HAMILTON SOUTHEASTERN HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

2026 – 2027

Take Pride in Yourself and in the Royals.

STRATEGIC AND CONTINUOUS SCHOOL IMPROVEMENT PLAN 2026 - 2027

School Name:	**HamiltonSoutheastern High School**
School Address:	12499 OlioRoad
	Fishers, IN46037
School Telephone Number:	317-594-4190
School Fax Number:	317-594-4199
School DOE Number:	2499
Corporation DOE Number:	3005

Principal: Dr. Craig McCaffrey

Superintendent: Dr. Matt Kegley

President, Board of School Trustees: Tiffany Pascoe

SCHOOL PROFILE

Hamilton Southeastern Schools Mission Statement

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.

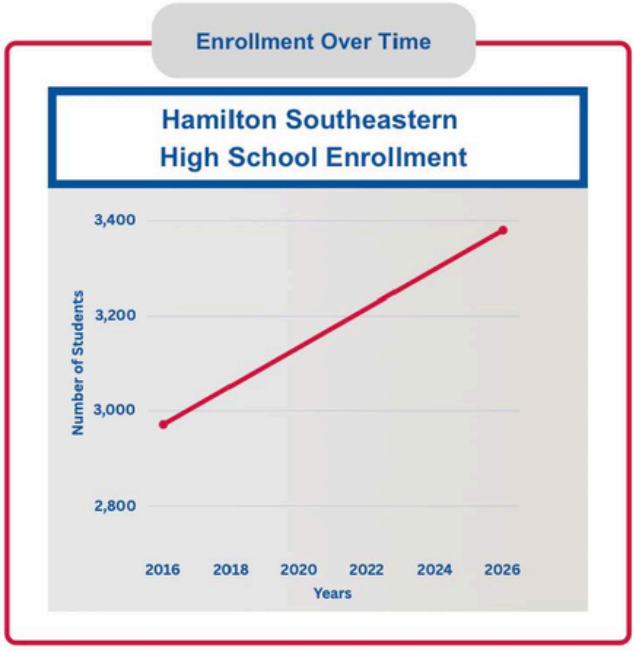
Hamilton Southeastern High School Motto

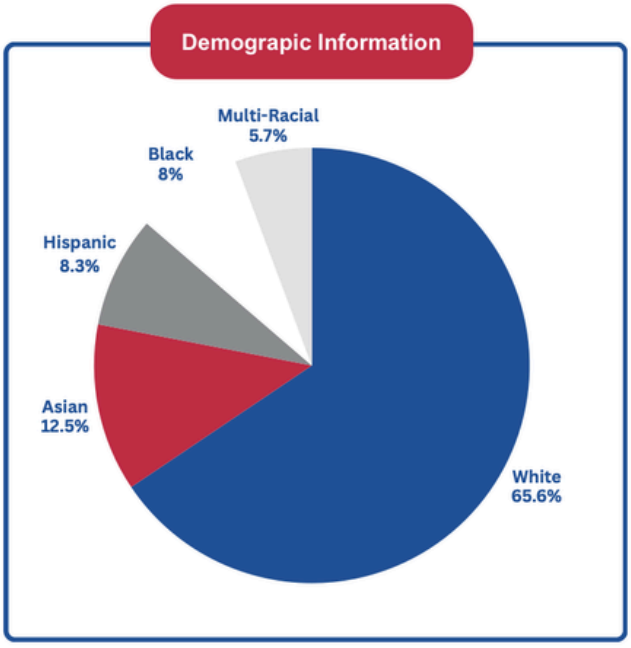
Promote Respect, Foster Pride, Inspire Excellence

