



**Fall Creek
Intermediate**

**School
Improvement Plan**

**Hamilton
Southeastern
Schools**

2026-27

Fall Creek Intermediate School Improvement Plan ~ 2026-27

Represented Area	Member	Represented Area	Member
5 th grade	Alana Kane	6 th grade	Ruth Everett
	Michael Teal		Mike Hufty, Alissa Morrison
Exceptional Learners	Jaime Bradley	Counseling	John Kozloski
Instructional Coach	Alex Anderson		Jessica Sullivan
Administration	Kim Day, Principal	Related Arts	Theresa Zabonick
	Tim Hull, Assistant Principal	Parent	Amanda Elliot
FCI Narrative			

Fall Creek Intermediate (FCI) is a learning environment composed of 904 students in 5th and 6th grade with three main feeder elementary schools of Brook School Elementary, Fall Creek Elementary, and Geist Elementary. Additionally, students attend FCI from 9 other elementaries this year. Our two-teacher team structure allows our staff to create relationships with students to form a foundation to nurture learning. Our student population speak 22 different languages.

<u>Student race/ethnicity:</u> • White 68.3% • Asian 9.2% • Multiracial 8.5% • Black/African American 7.3% • Hispanic/Latino 6.5% • Native Hawaiian/Other Pacific Islander .1% • American Indian .1%		<u>Student Population Breakdown:</u> • High Ability 42% • Special Education 14% • ENL 7.3%
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FCI supports our Exceptional Learners, English as a New Language learners (ENL), High Ability learners, and students with 504s in addition to our general education student population. All students participate in Physical Education, Art, Music, as well as specific library instruction. Sixth grade students may also opt into an additional Fine Arts course of band or orchestra.

The growth of the whole child is a foundational focus at FCI. This includes academics, social emotional, safety, and behavior supports. The MTSS team at FCI focuses on individual child study to assist in identifying student lagging skills and consider growth steps for academics and behavior supports. Both administrators are Indiana School Safety Specialist trained.

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FCI Parental Participation		
• Parent Teacher Organization • Open House • Falcon Family Connection • Student-Led Conferences • Study Trip Chaperones • School Improvement Team	• Learning Celebrations • Riley Hospital for Children fundraising • Book Fair • Chalk Walk • Career presentations • Superintendent Advisory Council	• Student after-school events (PTO sponsored, athletics, academic celebrations) • Survey responses on newsletter topics to provide information • Measurable Results Assessment (MRA)

FCI Vision

All students will learn & grow at high levels.

FCI Mission	FCI Beliefs												
At Fall Creek Intermediate... Falcons SOAR!!! FCI <table><tr><th>S</th><th>O</th><th>A</th><th>R</th></tr><tr><td>supportive</td><td>open-minded</td><td>appreciative</td><td>reflective</td></tr><tr><td>As Falcons, we support our community by being empathetic and respectful. Collaborating with others, we give voice to and consider all ideas. We empower and encourage each other within our community.</td><td>As Falcons, we embrace differences in perspectives, backgrounds, and opinions. Using a growth mindset, we view learning as an ongoing process where we celebrate successes and accept challenges. We advocate for ourselves and others within our community.</td><td>As Falcons, we value and respect our school environment and support services. Appreciating the opportunity to learn, we are open to inquiry and exploration. We serve and give back to others within our community.</td><td>As Falcons, we are mindful with our responses when making decisions. Reflecting on situations, we pause to consider our choices. We practice self-care, restore relationships, and show kindness to others within our community.</td></tr></table>	S	O	A	R	supportive	open-minded	appreciative	reflective	As Falcons, we support our community by being empathetic and respectful. Collaborating with others, we give voice to and consider all ideas. We empower and encourage each other within our community.	As Falcons, we embrace differences in perspectives, backgrounds, and opinions. Using a growth mindset, we view learning as an ongoing process where we celebrate successes and accept challenges. We advocate for ourselves and others within our community.	As Falcons, we value and respect our school environment and support services. Appreciating the opportunity to learn, we are open to inquiry and exploration. We serve and give back to others within our community.	As Falcons, we are mindful with our responses when making decisions. Reflecting on situations, we pause to consider our choices. We practice self-care, restore relationships, and show kindness to others within our community.	We believe that all students: • succeed when authentic relationships are formed • learn in different ways & at different rates • thrive in a community where relationships prioritize open dialogue, collaboration, and consideration of everyone's unique story • can become well-rounded, lifelong learners when they explore through hands-on, inquiry-focused experiences We believe that our environment will create: • safe, nurturing, student-centered spaces that are differentiated for each learner • opportunities to take risks and make mistakes in the process of learning • accessible and equitable learning • real-world experiences which allow for cross-curricular connections
S	O	A	R										
supportive	open-minded	appreciative	reflective										
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FCI Attendance																			
<table><tr><th>School Year</th><th>Overall School Attendance Percentage</th></tr><tr><td>2023-2024</td><td>95.97%</td></tr><tr><td>2024-2025</td><td>96.21%</td></tr><tr><td>2025-2026</td><td>96.44%</td></tr></table> - Three-year average: 96.2% (improvement of .16% compared to previous three-year period) - Comparison to previous year: .23% increase in attendance		School Year	Overall School Attendance Percentage	2023-2024	95.97%	2024-2025	96.21%	2025-2026	96.44%	<table><tr><th>School Year</th><th>% of Students Meeting 94% Attendance Goal</th></tr><tr><td>2023-2024</td><td>80%</td></tr><tr><td>2024-2025</td><td>79.6%</td></tr><tr><td>2025-2026</td><td>86.65%</td></tr></table> - Three-year average: 82.08% (improvement of .16% compared to previous three-year period) - Comparison to previous year: .61% increase		School Year	% of Students Meeting 94% Attendance Goal	2023-2024	80%	2024-2025	79.6%	2025-2026	86.65%
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Strategies to be utilized to increase our attendance rates:

