

**Fishers Elementary School
School Improvement Plan
2026-2027**



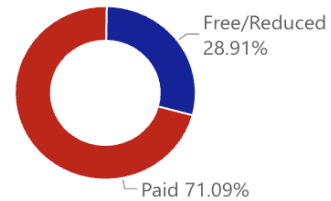
A New Chapter. One Tiger Family.

FES Demographics for the 2026-2027 School Year

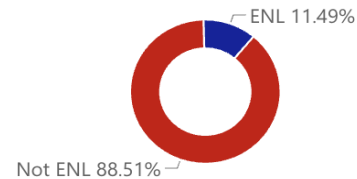
Student Languages

Languages	Count
ENGLISH	452
SPANISH	24
ARABIC	9
GUJARATI INDIA	3
CASTELLANO GUATEMALA	2
FRENCH	2
MANDARIN	2
AMERICAN SIGN LANGUAGE	1
ARNENTINEAN ARGENTINA	1
BENGALI	1
CHUANG CHINA	1
HINDI INDIA/BURMA	1
IDONESIAN INDNSIA/MLAYSIA	1
JAPANESE	1
KYRGYZ KYRGYZSTAN	1
MALAYALAM	1
NEPALI NEPAL/BHUTAN/INDIA	1
VIETNAMESE	1
Total	505

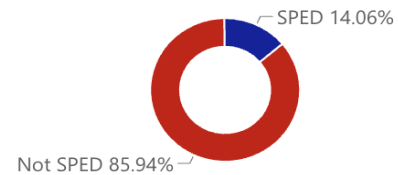
F/R and Paid



ENL



Exceptional Learners



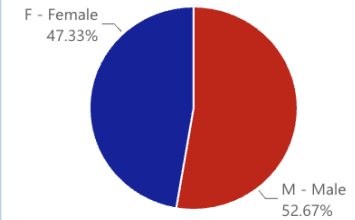
Fishers Elementary

505

Students by Grade

Grade	Count
KG	94
01	100
02	85
03	125
04	101
Total	505

Students by Gender



Race

Federal Race	Count	Percentage
White	285	56.44%
Black or African American	75	14.85%
Hispanic/Latino	65	12.87%
Two or More Races	46	9.11%
Asian	34	6.73%
Total	505	100.00%

About Fishers Elementary School

Mission:

Together, we are building high levels of learning for all.

Vision:

All students at Fishers Elementary will demonstrate high levels of learning in a caring and productive learning environment.

Collective Commitments:

- We will provide all students with opportunities to contribute their voices and be valued in their ideas.
- We will provide students with opportunities to develop strategies to tackle real-world problems and construct meaningful solutions.
- We will provide pathways that allow students to demonstrate high levels of learning.
- We will provide opportunities for students to have collaborative experiences fostering mutual growth and success.



IREAD-3 Percent Pass							
2018	2019	2021	2022	2023	2024	2025	2026
96.8%	97%	89%	84%	75% (89% w/ SS)	77% (92.7% w/ SS)	79% (92.3% w/ SS)	95.7% (97.2% w/ SS)

3rd Grade IREAD

		Overall	Foundations			Nonfiction			Literature		
	Subgroup	3 rd Grade									
			Below	At/Near	Above	Below	At/Near	Above	Below	At/Near	Above
2024	English Learner	27% (3)	45%(6)	55%(5)		27%(3)	45%(5)	27%(3)	28%(4)	50%(7)	21%(3)
2024	Exceptional Learner	25% (3)	58%(7)	42%(5)		33%(4)	42%(5)	25%(3)	33%(4)	58%(7)	8%(1)
2025	English Learner	50% (7)	42%(6)	57% (8)		14% (2)	50% (7)	35% (5)	46% (6)	46% (6)	7% (1)
2025	Exceptional Learner	50% (4)	25%(2)	75% (6)		25% (2)	37% (3)	37% (3)	25% (2)	62% (5)	12% (1)
2026	English Learner	50%(3)	33%(2)	33%(2)	33%(2)	17%(1)	50%(3)	33%(2)	33%(2)	50%(3)	17%(1)
2026	Exceptional Learner	50%(3)	67%(4)	0%	33%(2)	0%	83%(5)	17%(1)	17%(1)	83%(5)	0%