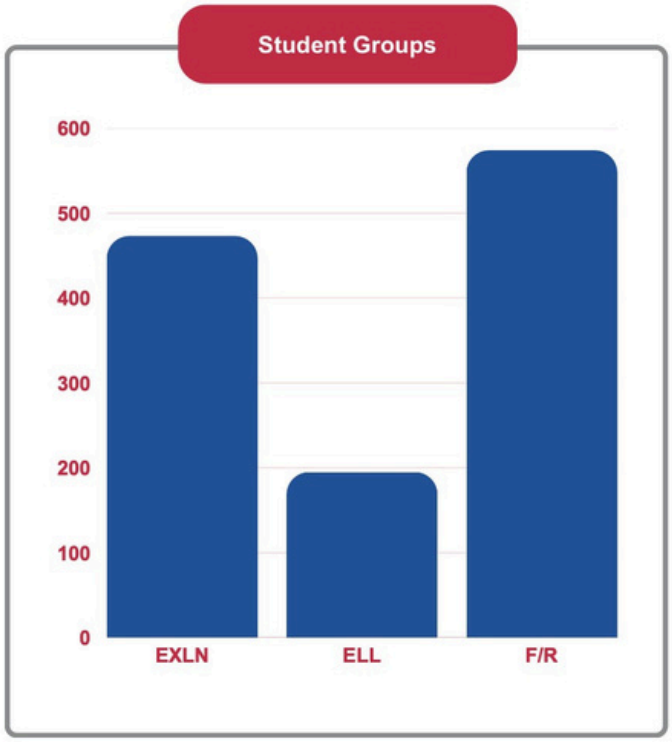
School Description

Hamilton Southeastern High School is a comprehensive 4-year high school located in Fishers, Indiana. Student enrollment in grades 9-12 is 3,380 students, with an additional 46 students receiving services beyond Grade 12. Our student body is diverse with over 45 home languages spoken.

Enrollment







Graduates
Hamilton Southeastern High School's 4-year graduation rate is 98%. Of those graduates, 62% obtain Honors Diploma distinctions. 95% of graduates go on to attend a 2- or 4-year college, with the remaining 5% entering the military or workforce.

Attendance
Hamilton Southeastern High School students attend at a rate of or near 95%. Less than 4.5% of students display chronic absenteeism.

Additional data and information can be found at https://indianagps.doe.in.gov/Summary/School/3822

STATEMENT OF SCHOOL GOALS

Goal 1: Academic Achievement

Hamilton Southeastern High School studentsare high-achieving andconsistently score well-above state averages on standardized assessments like SAT, PSAT, and AP exams. Each year, all juniors take the SAT during a "school-day" administration in the spring, the results of which are factored into our school accountability rating.

Over 80% of our students are headed to a 4-year college after graduation, so it is our mission to ensure that students are "college-ready." College Board's college-readiness benchmarks are one measure we use to gauge preparation. Typically, between 75-79% of juniors meet the Evidence-Based Reading and Writing benchmark. By comparison, 50-59% of students meet the Math benchmark, so **our achievement goal focuses on increasing the percentage of students meeting the SAT Math benchmark**. We continue to revise and extend this goal each year, having begun with the Class of 2025, who achieved 50% benchmark attainment, and the Class of 2026, who achieved 59% benchmark attainment.

<table>
<tr><td>Goal</td><td colspan="3">64% of students in Grade 11 from Hamilton Southeastern High School will achieve the college-readiness benchmark on the SAT Math test (SAT School Day administration).</td></tr>
<tr><td>HSE Journey of a Student Indicators</td><td colspan="3">• Knowledge – Academically prepared
• Skills – Responsible, Analytical
• Attributes – Resilient, Honorable</td></tr>
<tr><td>Benchmarks</td><td>Cohort 2027</td><td>Cohort 2028</td><td>Cohort 2029</td></tr>
<tr><td>Former Goal</td><td>57%</td><td>60%</td><td>NA</td></tr>
<tr><td>Achievement</td><td>59%</td><td>TBD</td><td>TBD</td></tr>
<tr><td>Revised Goal</td><td>NA</td><td>62%</td><td>64%</td></tr>
<tr><td>Revised Baseline Data</td><td colspan="3">Class of 2027 – 801 test takers; 472 met or exceeded Math Benchmark – 59%, (8% of test takers approaching benchmark)