- Students will set individual attendance action steps to improve their own attendance in their Attendance WIG (Wildly Important Goal) tracker and track daily
- Students and teacher will confer about attendance during Friday Student Binder days to discuss progress and goal
- Daily Parent Square alerts from attendance secretary
- Contact with families of students with 2+ consecutive unexcused absences
- Individual student support conversations with administration
- Daily posting of school-wide attendance percentage
- Grade level competition for highest monthly attendance percentage
- Monthly draw of student from 5th & 6th with perfect attendance
- Quarterly attendance incentives (100% present, attendance improvement, grade level/school competition)
- Newsletter reminders of the importance of attendance
- HSE Attendance procedures including attendance letters and attendance meetings

FCI Assessments			
Academic Assessments			Behavioral/Mental Health Assessments
- NWEA - ILEARN - WIDA - CogAt	- AIMSweb - Dibels - uPar - Dyslexia Screener	Content area pre- & post-assessments	- Behavior Threat Assessment - Suicide Ideation - Assessment of Lagging Skills & Unsolved Problems - Leader in Me Measurable Results Assessment (MRA) family survey 7 Habits assessment

Waivers

Fall Creek Intermediate is requesting that no statutes or rules be waived.

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Goal #1 Knowledge ~	Academic: Increase the percentage of ILEARN Proficiency rate by 3-5% in Language Arts & Math summative by May 2027.		
Strategies/Action Steps		Resources Needed	Progress Monitoring
• Students will read daily for 20 minutes at school to build reading stamina across all content areas as well as build fluency, increase vocabulary, strengthen comprehension. This may be accomplished through choice reading or teacher selected reading passages. • Students will complete Learning Reports bi-monthly reviewing their grades, verifying outstanding formative/summative assessments turned in, reflect and set academic & advocacy goals emphasizing growth & resiliency in working toward their goals. • Staff will consistently implement the schoolwide vocabulary protocol introduced through Cluster to explicitly teach, reinforce, and apply academic vocabulary across content areas. • Teachers will collaborate with content-area colleagues to create and administer common assessments (pre- and post-) connected to ILEARN Checkpoint timelines, analyze data, and adjust individual student and grade-level instructional plans. • Teachers will collaborate on Action Teams with a focus on MTSS, Leadership, Culture, Academics to review data and inform next steps for student success. • Staff will utilize differentiated, targeted learning during WIN and Target Time based on individual needs. Staff will monitor progress and provide intentional small-group and/or individualized instruction. • Exceptional Learner and ENL resource teachers will provide strategies, resources, and collaborative support to content-area teachers to effectively differentiate instruction and meet diverse student needs. • Teachers will participate in quarterly review of academic/health/behavior support data during Team Meetings and Data Days with classroom teachers, MTSS leaders, Administrators, Instructional Coach, Counselors, Exceptional Learner teachers, ENL teacher. • Ongoing Cluster learning will be provided to staff to focus on tier 1 instruction with targeted professional development on effective differentiation & small-group instructional practices to intentionally respond to student data, readiness, & individual learning needs. • Professional development will be provided for teachers with ongoing support in understanding and applying Indiana Academic Standards, Instructional Frameworks, and utilization of ILEARN checkpoint data & NWEA data to inform lesson planning and instruction. • Professional development will be provided for teachers related to MTSS training on updated district goal-setting/tracking, research-based interventions and progress monitoring (AIMSweb/Dibels) during Cluster and Team meetings. • Strategies will be shared with families in the school and team bi-weekly newsletters to support math and reading growth at home.		• IXL application and data reports • ILEARN Checkpoint summative assessment and data reports • NWEA assessment • HSE Schools K-6 Teaching and Learning Quick Links • MTSS student spreadsheets • AIMSweb and Dibels application/training • Cluster Professional Development • Cluster Collective Commitments • Leader in Me Action Team focus • Student Binder to include Learning Report data & goal tracking • Walk-through form • Scholastic & Envision remediation/extension • FCI RtI/ remediation/ reassessment expectations – FCI Staff OneNote • Data Day reviews throughout the year • Canvas/Skyward	• IXL data • ILEARN Checkpoint data • ILEARN summative data • NWEA data • AIMSweb/Dibels data • Content area pre- and post- data • Creation of Collective Commitments • Walk-through data/feedback • MTSS data review • Binder checks • Notes from Leader in Me Action Teams • Newsletter views • Canvas/Skyward