Fishers Elementary School IREAD Data

Year	Subgroup	Overall	Foundations			Nonfiction			Fiction		
		2 nd Grade	2 nd Grade			2 nd Grade			2 nd Grade		
			Below	At/Near	Above	Below	At/Near	Above	Below	At/Near	Above
2024	English Learner	30%(3)	40%(4)	60%(6)	0%	NA	70%(7)	30%(3)	NA	70%(7)	30%(3)
2025	English Learner	40%(2)	20%(1)	80%(4)	0%	20%(1)	60%(3)	20%(1)	20%(1)	40%(2)	40%(2)
2026	English Learner	50%(5)	20%(2)	50%(5)	30%(3)	10%(1)	50%(5)	40%(4)	0%	40%(4)	60%(6)
2024	Exceptional Learner	33%(2)	67%(4)	0%	33%(2)	NA	67%(4)	33%(2)	NA	83%(5)	17%(1)
2025	Exceptional Learner	46%(7)	27%(4)	47%(7)	27%(4)	27%(4)	40%(6)	33%(5)	20%(3)	33%(5)	47%(7)
2026	Exceptional Learner	55%(6)	36%(4)	36%(4)	27%(3)	27%(3)	18%(2)	55%(6)	9%(1)	55%(6)	36%(4)

Fishers Elementary School IREAD Data



Goal 1: Reading Proficiency Goal

Problem Statement: While the school's overall IREAD-3 passing rate exceeded the state benchmark at 97.2%, changes in our student cohort due to redistricting and new enrollment have resulted in a current pass rate of 76% among our Grade 3 and Grade 4 students at the start of the 2026-2027 school year. This remains an area of focus as we provide targeted literacy instruction and intervention to ensure these students are prepared to successfully pass the IREAD-3 during the spring testing window.

Expected SMART Outcome: Reading proficiency scores will increase to 95% over three years, as measured for all third-grade students using the 2027 IREAD-3 assessment.

- | | | |
|--------------------------------|-----------------------|---------------------------|
| • Year 1 Expected Outcome: 84% | Actual Outcome: 84% | With Summer School: 92.3% |
| • Year 2 Expected Outcome: 90% | Actual Outcome: 95.7% | With Summer School: 97.2% |
| • Year 3 Expected Outcome: 95% | | |

Related Expected Outcome: Second-grade reading proficiency scores will increase to 60% over three years as measured for all second-grade students using the 2027 IREAD-3 for second grade.

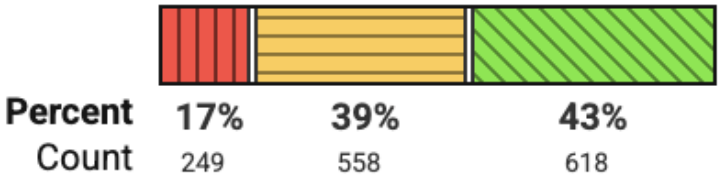
- Year 1 Actual: 75% - Related Outcome met in year 1
- Year 2 Actual: 84%- Related Outcome met and improved from year 1