<table>
<tr><th></th><th># Tested (% of class)</th><th># Met Benchmark (% of subgroup)</th><th>Subgroup's % of Total Benchmark Achievers (over/under representation)</th></tr>
<tr><td>Male
Female</td><td>392 (49%)
409 (51%)</td><td>243 (62%)
229 (56%)</td><td>51% (+2%)
49% (-2%)</td></tr>
<tr><td>White
Black
Asian
Hispanic
Multiracial</td><td>510 (64%)
58 (7%)
99 (12%)
68 (8%)
45 (6%)</td><td>326 (64%)
18 (31%)
72 (73%)
26 (38%)
23 (51%)</td><td>69% (+5%)
4% (-3%)
15% (+3%)
6% (-2%)
5% (-1%)</td></tr>
</table></td></tr>
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Strategies	• Implement full scale PSAT practices tests both fall and spring prior to SAT School Day • Analyze PSAT and SAT data to identify specific standards and skills that are areas of growth • Utilize PSAT data to identify "approaching benchmark" students for targeted intervention • Align curriculum and instructional practices to SAT guidelines (both in math and other content areas that use math) • Integrate SAT-style questions into classroom assessment practices Support research-based Tier I instruction and differentiation with emphasis on NCTM • effective mathematics teaching practices Reflect, audit, and revise curriculum to be more representative of student • identities Address learning gaps in different levels—review of early concepts for • advanced students and supplement of advanced concepts for average or remedial students

Goal 2: Attendance and Engagement

While our overall attendance rate is the above state average, attendance issues like tardiness, skipping/cutting class, and truancy remain our most common discipline infractions. Philosophically, we also consider attendance a measure of students' engagement with their school. **An attendance goal reflects the value we place on students' sense of belonging and on their ability to meet professional expectations**.

Goal	**80%** of Hamilton Southeastern High School students will have an attendance rate of 94% or higher (based on students enrolled for the majority of the school year).		
HSE Journey of a Student Indicators	• Knowledge – Self-aware, Engaged • Skills – Responsible • Attributes – Resilient, Honorable		
Benchmarks	**2026**	**2027**	**2028**
All Students	74%	77%	80%

Baseline Data

	2026	2025	2024	2023	2022	2021
All Students	95.3%	67.8%	75.7%	72.4%	43.8%	95.8%
ELL		64.2%	68.1%	72.6%	58.7%	91.4%
F/R		57.3%	64.3%	60.3%	38.5%	89.7%
EXLN		75.8%	78.3%	71.9%	48.2%	91.1%
White		68.1%	76.6%	72.6%	42.2%	96.7%
Black		64.9%	77.7%	75.8%	40.8%	90.0%
Asian		75.1%	77.5%	76.4%	65.9%	97.3%
Hispanic		60.6%	68.1%	64.3%	40.7%	91.8%
Multiracial		63.8%	68.9%	69.3%	42.0%	96.1%

Strategies

- Identify students with poor attendance and establish outreach
- Send initial attendance concern correspondence at 5 days
- Conduct home visits for truant students
- Enhance Tier II instructional program (Academic Assistance/Learning Lab)
- Closely monitor cumulative tardies to school and class in addition to out of area or skipping class infractions
- Conduct regular hall sweeps to address students out-of-area.
- Support students new to our building
- Facilitate professional development regarding culturally responsive teaching and building relationships
- Grow school spirit and ownership through programs and incentives. (ex. class competitions)
- Track student engagement in extracurriculars
- Reevaluate student privileges that allow students to be off campus
- Amplify student voice (feedback, leadership, and communication opportunities) and utilize affinity groups
- Utilize L.I.O.N. time to provide all students access to clubs, leadership roles, and interest-based activities within the school day
- Celebrate student accomplishments
- Review and revise curriculum to reflect cultures and interests of all students
- Update, rearrange, and/or modify physical spaces to be more inviting and collaborative

Goal 3: Graduation Rate

Hamilton Southeastern High School is fortunate to maintainanextremely high rate of students who graduate with their 4-year cohort. With changes in State graduation requirements, we develop systems for fulfilling requirements and for monitoring students' progress, while still providing a robust and well-rounded experience**. It is our goal that not only do students graduate, but also that they capitalize on the many opportunities available to them**, like AP courses, dual credit courses, completing CTE coursework, and more. Additionally, a focus on graduation rate also includes a focus on supporting the unique needs of all students, whether academic, behavioral, or social.

