



Updated 9.27.26



Sand Creek Elementary 2026-2027 (*Year 3 of 3*)

Strategic and Continuous School Improvement and Achievement Plan

School Name:	Sand Creek Elementary
School Address:	11420 E. 131 st St. Fishers, IN 46038
School Phone:	317-915-4270
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School DOE Number:	2482
Corporation DOE Number:	3005

Sand Creek Elementary is one of 13 elementary schools located in Fishers, Indiana. SCE serves about 500 PK-4th grade students in one of the largest Indiana districts. Hamilton Southeastern Schools serves over 21,000 students. SCE employs about 70 staff members that collectively serve 16 K-4 general education classrooms with an average of 25 students per classroom totaling 396 in all. There are 21 languages spoken at SCE. SCE is unique because we house four Preschool of Natural Sciences and two Communication and Foundations for Learning classrooms that serve a variety of students with special needs. Other statistics special to SCE are our ENL population; made up of about 19% of our total population, high ability-math reading or both make up 17% and over 30% of our students qualify for free or reduced lunch.

Our spring highlights include:

- 95% of our enrolled 3rd graders passed IREAD in spring of 2026 which increased to over 97% after summer school 2026.
- Third grade ILEARN was 75% Math and 73% ELA.
- Our attendance goal was 78% of students would be present 94% of the school year and we exceeded that with 87%.

**In addition to our literacy and attendance goals, IREAD and MATH data is included and monitored to track over 3 years.*

Hamilton Southeastern Schools District Goals	
Academic: All students will demonstrate growth in academic achievement and proficiency 3-5%. Innovate 2028: 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).	
School Improvement Team Members	
Chelsea Elmore Teacher Kelly Staples Teacher Kara Horras Teacher Amanda Kelly Teacher Laura Bearce Teacher Lorena Forbes Teacher J Golando RA Teacher Katie Kieffer Parent	Hannah Cunningham Resource Teacher Emily Ahlfeld ENL Teacher Tiffany Zaleski Librarian Jennifer Jacks Counselor Whitney Byrnes Instructional Coach Christina Vetter AP Fatima Rich Principal Julie Micheal Parent

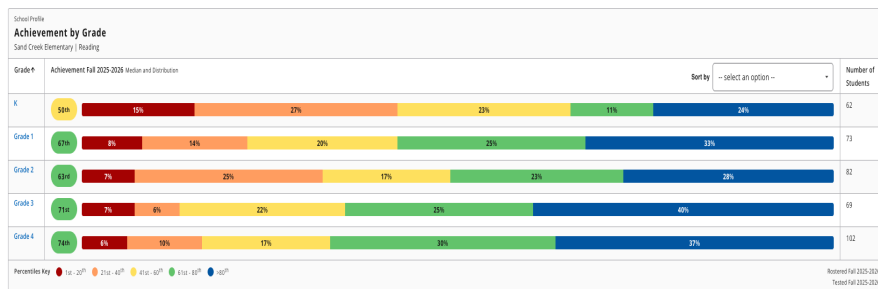
School Goal #1: Achievement Gap in Literacy

Focus Areas for Growth over 3 Years by Measure:

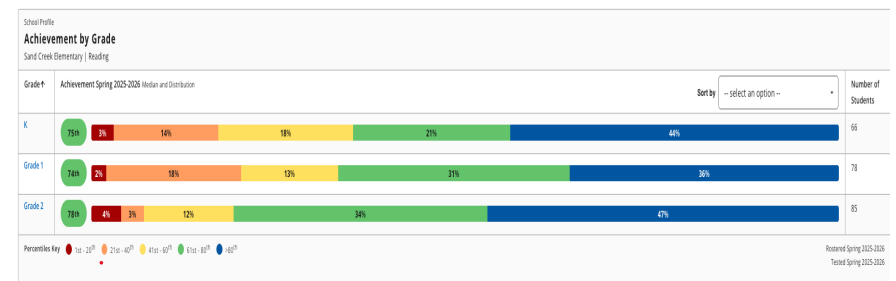
1. Growth in Grades K-4 NWEA in reading
2. Growth in Grades K-2 DIBELS in overall Composite Foundations of Literacy
3. Growth in Grades 3-4 ILEARN in ELA

Problem Statement 1 with Baseline Data Spring 2024:	<i>77% of K-4 students are at or above 41st percentile in single term achievement. (346 out of 449 students)</i>
Focus Area #1 Expected Outcome:	The number of K-4 students that are at or above the 41 st percentile in single term achievement will increase to 84% over the next 3 years. <i>Year 1: 85%! Year 2 76% K-2</i>