Strategies/Action Steps key: Student (blue) / Staff (gold) / Administration (Black)

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Goal #2 Skills ~	Emotional Regulation: Increase students' ability to demonstrate self-regulation, responsible decision-making, and respectful communication resulting in a 20% decrease in referrals (categories - inappropriate behavior, behavior could cause injury, and physical altercations) and an improvement in classroom behavior outcomes by May 2027.		
	Strategies/Action Steps	Resources Needed	Progress Monitoring
	- The student production team will include spiral connection to focus of Leader in Me content on announcements to reinforce learning and encourage daily practice with Administration as a model. - Students will regularly reflect on their learning and application of Leader in Me skills and strategies to strengthen ownership, growth, and leadership through Binder review/discussions. - Students will complete a 7 Habits pre- and post- assessment to assist in determining responsive instruction. - Families will be surveyed using the Leader in Me MRA family survey to gain an understanding of their perceptions of the school's culture, communication, and effectiveness that will assist Action Teams in next steps. - All staff will participate in Action Teams (Academics/MTSS, Leadership, & Culture) to analyze the results from the data from the Leader in Me MRA family survey & Leader in Me student assessment to identify strengths and opportunities related to self-regulation, responsible decision-making, and respectful communication, and implement targeted improvement strategies to enhance student behavior and leadership outcomes. - Staff will use the RADAR & the Four Functions of Behavior tools as a Collective Commitment to identify functions of behavior and align supports that strengthen both student and teacher capacity for emotional regulation. - Staff will teach and utilize the emotional regulation protocol with students as developed through Cluster that allows students to share visually/non-verbally what they need in the moment when emotionally dysregulated. - Teachers will utilize Leader in Me curriculum 4 days/week providing an opportunity for students to develop their community as they develop self-awareness, empathy, conflict resolution skills & calming strategies to regulate emotions effectively using their own voice to advocate appropriately for themselves and others. - Teachers teach effective forms of collaboration to students in conjunction with Conflict Resolution instruction. Create structured learning for students to practice implementing strategies. - Teachers will use <i>If She Only Knew</i> and related reflection activities to teach empathy, perspective-taking, and self-regulation strategies that support positive peer interactions and responsible decision-making. This will also allow teachers to learn more about their current student life situations. - Staff will collaborate during team meetings and MTSS Child Study time using a modified version of the Assessment of Lagging Skills & Unsolved Problems survey (ALSUP) to analyze specific areas where students struggle to identify unmet problems & challenges with student input. - Ongoing professional development will be provided of the Leader in Me habits, paradigms, and principles to strengthen staff's capacity to model and teach self-regulation, responsible decision-making, and respectful communication, supporting improved student behavior outcomes. - Administrator will read aloud <i>A Kids Book About Mindfulness</i> to all students in the school providing an understanding the importance of the pause in emotional regulation, become aware of how to recognize dysregulation, and benefits of Mindfulness to regulate themselves. - Strategies will be shared with families in school and team newsletters to support emotion regulation.	"What Do I Need?" visual - First Days of the FCI Community – Conflict Resolution strategies - RADAR tool - ALSUP - FCI all-school Announcements 7 Habits assessment (pre & post) - Leader in Me MRA family survey (pre & post) - MTSS team - Assessment of Lagging Skills & Unsolved Problems survey (ALSUP) - (e.g., executive functioning, emotional regulation, disruptive behavior, inappropriate language) "If She Only Knew" Book and response ticket - Read-aloud response tickets <i>A Kids Book About Mindfulness</i> read aloud	- Skyward behavior data - Student Attendance data - Leader in Me MRA family survey data - MTSS team data - Read-aloud response tickets 7 Habits assessment (pre & post) - Leader in Me MRA family survey (pre & post)