Goal

Hamilton Southeastern High School will obtain a graduation rate of 99% or higher.

HSE Journey of a Student Indicators

- Knowledge – Academically prepared
- Skills – Responsible
- Attributes – Resilient

Benchmarks

Cohort 2026	Cohort 2027	Cohort 2028
98.0%	98.5%	99%

Baseline Data

	2026	2025	2024	2023	2022
All	98.28%	97.99%	95.73%	98.22%	98.02%
ELL			80.0%	90.0%	100.0%
F/R			91.7%	97.4%	96.8%
EXLN			79.2%	90.5%	87.9%
White			96.3%	98.3%	98.4%
Black			89.2%	97.6%	96.3%
Asian			98.8%	97.3%	100.0%
Hispanic			94.7%	100.0%	94.6%
Multiracial			93.8%	97.4%	97.5%

Strategies

- Utilize grade level teams to collect student data, monitor student performance, and coordinate interventions
- Support development of culturally responsive curriculum and differentiation of instruction
- Monitor and improve Tier 1 supports (ex. L.I.O.N. time academic support, Testing and Tutoring Center)
- Review exceptional learner roster to ensure students who qualify for the alternate diploma are on the right track
- Enhance Tier II systems of support (ex. Learning Lab, Literacy Lab)
- Continue to recruit and retain Black and Hispanic students to Honors and Advanced classes
- Increase student/family accessibility to academic planning information (ex. presentations, Canvas, website, newsletters)
- Host informational events multiple times throughout the year for different audiences (Course Fair, Junior High Parent Night, ENL Parent Night, etc.)

	• Provide Professional Development to staff regarding graduation requirements • Coordinate academic planning with district colleagues (junior highs, HA coordinator, etc.) • Require Departmental ENL-coteaching training Expand AP and dual credit offerings • Partner with AP TIP IN to provide staff training, resources for students, and financial incentives for staff and students • Implement high school Network Model and Freshman Experience

PROFESSIONAL DEVELOPMENT PLAN

Professional development topics for each goal include, but are not limited to:

Goal 1: Achievement	Goal 2: Attendance	Goal 3: Graduation
PLC Process College-readiness Assessment Data analysis Math instructional best practices Culturally responsive teaching Intervention Co-teaching best practices	Student engagement Restorative practices Social-emotional learning Positive-behavior interventions	College & career planning Graduation requirements Curriculum design Project-based learning Work-based learning

Modes of delivery for professional development include, but are not limited to:

	Description/Purpose
Staff meetings	Monthly staff meetings include information and activities related to the development of staff's knowledge of PLC, instructional practices, student needs, and educational research
Department meetings	Individual departments determine their own professional learning needs and incorporate development opportunities into monthly meetings Every
PLC Team meetings	week, content area teacher teams meet to discuss student learning, assessment, intervention, and enrichment; professional learning results from peer-to-peer collaboration
Guiding Coalition meetings and coaching	A teacher leader team from across content areas meet monthly to study PLC best practices and to strategize on how to best support teacher teams in their implementation; meetings include development of members' knowledge and skills in PLC principles and leadership
In-house workshops	On staff workdays and eLearning days, staff have access to professional learning workshops over a variety of topics, including PLC practices, technology integration, instructional best practices, safety procedures, and more.
Special events	Occasional guest speakers are brought in to work with staff in large and small groups, including curriculum experts and PLC experts.
District training and collaboration	School staff participate in district learning opportunities and also in cross-building collaboration in order to align programs and expectations and to learn from practices in other buildings.
Professional conferences	Staff members seek out and attend professional conferences, including those of national organizations, state organizations, post-secondary partners, and more.