meetings. Intentionally reinforce, apply, and build upon key learning from the 2025–2026 Cluster cycles to strengthen instructional practices and support student achievement. -The 10 Mindframes for Visible Learning -<u>Making Thinking Visible</u> strategies -CER Strategies	NIET trainings and 5 Step Cluster Model Differentiated support provided to teachers based off prior knowledge Cluster Collective Agreements NIET monthly support at building level Monthly district-wide ALT Meetings Building based ALT meetings Building based ILT meetings	Cluster cycle achievement of goals Learning walks Field testing implementation NWEA ILEARN Checkpoints and Summative Test	Administration Instructional Coach All Teachers
Participate in professional development designed to strengthen instructional practice through a focus on: 1. Understanding and effectively implementing	NIET trainings and 5 Step Cluster Model NIET monthly support at building level HSE Literacy Resource Guides, Checkpoint	Cluster cycle achievement of goals Learning walks Student work NWEA	Administration Instructional Coach All Teachers

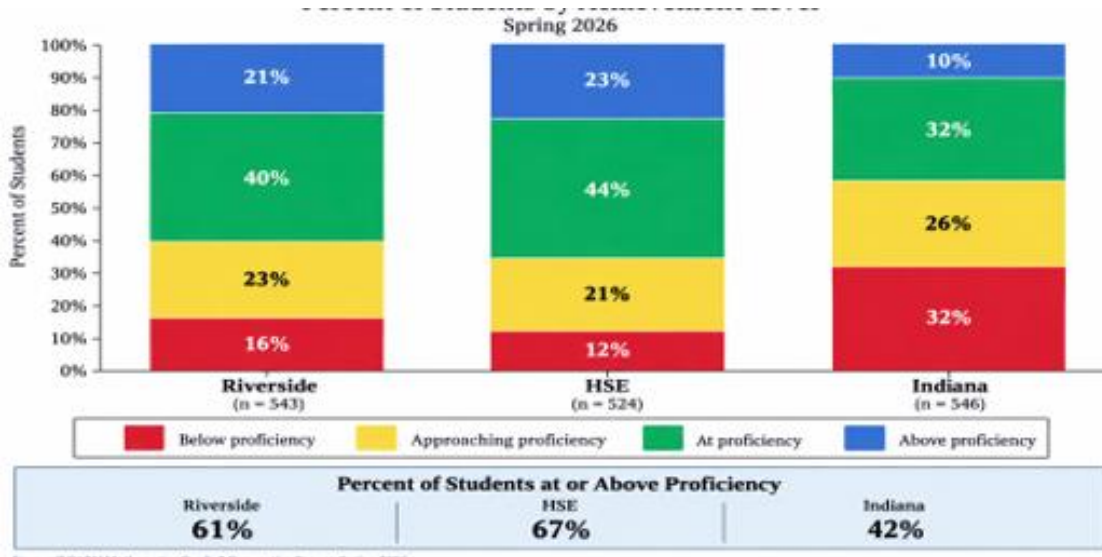
the HSE Teacher Evaluation Tool. 2. Engaging in purposeful planning, including the effective use of the school-developed lesson planning template. 3. Utilizing targeted small-group instruction to meet the diverse learning needs of all students. 4. Strengthening students' ability to analyze information, solve problems, support ideas with evidence, and clearly communicate their thinking.	Correlation Guide, and IDOE Resources Building based ALT and ILT meetings <u>Small Groups BIG Impact</u> by Marcy Bernethy Professional podcasts Differentiated support provided to teachers based off prior knowledge	ILEARN Checkpoints and Summative Test	
Improve student achievement by strengthening MTSS practices across Tier 1 core instruction and Tier 2 and Tier 3 interventions to provide timely, targeted support based on individual student needs.	Dedicated Tier 2 and 3 times with students. Clear guidance and research-based resources for teachers.	DIBELS Aimswest+ UFLI, Sonday, Wilson, <u>Read, Stop, Write, SRA</u> <u>Corrective Reading</u> Small group anecdotal notes	Administration Instructional Coach All teachers RSI Counselors Krista Mullinex Laura Ndbari

		Quarterly Child Study team meetings MTSS-Data Day Team Meetings	
Improve students' recall and retention of grade-level and previously learned reading and writing skills by using regular checks for understanding and HQIM to provide targeted small-group instruction and make responsive instructional adjustments.	HSE Literacy Resource Guide, Checkpoint Correlation Guide, and IDOE Resources Teacher created weekly language review resources; daily practice Common teacher created ELA assessments PM data tracker Teacher collaboration time	Weekly review common formative assessments Monthly collaboration time to discuss strengths, weaknesses, and next steps in achievement of goal ILEARN Checkpoint and Summative Data NWEA Data	Administration Instructional Coach All 5th and 6th grade Humanities teachers ENL and Exl teachers
Participate in at least one targeted instructional coaching cycle based on identified student data, instructional needs, and/or areas of professional interest.	Teacher coaching survey Student achievement data Coaching cycle tracker Collaborative planning time	Calendar of coaching cycles Learning Walks Student Work	Administration Instructional Coach All teachers