Strategy	Indicator of Success for the 2026-27 School Year	Progress Monitoring	PD
Implement intentional literacy planning aligned to essential standards to address student needs.	Baseline: Teachers’ use of data to be responsive and intentional in planning using district resources and essential standards. Consistent alignment among the staff in their planning practices. Target: All teachers will intentionally plan instruction that aligns essential standards, success criteria, assessments, modeling, and learning tasks.	•Classroom observations and walkthroughs in alignment with intentional planning around district resources that results in student discourse, students articulating learnings and their thought process, and students will have access and knowledge of tools to get them independently started on learning tasks. •Review of lesson plans through evaluation process and coaching cycles. •Monitoring of student growth of classroom assessment data, cluster data, district assessments (DIBELS, iREADY, NWEA), and state assessments (IREAD, ILEARN)	*Provide cluster cycle to build alignment in the thought process for unit planning and lesson planning by utilizing a field tested guide. *Include PD that reviews effective instruction principals based on the book Explicit Instruction by Anita Archer to support the Gradual Release of Responsibility Framework.
Small group instruction and differentiation	Baseline: Historical student achievement data and classroom observations indicate a need to strengthen differentiated small-group instruction, along with independent work time during WIN time. During WIN time, independent tasks are not yet consistently planned with intentional alignments to students' identified academic needs and skill gaps. Target: By the end of the 26-27 school year, teachers will consistently implement differentiated small group instruction and intentionally plan aligned independent practice for all students during WIN time in ELA.	•Administrators/coach will conduct walkthroughs using a common small-group/differentiation look for tool created by ILT. •Quarterly reviews of MTSS documentation •Administrators will use short and long observational data to monitor progress on planning for differentiation and the impact it has on student outcomes.	*PD will include modeling, collaborative planning, analysis of student work, classroom walkthrough feedback, and Cluster work. *Teachers will engage in PD through Small Groups, Big Results, Ch. 2 <i>Identifying Students' Needs for Small Group Instruction</i>, to strengthen their ability to analyze student data, identify academic gaps, and intentionally plan based on identified needs. *Resource teachers will engage in PD during collaboration Wednesdays supporting co-teaching and differentiation collaborations with classroom teachers.
Utilizing the Instructional Coach to support essential standard learning around the Science of Reading.	Baseline: During the 2025-2026 school year teachers participated in cluster work focused on phonemic awareness and the 90-minute reading block to align instructional practices around the science of reading. Target: All classroom teachers will use Science of Reading knowledge to implement learning tasks aligned to essential standards.	•Cluster work around targeted essential standards. •Use DIBELS, UFLI Assessments and ILEARN Checkpoints to track student growth.	*Provide professional development on essential standards embedding science of reading knowledge and side by side coaching with Instructional Coach. *3rd and 4th grade teachers will effectively translate morpheme strategies into daily classroom practice, using assessment data to track mastery of essential standards. All of this is from the state Greek/Latin Roots and Affixes Guidance.
Teachers and students will use questioning and feedback strategies to support the transfer of learning while reading.	Baseline: In cluster last year, all teachers participated in learning around essential standard RC.1. Success criteria was created by all grade levels around this standard. Target: All teachers will successfully transfer professional learning utilizing success criteria to intentionally plan questions, elevating student engagement and higher order thinking around reading comprehension.	•Utilize the teacher evaluation framework alongside targeted walkthroughs and observations to monitor transfer of learning and measure high levels of student engagement. •Timely, actionable feedback to students during reading application to guide strategy use, and offer reflective feedback to teachers to support their instructional transfer.	*Apply strategies from Cluster directly into classroom instruction to elevate reading application and comprehension. *Cluster work around providing opportunities with explicit learning engagement options for students to independently transfer their reading skills across diverse texts. *Coaching cycles and feedback provided around transfer of learning opportunities. *ILT team will focus work around intentional follow-ups with feedback and student opportunity for transfer of learning.

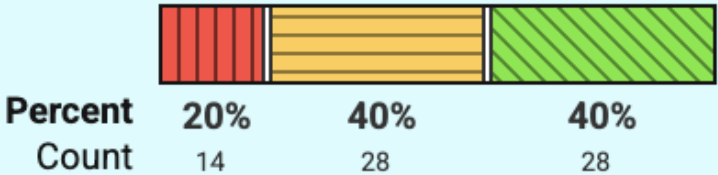
Fishers Elementary School Summary of Data: 3rd Grade ELA Writing