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Goal #3 Attributes ~	Student Agency: Increase student agency by empowering them to take ownership of their learning and decision-making processes increasing associated SEL survey responses to 80% proficient by May 2027.		
	Strategies/Action Steps	Resources Needed	Progress Monitoring
	- A student production team will be created as an authentic opportunity for exploration of careers in media, development of student leadership and expression of voice with daily announcement created and shared that align with the school mission/vision and weekly focus aligned with Leader in Me weekly while sharing school updates and celebrations. - Students will complete Learning Reports to review their grades, verify outstanding formative/summative assessments, reflect & set goals. Learning Reports will be shared with families and uploaded to Canvas. - Students will participate in weekly Student Binder reviews and collaborate with teacher to reflect on personal leadership goals, data, and growth indicators to identify strategies for continued. - Students will take ownership of their learning and progress by developing and leading conferences with teachers & families sharing academic and personal goals based on their progress and areas for improvement, thereby enhancing their sense of agency and responsibility. - A student Lighthouse Team will be created to engage students in taking ownership of their school culture by strengthening student voice and developing leadership capacity. - Students will utilize WIN time to seek teacher assistance with remediation, extension, and to complete incomplete formative/summative assessments or homework to ensure they are academically prepared. - Students will apply for and participate in leadership roles/jobs in the classroom and around the school. - Students will utilize student planners to record assignments/assessments/projects, organize responsibilities, and manage priorities strengthening self-regulation and personal accountability. - Teachers will instruct students on how to use a student planner, access Canvas/Skyward/Outlook to review items to complete their Learning Reports, monitor personal growth and determine need during WIN time. - Teachers will provide training for students on how to plan and lead reflective conversations in a student-led conference about progress toward leadership, academic, college, and career goals with families, caregivers, peers, or adult mentors in the school and community. - Teachers will recognize students who possess attributes of the FCI mission statement (Supportive, Open-minded, Appreciative, & Reflective) using SOAR tickets as a part of the school positive behavior supports. - Teachers will recognize a Leader of the Month based on various areas of focus within Leader in Me. - Staff will create meaningful opportunities for students to Find Their Voice and practice the 7 habits through classroom job opportunities, peer collaboration student-led conferences and goal setting to allow for growth in decision-making, conflict resolution and leadership. - Strategies will be shared with families in school and team newsletters to support discussion of student Learning Reports.	- FCI-created First Days of the FCI Community lessons - Leader in Me Professional Development - Leader in Me Curriculum - Skyward/Canvas - Learning Report template - Teacher communication - Student Leader in Me pre-/post-assessment - Skyward - Canvas - Outlook - Student Accounts/Passwords - Student-led conference templates - Leader in Me Goal setting instruction - Student organizations (e.g., Student Council, Lighthouse Team, Student Production team) - Leader in Me student-led conference curriculum - Leader in Me Curriculum - FCI SOAR mission statement - SOAR tickets/Student of the Month awards - Week at a Glance newsletter - Student planner	- Learning Report completion data - Skyward/Canvas grade book review 7 Habits assessment (pre & post) - Canvas review - Student Success survey data - Student organization responses - Learning Report goal setting data - Student-led conference attendance - Skyward Behavior Support data - Small group annotation/student reflection - Learning Report reflection

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Educators will grow in their understanding of academic, skill, and attribute supports for students while considering individual differences and how to implement these supports in pursuit of growth for all.