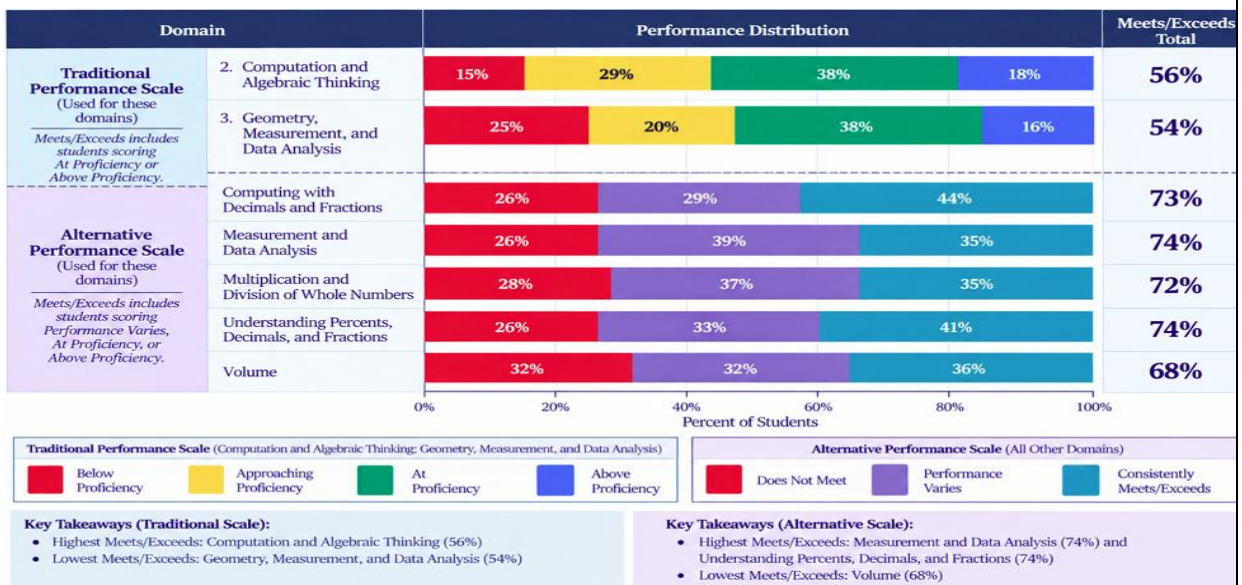
Goal # 2 - Mathematics:

ILEARN Math Achievement Data 2025-2026:

Grade 5 Math Summative Overall (Current 6th Grade Class)



Grade 5 Math Subdomain



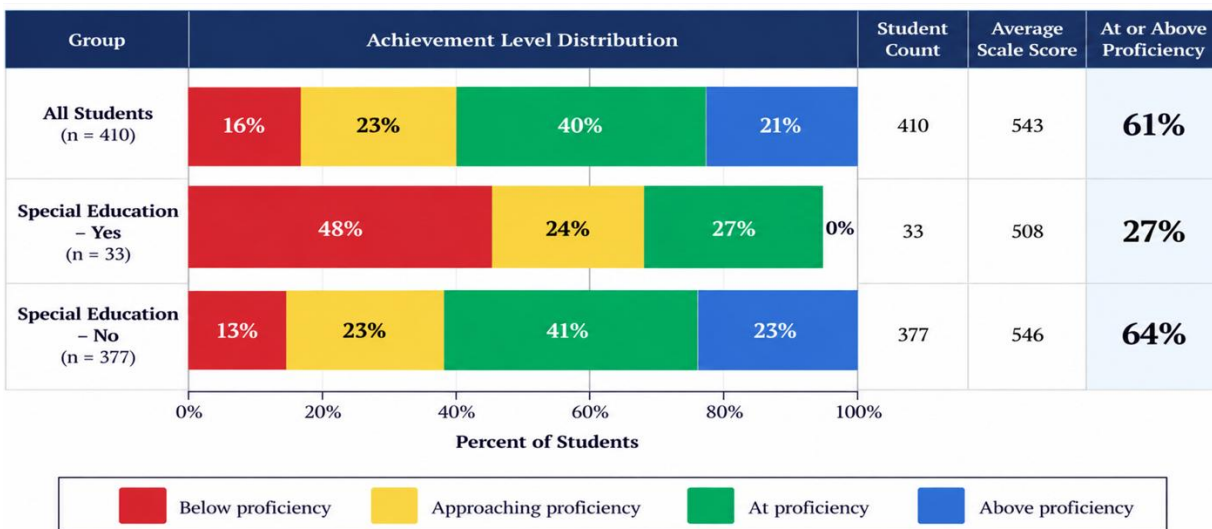
Source: ILEARN Mathematics Grade 5 Summative Report, Spring 2026

Grade 5 Math Longitudinal

Assessment	Assessment Focus	Administration	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Checkpoint 1	Multiplication, Division, & Volume	ILEARN Checkpoint 1 (Opportunity 1) 11/07/2025	26%	24%	22%	28%
Checkpoint 2	Percents, Decimals, & Fractions	ILEARN Checkpoint 2 (Opportunity 1) 02/05/2026	20%	23%	24%	33%
Checkpoint 3	Fractions, Decimals, Measurement, & Data Analysis	ILEARN Checkpoint 3 03/26/2026	28%	19%	16%	37%
Summative	Overall Grade 5 Mathematics	ILEARN 3-8 (Spring 2026)	16%	23%	40%	21%