	Score	Spring 2022 3 rd Grade	Spring 2023 3 rd Grade	Spring 2024 3 rd Grade	Spring 2025 3 rd Grade	Spring 2026 3 rd Grade
Overall Writing Score	Below	29%(22)	30%(25)	28%(26)	*	20%(14)
	At/Near	51%(39)	55%(46)	52%(48)	*	40%(28)
	Above	20%(15)	15%(13)	20%(19)	*	40%(28)
Informational Essay Evidence/Elaboration	1pt	72%(23)	43%(15)	42%(15)	41%(11)	16%(4)
	2pts	13%(4)	51%(18)	50%(18)	48%(13)	56%(14)
	3pts	9%(3)	6%(2)	6%(2)	11%(3)	16%(4)
	4pts	6%(2)	0%(0)	3%(1)	0%(0)	12%(3)
Narrative Essay Evidence/Elaboration	1pt	25%(8)	37%(13)	26%(9)	32%(7)	29%(5)
	2pts	38%(12)	49%(17)	46%(16)	55%(12)	47%(8)
	3pts	28%(8)	11%(4)	29%(10)	14%(3)	18%(3)
	4pts	9%(3)	3%(1)	0%(0)	0%(0)	6%(1)
Persuasive Essay Evidence/Elaboration	1pt	NA	NA	NA	31%(9)	50% (9)
	2pts	NA	NA	NA	59%(17)	44%(8)
	3pts	NA	NA	NA	10%(3)	6%(1)
	4pts	NA	NA	NA	0%(0)	0%(0)

District Percentages



FES Percentages



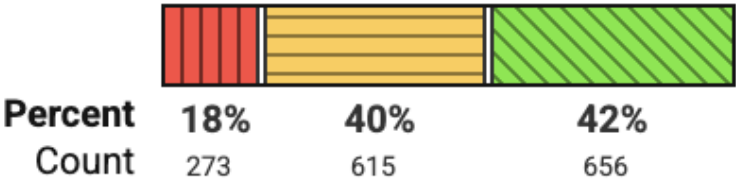
Fishers Elementary School

Summary of Data: 4th Grade

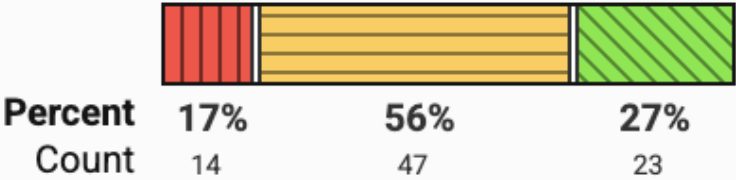
ELA Writing

	Score	Spring 2022 4 th Grade	Spring 2023 4 th Grade	Spring 2024 4 th Grade	Spring 2025 4 th Grade	Spring 2026 4 th Grade
Overall Writing Score	Below	18%(16)	29%(24)	33%(28)	*	17%(14)
	At/Near	60%(55)	58%(48)	54%(45)	*	56%(47)
	Above	22%(20)	13%(11)	13%(11)	*	27%(23)
Informational Essay Evidence/Elaboration	1pt	50%(14)	35%(8)	63%(17)	40%(12)	35%(8)
	2pts	39%(11)	61%(14)	15%(4)	50%(15)	57%(13)
	3pts	11%(3)	4%(1)	15%(4)	10%(3)	9%(2)
	4pts	0%(0)	0%(0)	7%(2)	0%(0)	0%(0)
Narrative Essay Evidence/Elaboration	1pt	30%(8)	29%(8)	27%(9)	24%(8)	18%(5)
	2pts	41%(11)	64%(18)	45%(15)	48%(16)	54%(15)
	3pts	15%(4)	4%(1)	24%(8)	24%(8)	18%(5)
	4pts	15%(4)	4%(1)	3%(1)	3%(1)	11%(3)
Persuasive Essay Evidence/Elaboration	1pt	40%(12)	50%(13)	27%(4)	41%(12)	25%(7)
	2pts	43%(13)	38%(10)	53%(8)	31%(9)	57%(16)
	3pts	13%(4)	12%(3)	20%(3)	24%(7)	14%(4)
	4pts	3%(1)	0%(0)	0%(0)	3%(1)	4%(1)

District Percentages



FES Percentages





Goal 2: Writing Goal

Problem Statement: ILEARN 2026 writing results indicate a need to increase the percentage of 3rd and 4th grade students demonstrating At/Near proficiency and Above proficiency in writing. While many students currently score in the At/Near range, students need additional support with evidence, elaboration, and organization to move from Approaching Proficiency to Proficient performance on the writing assessment in ILEARN.