Professional Development	Timeline	Associated Goal(s)	Individuals Responsible
- Cluster Professional Development - Collective Commitments - Small group/Differentiation - Indiana Standards/Frameworks - Additional PDs as determined by data/need	Tuesdays and Thursdays weekly according to the HSE PD Calendar	1, 2, 3	- Participation: FCI Staff - Planning/Training: Administrators and Instructional Coach, Collaboration Team facilitators
- Data analysis Topics to include: - MTSS Academic & Behavior data/supports - NWEA & ILEARN data analysis 7 Habits assessment (pre & post) - Leader in Me MRA family survey (pre & post)	- Cluster collaboration Tuesdays and Thursdays weekly according to the HSE PD Calendar 2026-27 team meetings (during teacher prep weeks of 9.21/9.28 11.30/12.7 1.18/1.25 3.10/3.17 5.7 - Action Teams 8.26, 9.23, 11.18, 1.27, 3.24, 4.28	1, 2, 3	- Participation: FCI Staff - Planning/Training: Administrators, Counselors, Instructional Coach, MTSS Coordinators, Collaboration Team facilitators
MTSS - academic /behavior support	- Collaboration Wednesdays 8.26, 9.23, 11.18, 1.27, 3.24, 4.28 2026-27 team meetings (during teacher prep weeks of 9.21/9.28 11.30/12.7 1.18/1.25 3.10/3.17 5.7	1, 2, 3	- Participation: FCI Staff - Planning/Training: Administrators, Counselors, MTSS coordinators, MTSS Academic Action Team
Leader in Me training	- Staff meetings and team meetings 9.2, 10.28, 2.24	2, 3	- Participation: FCI Staff - Planning/Training: Administrators, SEL coordinators, Leader in Me Lighthouse team, Action Teams (Academic, Culture, Leadership), Leader in Me corporate trainer
Key: Goal #1 – Knowledge ~ Academic Achievement	Goal #2 ~ Skills: Emotion Regulation		Goal #3 ~ Attributes: Agency

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2025-26 ILEARN data should not be used as a comparison due to initial year of assessment with the model.

Year	Content Area	4th grade	5 th grade	IN gr 5	HSE gr 5	6 th grade	IN gr 6	HSE gr 6
Spring 2026	ELA	67%	67%	42%	64%	67%	41%	65%
	Math	74%	67%	42%	67%	65%	41%	66%
	SS (5) / Science (4,6)	67%	74%	49%	70%	66%	42%	61%

Year	Content Area	4th grade	5 th grade	IN gr 5	HSE gr 5	6 th grade	IN gr 6	HSE gr 6
Spring 2025	ELA	72%	63%	41%	60%	68%	41%	65%
	Math	77%	61%	42%	63%	62%	40%	65%
	SS (5) / Science (4,6)	70%	59%	39%	58%	68%	43%	66%

Year	Content Area	4th grade	5 th grade	IN gr 5	HSE gr 5	6 th grade	IN gr 6	HSE gr 6
Spring 2024	ELA	67%	63%	40%	60%	63%	41%	63%
	Math	70%	64%	41%	63%	65%	38%	64%
	SS (5) / Science (4,6)	67%	57%	38%	58%	66%	42%	65%

Year	Content Area	5 th grade	IN gr 5	HSE gr 5	6 th grade	IN gr 6	HSE gr 6
Spring 2023	ELA	57%	40%	56%	64%	41%	61%
	Math	68%	41%	62%	65%	38%	66%
	SS (5) / Science (6)	52%	39%	56%	64%	38%	61%

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2025 FCI ILEARN ~ By the Numbers 2026

6th gr
ELA

- Summative '25 - 68% proficient >>>> Summative '26 - 67% proficient
- 2% higher proficiency level than district (Spring '26)
- 26% higher proficient than the state (Spring '26)

6th gr
Math

- Summative '25 - 62% proficient >>>> Summative '26 - 65% proficient
- 1% less proficiency level than the district (Spring '26)
- 24% higher proficient than the state (Spring '26)

6th gr
Science

- Summative '25 - 68% proficient >>>> Summative '26 - 66% proficient
- 5% higher proficiency level than district (Spring '26)
- 24% higher proficient than the state (Spring '26)

Current 6th grade compared to their 5th grade year

ELA - Summative '25 - 63% proficient >>>> Summative '26 - 65% proficient

Math - Summative '25 - 61% proficient >>>> Summative '26 - 65% proficient

5th gr
ELA

- Summative '25 - 63% proficient >>>> Summative '26 - 67% proficient
- 3% higher proficiency than the district (Spring '26)
- 25% higher proficient than the state (Spring '26)

5th gr
Math

- Summative '25 - 61% proficient >>>> Summative '26 - 67% proficient
- SAME proficiency as the district (Spring '26)
- 25% higher proficient than the state (Spring '26)

5th gr
SS

- Summative '25 - 59% proficient >>>> Summative '26 - 74% proficient
- 4% higher proficiency than the district (Spring '26)
- 25% higher proficient than the state (Spring '26)

2025-26 ILEARN data should not be used as a comparison due to initial year of assessment with the model.