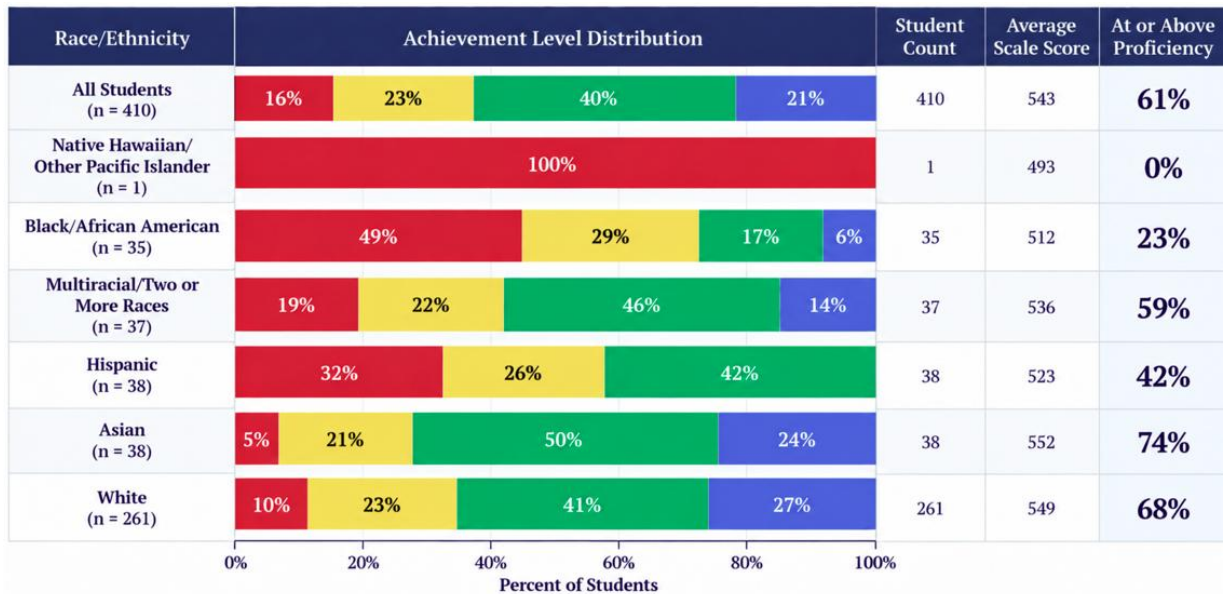
Source: ILEARN Mathematics Grade 5 Reports, 2025-2026

Grade 5 Math Special Education



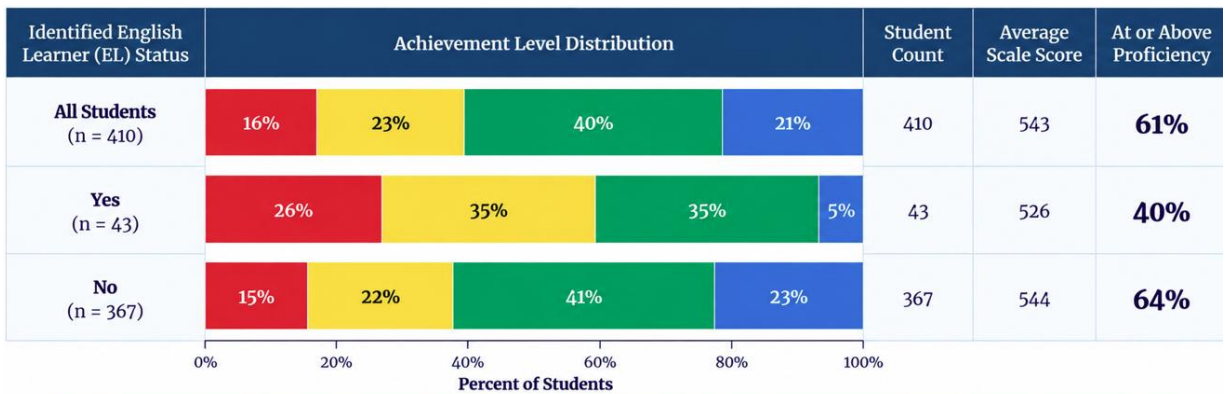
Source: ILEARN Mathematics Grade 5 Summative Report, Spring 2026