Expected SMART Outcome: By Spring 2027, 50% of 3rd and 4th grade students will score in the above proficiency range on the ILEARN Writing Performance Task. Focused instruction in evidence-based writing, elaboration, and organizational structure will support students in moving from Approaching Proficiency to Proficient performance, increasing the percentage of students demonstrating At/Near Proficiency and Above Proficiency in writing as measured by local writing assessments and ILEARN 2027 results.

- Year 1 Expected Outcome: 50% Actual Outcome: 15%
- Year 2 Expected Outcome: 55% Actual Outcome: 19%
- Year 3 Expected Outcome: 50%

Strategy	Indicator of Success for the 2025-26 School Year	Progress Monitoring	PD
Study assessment data to determine essential standards with low proficiency scores and use the intentional planning protocol to target writing units in the areas of identified need.	Baseline: Review of item types and ways to integrate various item types into instruction. Target: Review of essential grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments with the intentional planning protocol.	*Common formative assessments are being used and are in alignment with ELA frameworks. *Classroom walkthroughs to observe intentionally designed lessons following the principles of effective instruction and intentional planning protocols. *Our PD work will closely track our common formative assessments to ensure students are engaged and mastering content standards. *Classroom observations/post observation conference discussion focused on reflection of principles of effective instruction implementation.	*Professional learning time provided to develop unit preparation and lesson planning that aligns with ELA writing frameworks. *Provide professional learning time to develop intentional writing units including explicit modeling and feedback aligned to success criteria as well as small group and differentiation focused on writing within the ELA instructional block. *Provide professional learning time to gain understanding of the clarifications and evidence components of each standard to identify success criteria for each of the identified areas of need within the writing essential standards. *ILT PD supporting teachers in transferring knowledge of creating common formative assessments to utilize the data for future units and feedback.
School-wide Literacy Foundations Drive Writing Success	Baseline: Students are starting to use Power of 3 to plan their writing and ask self reflection questions to revise their writing in response to a given topic. Target: All students will use planning and feedback strategies to think critically about a text and clearly communicate their ideas through a written response using details from the text.	*Writing samples collected through field testing, ILT work, and Cluster work to notice growth in critical thinking about a text and communicating ideas through writing. *Targeted walk throughs aligned with Cluster learning goals. *Teachers will utilize the Grade 3-4 ILEARN Writing Rubrics to score student writing samples throughout the year. Rubric scores will be tracked over time to monitor growth, identify instructional priorities, and measure progress toward increased writing proficiency.	*ILT book study on Small Groups, Big Results and connecting reading to writing. *Professional learning opportunities for grade levels to learn and develop literacy routine alignment for WIN time.
Teachers will build writing volume and structure by defining success criteria for each grade level to set expectations for grade level goals and provide explicit feedback to students based on the success criteria defined.	Baseline: All classrooms utilize writing time within their literacy block to support student writing volume and structure. Target: In addition to providing time for students to engage in writing, teachers will utilize planning tools and exemplars to represent students' success criteria and develop explicit feedback to grow students towards proficient writing.	*Utilize exit tickets to track student learning around sentence and paragraph structure in writing. *Use walkthroughs by admin/coach to look for intentional use of graphic organizers to support structure and volume of writing. *Use walkthroughs by admin/coach to look for use of planning pages that encourage use of key details in writing.	*During Clusters, set success criteria through the development of writing rubrics. *Provide professional development to support implementation of meaningful graphic organizers to support structure. *Provide professional development through Clusters to support sentence structure by including more details within a sentence.

Writing Goal Strategies

Summary of Fishers Elementary School Professional Learning and Development Plan

Professional Learning/Development	Timeline
Cluster	Weekly (2:25-3:25)
Professional Learning/Development on components of Goal 1 and 2: • Cluster cycles • Designing intentional planning protocols for teachers • Small Group and Differentiation Strategies • Feedback towards success criteria • Cluster reviews to maintain previous learning and instructional expectations within literacy practices • Science of Reading	Monthly (2:35 – 3:20)
PD responsive to data/teacher needs: • MTSS • Assessment Data Review • Short and long term cluster plans • More topics TBD as needed	Quarterly
Instructional Support with Literacy Coach	Ongoing