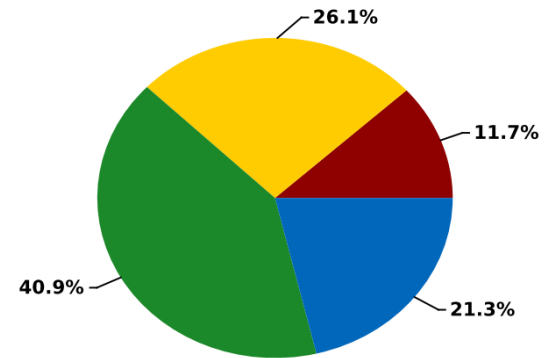
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NWEA Reading:

Projected to: **Indiana Learning Evaluation Readiness Network** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/indiana-linking-study/>

Grade	Student Count	Below Proficiency		Approaching Proficiency		At Proficiency		Above Proficiency	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	439	57	13.0%	91	20.7%	213	48.5%	78	17.8%
6	455	48	10.5%	142	31.2%	153	33.6%	112	24.6%
Total	894	105	11.7%	233	26.1%	366	40.9%	190	21.3%

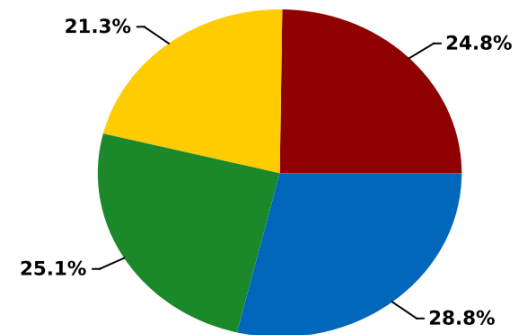


NWEA Math:

Projected to: **Indiana Learning Evaluation Readiness Network** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/indiana-linking-study/>

Grade	Student Count	Below Proficiency		Approaching Proficiency		At Proficiency		Above Proficiency	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	443	93	21.0%	105	23.7%	129	29.1%	116	26.2%
6	457	130	28.4%	87	19.0%	97	21.2%	143	31.3%
Total	900	223	24.8%	192	21.3%	226	25.1%	259	28.8%



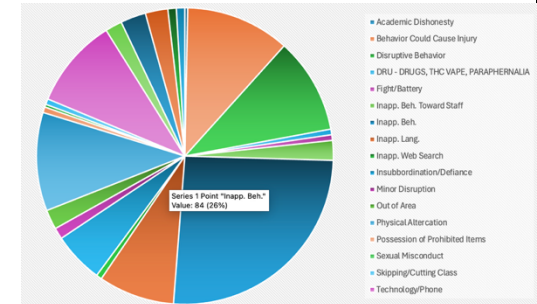
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Top 3 Categories of Referrals (2025-26)

1. Inappropriate Behavior: 84
 - a. Decrease of 44%
2. Behavior Could Cause Injury: 37
3. Physical Altercation: 35

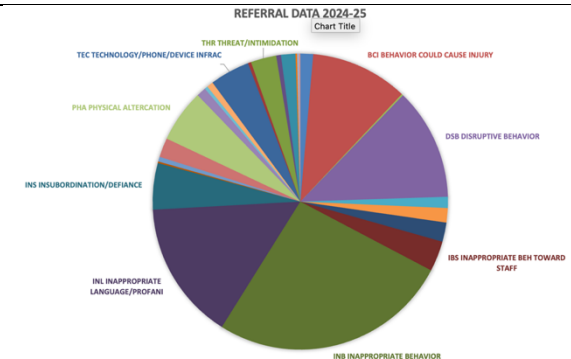
Disruptive Behavior: 34 -- decrease of 51.42%