Grade 5 Math by Race



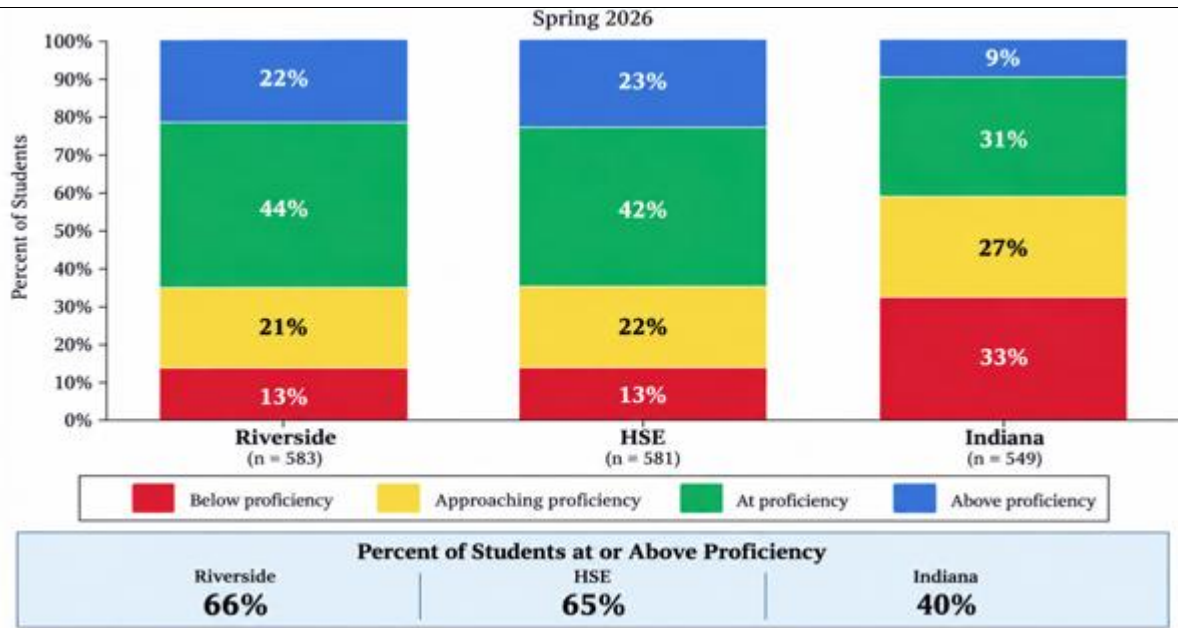
Source: ILEARN Mathematics Grade 5 Summative Report, Spring 2026

Grade 5 Math by ENL



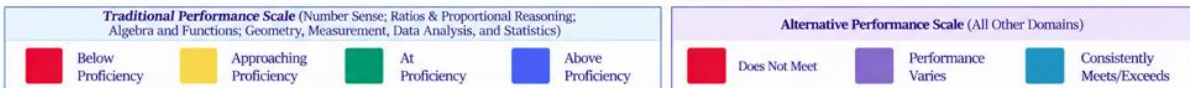
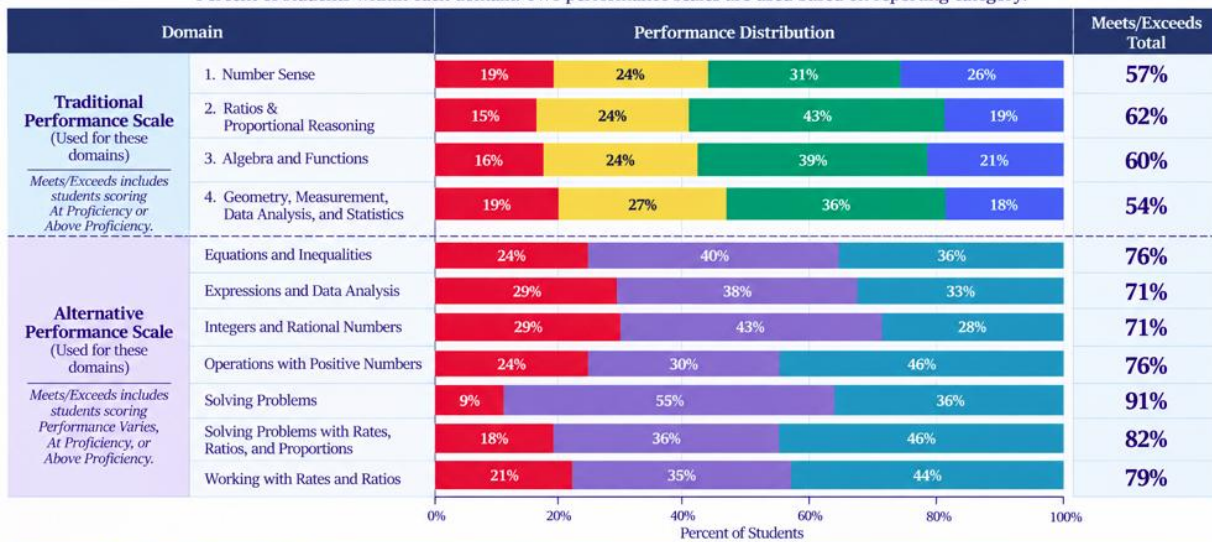
Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

Grade 6 Math Summative Overall (Current 7th Grade Class)



Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

Grade 6 Subdomain Performance



Key Takeaways (Traditional Scale):

- Highest Meets/Exceeds: Ratios & Proportional Reasoning (62%)
- Lowest Meets/Exceeds: Geometry, Measurement, Data Analysis, and Statistics (54%)

Key Takeaways (Alternative Scale):

- Highest Meets/Exceeds: Solving Problems (91%)
- Lowest Meets/Exceeds: Integers and Rational Numbers (71%)

Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

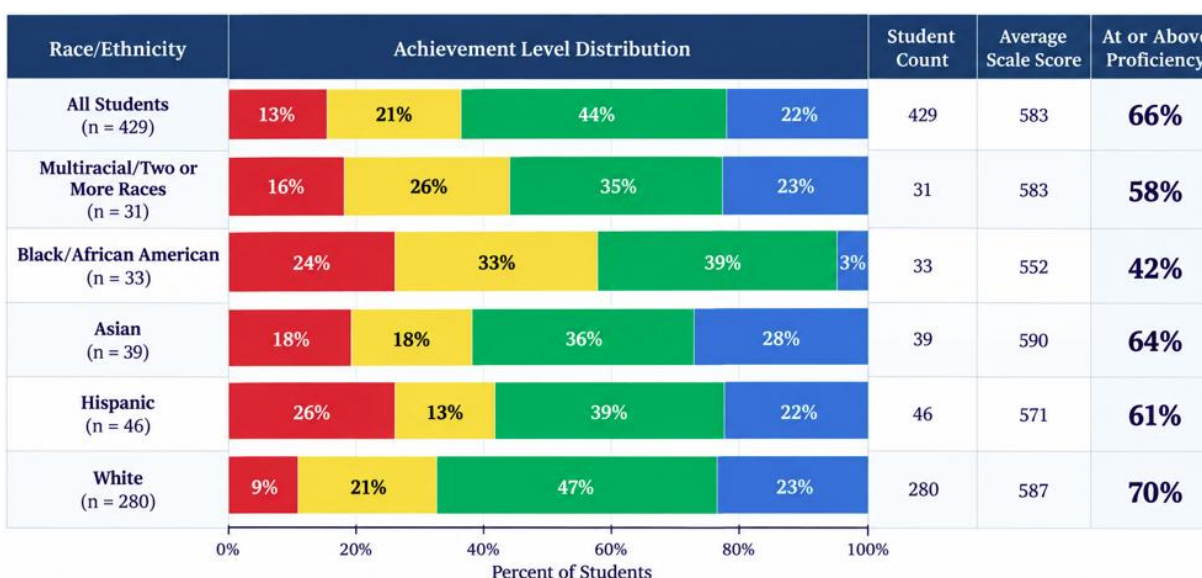
Grade 6 Math Longitudinal

Assessment	Assessment Focus	Administration	Percent of Students			
			Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Checkpoint 1	Integers, Rational Numbers, & Operations	ILEARN Checkpoint 1 (Opportunity 1) 11/07/2025	35%	17%	16%	31%
Checkpoint 2	Equations, Inequalities, Expressions, & Data Analysis	ILEARN Checkpoint 2 (Opportunity 1) 02/05/2026	33%	24%	15%	28%
Checkpoint 3	Graphs, Ratios, & Proportions	ILEARN Checkpoint 3 03/26/2026	18%	15%	23%	44%
Summative	Overall Grade 6 Mathematics	ILEARN 3–8 (Spring 2026)	13%	21%	44%	22%



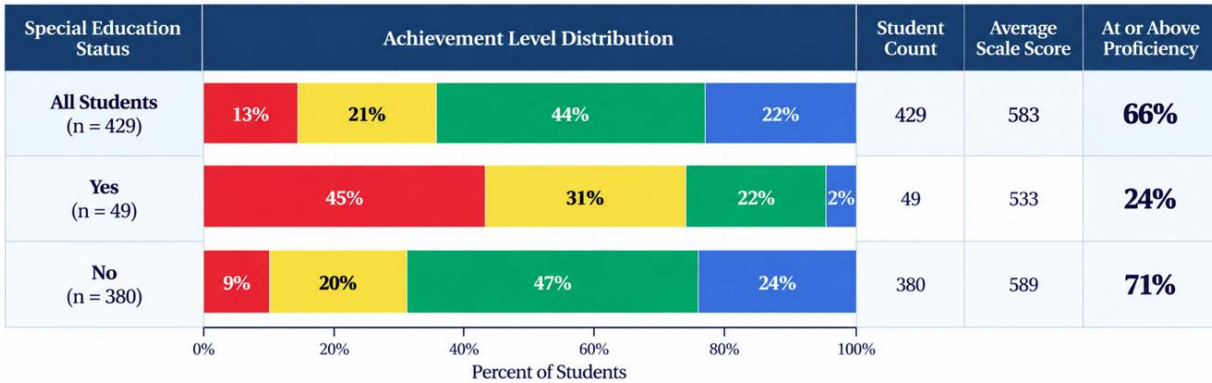
Source: ILEARN Mathematics Grade 6 Reports, 2025–2026

Grade 6 Math by Race



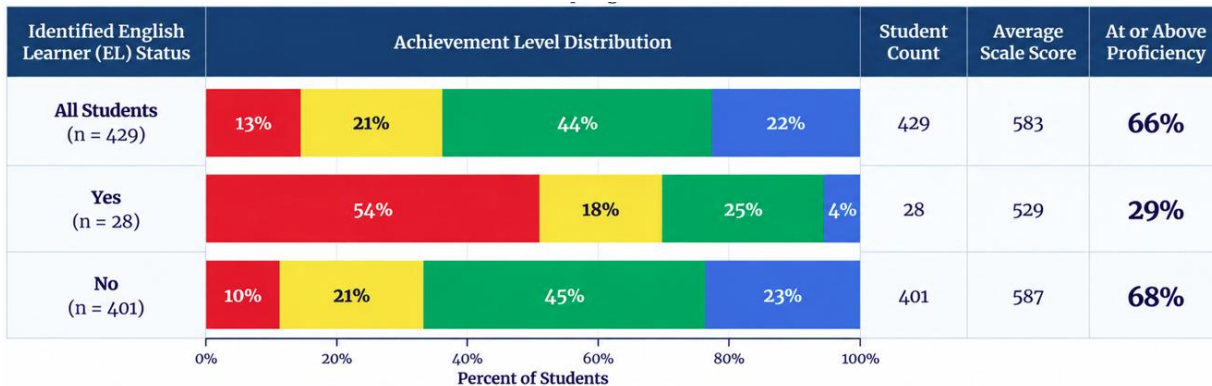
Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

Grade 6 Math Special Education



Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

Grade 6 Math by ENL



Source: ILEARN Mathematics Grade 6 Summative Report, Spring 2026

Problem Statement:

Students will apply their understanding of grade-level content to **analyze information, solve problems, and communicate their thinking**. Students will **support their ideas**, conclusions, and solutions with **relevant evidence** and clearly **explain the reasoning** that connects their evidence to their thinking.