Inappropriate Language/Profanity: 27 -- decrease of 68.97%



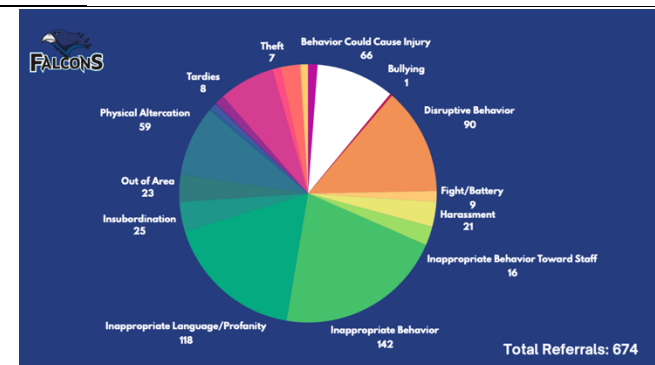
Top 3 Categories of Referrals (2024-25)

1. Inappropriate Behavior: 150
2. Inappropriate Language/Profanity: 87
3. Disruptive Behavior: 70



Top 3 Categories of Referrals (2023-24)

1. Inappropriate Behavior: 142
2. Inappropriate Language/Profanity: 118
3. Disruptive Behavior: 90



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Habit	Focus Item	I Rock This!	I Got This	Total	Making Progress	Getting Started	Total
Habit 1	I pause and respond - rather than react - to people and situations	15.1	53.2	68.3	27.7	4.3	31.7
	I take responsibility for my mistakes; I don't blame others	44.2	41.6	85.8	11.6	2.6	14.2
	I keep trying. I do not give up, even when things are difficult	42.3	36.3	78.6	18.4	3.0	21.4
Habit 2	I think about how my choices will impact my future	26.8	44.4	71.2	22.6	6.3	28.9
	I reflect on my mission statement *	25.7	43.2	68.9	23.7	7.3	31.0
Habit 3	I begin each week with a clear plan of what I desire to accomplish	19.9	37.1	57.0	28.8	14.1	42.9
	I spend my time on things that are most important (big rocks)	35.4	43.1	78.5	18.3	3.3	21.6
	I keep things organized and am able to find what I need when I need it	40.6	32.5	73.1	19.4	7.6	27.0
Habit 4	I show kindness and consider the feelings and needs of others	51.1	38.8	89.9	8.0	2.1	10.1
	When conflicts arise, I look for a win-win solution	22.5	44.8	67.3	26.4	6.3	32.7
Habit 5	I listen to other people's ideas and feelings	47.6	41.3	88.9	9.4	1.6	11.0
	I share my point of view in a way that respects others	38.8	43.5	82.3	14.2	3.5	17.7
Habit 6	I learn from people who have different talents than me	32.9	45.1	78.0	17.9	4.1	22.0
	I am open to others' opinions even if they are different from my own	38.8	44.4	83.2	14.1	2.8	16.9
	I encourage others to express their opinions	39.1	34.8	73.9	18.4	7.7	26.1
Habit 7	I take care of my body by eating right, exercising, and getting enough sleep	50.1	31.5	81.6	14.7	3.7	18.4
	I balance my time between work and play	35.3	40.0	75.3	18.7	5.9	24.6

*Personal Mission statements not yet created.

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Curriculum

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

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

Addressing Student Learning Needs

HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN checkpoints and summative assessments.

If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

If a student is determined to be eligible for special education services, an individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants work with language learners that qualify for the ENL program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicates the accommodations necessary.

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Safe and Disciplined Learning Environment

Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. HSE Schools uses positive behavior supports, and an accountability support based community to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset.

We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation.

We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.

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.

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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.

To provide students with opportunities to learn and show growth in the Journey of a Student elements above, HSE Schools is committed to providing guaranteed work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have guaranteed, meaningful career coursework and experiences that lead to **employment, enrollment, and enlistment** after graduation. This work has evolved to be included in a 3-year district action plan known as Innovate 2028.

Implementation Plan

The work of a staff committee comprised of teachers, counselors, and administrators in the 2024-2025 school year established the following guaranteed career exploration experiences by grade level, each aligned with the IDOE Career Coaching Framework. This work was supported by the IDOE Career Coaching Grant. The staff committee will work throughout the 2025-2026 school year to design these experiences with lesson plans and support resources to ensure they are implemented with fidelity throughout the district.

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) - Indy Fuel Community Based Learning Experience (6th grade)	

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Methods to Improve Cultural Competency

FCI 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.

FCI'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 for Core Principals 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 representation.