The current **5th grade students** will aim to increase their overall ILEARN MATH achievement by **3%** raising the passing rate from the previous score of **61%** to **64%**.

The current **6th grade students** will aim to increase their overall ILEARN MATH achievement by **3%** raising the passing rate from the previous score of **66%** to **69%**.

Teachers will intentionally plan and implement instructional strategies that require students to **analyze and apply grade-level content, support their thinking with relevant evidence, and clearly explain their reasoning**. Through ongoing examination of **student work and data**, teachers will reflect on and refine their instructional practices to increase the depth, independence, and quality of student thinking.

Baseline Data:

<i>ILEARN % at or above proficiency</i>		
<i>Year</i>	<i>Grade 5</i>	<i>Grade 6</i>
2023	59.8%	75.7%
2024	60.6%	71.6%
2025	61.6%	69.9%
2026	61.0%	66.0%

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	Percentage of Students Passing ILEARN 2026
ENL subgroup	
5 th Grade – 2026 - 2027	43%
6 th Grade – 2026-2027	43%

Year of expected outcome	Percentage of Students Passing ILEARN 2026
EXL subgroup	
5 th Grade – 2026 - 2027	30%
6 th Grade – 2026-2027	30%

Goal 2: Action Steps for Riverside Intermediate Staff 2026-2029

Strategy Lead Measure	Resources Needed	Progress Monitoring	Person Responsible
Engage in continuous professional learning through the structures of the National Institute for Excellence in Teaching (NIET), with a focus on building-level priorities addressed through Cluster meetings. Intentionally reinforce, apply, and build upon key learning from the 2025–2026 Cluster cycles to strengthen instructional practices and support student achievement. -The 10 Mindframes for Visible Learning -<u>Making Thinking Visible</u> strategies -CER Strategies	NIET trainings and 5 Step Cluster Model Differentiated support provided to teachers based off prior knowledge NIET monthly support at building level Cluster Collective Agreements Monthly district-wide ALT Meetings Building based ALT meetings Building based ILT meetings	Cluster cycle achievement of goals Learning walks Field testing implementation NWEA ILEARN Checkpoints and Summative Test	Administration Instructional Coach All Teachers
Participate in professional development designed to strengthen instructional practice through a focus on: 1. Understanding and effectively implementing	NIET trainings and 5 Step Cluster Model NIET monthly support at building level HSE Math Resource Guide, Checkpoint Correlation Guide, and IDOE Resources	Cluster cycle achievement of goals Learning walks Student work NWEA ILEARN Checkpoints	Administration Instructional Coach All Teachers

the HSE Teacher Evaluation Tool. 2. Engaging in purposeful planning, including the effective use of the school-developed lesson planning template. 3. Utilizing targeted small-group instruction to meet the diverse learning needs of all students. 4. Strengthening students' ability to analyze information, solve problems, support ideas with evidence, and clearly communicate their thinking.	Building based ALT and ILT meetings <u>Small Groups BIG Impact</u> by Marcy Bernethy Stellar Teacher podcast Differentiated support provided to teachers based off prior knowledge	and Summative Test	
Improve student achievement by strengthening MTSS practices across Tier 1 core instruction and Tier 2 and Tier 3 interventions to provide timely, targeted support based on individual student needs.	Dedicated Tier 2 and 3 times with students. Clear guidance and research-based resources for teachers.	Aimsweb+ <u>Do the Math</u> kits Small group anecdotal notes Savvas resources Quarterly Child Study team meetings	Administration Instructional Coach All teachers RSI Counselors Krista Mullinex Laura Ndbari

		MTSS-Data Day Team Meetings	
Improve students' recall and retention of grade-level and previously learned reading and writing skills by using regular checks for understanding and HQIM to provide targeted small-group instruction and make responsive instructional adjustments.	HSE Math Resource Guide, Checkpoint Correlation Guide, and IDOE Resources Savvas Resources Teacher created weekly math review resources; daily practice Common teacher created math assessments PM data tracker Teacher collaboration time	Weekly review common formative checks Imbedded pre/posttests and quick checks ILEARN Checkpoint and Summative Data NWEA Data	Administration Instructional Coach All 5th and 6th grade STEM teachers ENL and Exl Teachers
Participate in at least one targeted instructional coaching cycle based on identified student data, instructional needs, and/or areas of professional interest.	Teacher coaching survey Student achievement data Coaching cycle tracker Collaborative planning time	Calendar of coaching cycles Learning Walks Student Work	Administration Instructional Coach All teachers

Goal # 3 – Leader in Me: Supporting School Leadership, Culture, Academics,

Problem Statement:

Students will apply the Leader in Me framework and the Seven Habits of Highly Effective People. Students will develop the leadership, communication, collaboration, problem-solving, and self-management skills necessary to engage thoughtfully with others, take ownership of their learning, and apply their knowledge to real-world challenges.

Goal Statement:

Students will demonstrate their understanding of each habit through explicit instruction, reflection, discussion, and authentic application in classroom and school settings. Additionally, students will analyze real-world situations, consider multiple perspectives, set meaningful goals, and use the Seven Habits to make responsible decisions, resolve conflicts, work effectively with others, and take ownership of their learning and actions.

Baseline Data:

Year	Grades 5 & 6
2026 BOY LIM Survey Data. vvvvvv	Habit 1: Be Proactive = 72% Habit 2: Begin with End in Mind = 57% Habit 3: Put First Things First = 65% Habit 4: Think Win Win = 77% Habit 5: Seek First to Understand, Then to Be Understood = 83% Habit 6: Synergize = 77% Habit 7: Sharpen the Saw = 55%
Attendance Rate 25-26	-96.39% Overall / 88.04 % > 94% -2.44% Chronically Absent
20 Book Challenge	10% - 82 students
Behavior	629 Incidents / 163 Students
	39 OSS / 71 ISS / 9 BSS

In Attendance
96.39%

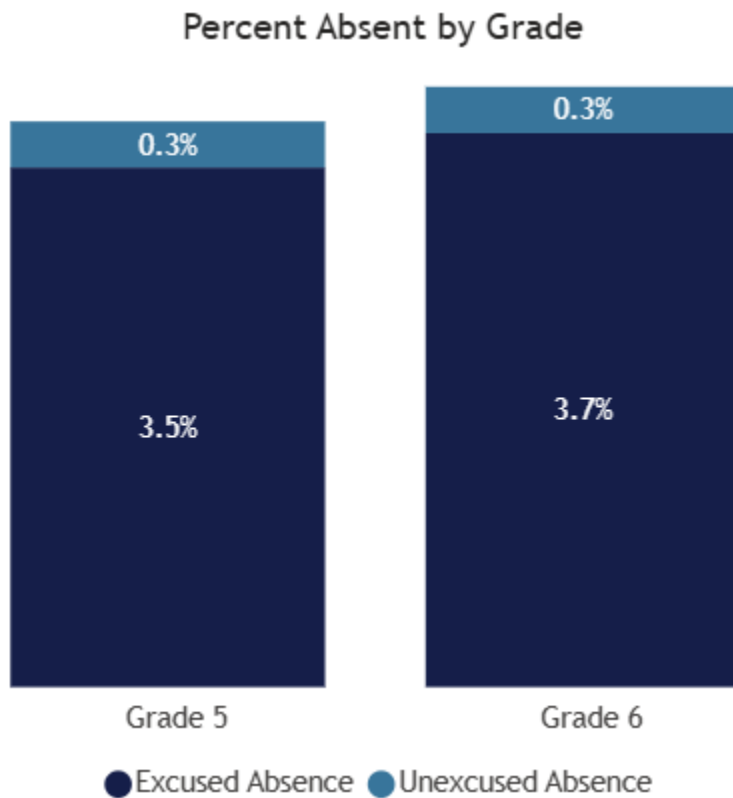
Unexcused Absence
0.30%

Excused Absence
3.61%

*Habitually Truant is defined as a student having at least 10 unexcused absences.

*Chronic Absenteeism is defined as a student being absent (excused or unexcused) for at least 10% of the school year.

Based on EdData



Goal 3: Action Steps for Staff and Students

Strategy Lead Measure	Resources Needed	Progress Monitoring Data	Timeline	Person Responsible
Weekly Habits Lessons	Leader in Me curriculum and resources, District MAP resources, Leader in Me Coach slide decks and lesson choices Teachers will explicitly teach the habits and provide opportunities for students to practice and apply them in authentic classroom and school situations.	Classroom Walk-throughs Binder Checks	2026-29 Monday Lesson each week. Habits are divided by month	Administration All teachers LIM Coach

LIM Binders	Personal goal setting, Seven Habits lessons and reflections, Student leadership profile, WIG progress, Emotional Bank Accounts, Celebrations and accomplishments, Evidence of personal growth Students will use their binders to monitor their progress, reflect on their leadership development,	These will be used for Student Led Conferences and weekly progress monitoring.	2026-29 Fridays: Teacher with confer with students on their progress	All teachers LIM Coach Administration
Data monitoring Wildly important Goals (WIGs) Goal #1: Attendance	LIM Binders, WIG Data Sheets, Lead Measures, and Accountability Partners. Students will monitor their personal attendance daily and identify lead measures that support arriving on time and attending school consistently.	Daily attendance percentages will be posted. Students demonstrating monthly perfect attendance will be recognized and celebrated. Students will reflect on attendance patterns and identify strategies for improvement when needed.	Monthly 2026-2029	Administration All teachers LIM Coach
Data monitoring Wildly important Goals (WIGs)	LIM Binders, WIG Data Sheets, Lead Measures, and Accountability Partners.	Students will track books read and reflect on their reading progress.	Monthly 2026-29	Administration All teachers LIM Coach

Goal #2: 20 Book Challenge	Students will self-monitor their progress toward the 20 Book Challenge. Each student will establish individual lead measures to support consistent reading habits and maintain progress toward their goal.	Teachers will conference with students regarding their goals and progress. Students who demonstrate progress and/or achieve the challenge will be recognized and celebrated.		
Student of the Month	Nomination Form, and Teacher Observation. Each month, 1 student from each class will be recognized for displaying the 7 Habits of Effective Leadership.	Students will be nominated and selected through a combination of teacher and student input, providing opportunities for students to recognize leadership qualities in their peers.	Monthly 2026-29	Administration All Teachers School Counselors
Student Led Conferences to Increase Family Engagement	Student Led Conferences, binders, accountability partnerships, conferring with students.	Goal of 100% attendance	2026-29 October and as needed.	Administration All Teachers School Counselors

Professional Development at Riverside Intermediate

Professional Learning & Development	Timeline	SIP Goal Connection	Individuals Responsible
- Purposeful Planning - Small Group Instruction - Problem Solving Strategies	Every Tuesday/Wednesday Or Wednesday/Thursday	Goals 1, 2, 3	Administration Instructional Coach

• Evidence and Elaboration Strategies • All components of MTSS • Instructional Resources and Pacing • Analyzing Data: ILEARN checkpoints and summative, NWEA, Dibles, Aimsweb+ • Kami Training • Leader in Me Work- Sarah Funk will complete the 7 habits training this year covering Habits 4-7 of the 7 Habits of Effective People with the entire staff.	8:10-9:00 am LIM PD 9/9/26, 11/4/26, 2/3/27		All Staff LIM RSI Coaches FranklinCovey Coach
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Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school improvement plan contains the following components. This document addresses each of the plan requirements.

Attendance at Riverside Intermediate
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: The Riverside Intermediate Goal for the 2026-2027 school year will be for our attendance to grow 3% with 91% of students attending at least 94% of instructional days during the academic year. • 2025-2026: 88.04% of students attending at least 94% of instructional days during the academic year • 2024-2025: 83.7% of students attending at least 94% of instructional days during the academic year • 2023-2024: 78.4% 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:

- Students will self-monitor their monthly attendance rates as a WIG goal.
- Students with perfect attendance will be recognized and celebrated each month.
- The teacher and administration will make personal phone calls to family to determine the support needed.
- Attendance Intervention Plans will be held as needed.
- 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 Riverside:

- NWEA: 5-6 (fall & winter)
- WIDA for ENL students: 5-6
- DIBELS: 5-6 RtI Students
- Aimsweb+
- ILEARN checkpoints & summative: 5th and 6th
- CogAT: 5th grade earning 80+ on winter NWEA
- LiM: BOY and EOY Assessment

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 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.

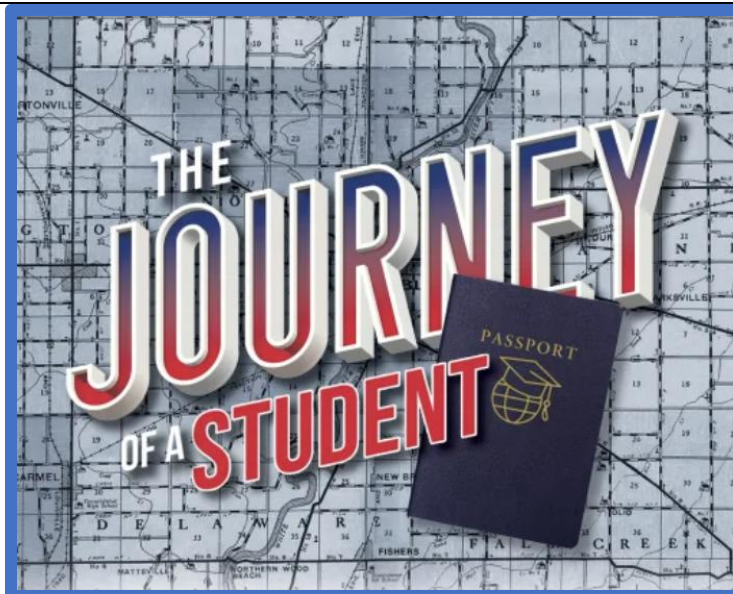
Provision for the coordination of technology initiatives.

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.

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.



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.

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 2026-2027 school year to design these experiences with lesson plans and support resources to ensure they are implemented with fidelity throughout the district.

Grades 5-6

First Semester Tasks	Second Semester Tasks
• High School Student Testimonials about Networks	• High School Student Testimonials about Networks • Choose a Career Activity (Grade 5)- January • Career Interest Inventory (Grade 6)- February • Post-Secondary Pathways Lesson (Grade 5)- March • Career Fair/ Day with Follow Up Activity (Grades 5 & 6)- March
Ongoing • Maker Playground Community Based Learning Experience (5th Grade) • 6th Grade Community Based Learning Experience in Development • Through weekly instruction, classroom routines, leadership opportunities, STEM experiences, and schoolwide celebrations, students have repeated opportunities to learn, practice, reflect on, and apply the Leader in Me-Seven Habits. These experiences help students build the foundational skills needed for success in school, future careers, and life.	

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.

Riverside Intermediate will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "the ability of individuals and systems to work or respond effectively across

cultures in a way that acknowledges and respects the culture of the person or organization being served" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow. Riverside maintains an active **Leader in Me Committee** that is focused on supporting staff development around best practice for diverse learners. We are proud of our **ENL Family Night** and **LIM Family Engagement** initiatives. RSI is home to many unique student. Celebration of ALL our students and school community is what we strive to do every day!

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.