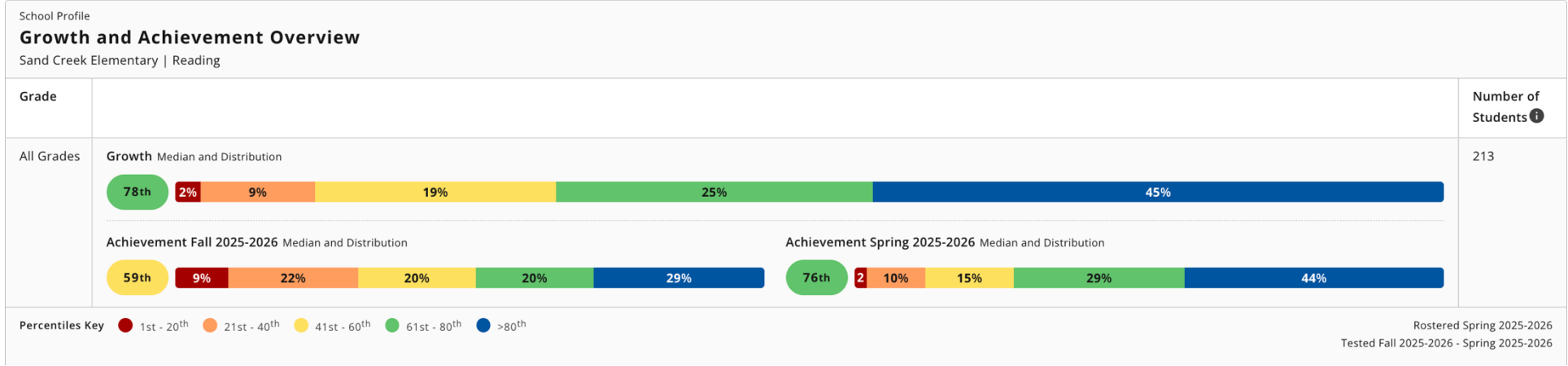
Achievement by Grade BOY Data Fall 2025



Achievement by Grade BOY Data Spring 2026



K-4 Reading NWEA Expected and Actual Outcomes													
Group		Year 1 2024-2025					Year 2 2025-2026				Year 3 2026-2027		
		Baseline	BOY	Goal	EOY			BOY	Goal		EOY		BOY
ELL		68%	40%	70%	71%		54% K-4 38% K-2	73%	70% (K-2)		29% K-2	73%	
K		83%	65%	85%	84%		50%	85%	78%		51%	85%	
1		78%	75%	80%	80%		66%	80%	74%		64%	83%	
2		79%	74%	81%	88%		65%	81%	79%		58%	84%	
3		80%	72%	82%	89%		87%				79%		
4		67%	76%	69%	83%		84%				81%		
Overall		77%	73%	79%	85%		59% (K-2)	81%	76% (K-2)		58% (K-2)	84%	



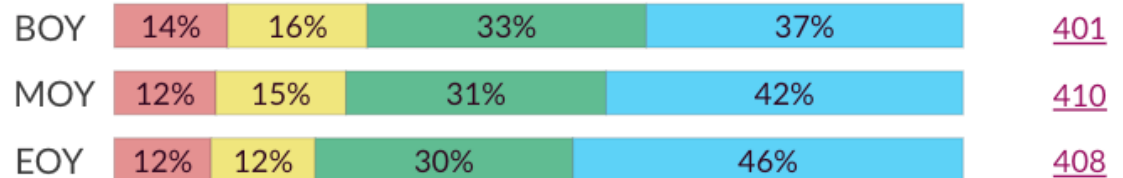
Problem Statement 2 with Baseline Data 2024:	<i>60% of Kinder students have met or exceeded DIBELS overall composite score.</i> <i>67% of 1st grade students have met or exceeded DIBELS overall composite score.</i> <i>75% of 2nd students have met or exceeded DIBELS overall composite score.</i>
Focus Area #2 Expected Outcome:	K-2 students overall proficiency rate will increase to 78% over the next 3 years. Year 1 & 2: 76%!

Achievement By Grade

K-2 DIBELS												
Expected and Actual Outcomes in Composite Scores (Green and Blue)												
Grade		Year 1 2024-2025				Year 2 2025-2026				Year 3 2026-2027		
		Baseline	Goal	EOY		BOY	Goal	EOY		BOY	Goal	EOY
K		60%	65%	77%		58%	65%	88%		51%	76%	
1		67%	72%	76%		70%	74%	76%		80%	82%	
2		75%	80%	76%		73%	81%	77%		59%	78%	
3				62%		80%	82%	70%				
4				58%		70%	74%	73%				
Overall		67%	72%	76%		68%	74%	76%		63%	78%	

Sand Creek
Elementary

Composite Score



Problem Statement 3 with Baseline Data 2024:	<i>In Grade 3, 56% of students demonstrated an overall proficiency rate on ELA ILEARN. In Grade 4, 51% of students demonstrated an overall proficiency rate on ELA ILEARN.</i>
Focus Area #3 Expected Outcome:	Students in Grade 3 will increase their overall proficiency rate to 64% over the next 3 years. <i>Year 1 61%</i> Students in Grade 4 will increase their overall proficiency rate to 60% over the next 3 years. <i>Year 1 48%</i> New ILEARN data in 2026 shows new scores after Checkpoints administration in the fall and should not be compared to Year 1 data. SCE will use ILEARN data 2027 as a new baseline moving forward.

3-4 ILEARN English Language Arts Expected and Actual Outcomes										
Grade		Year 1 2025				New ILEARN 2026			New Baseline 2027	
		Base	Goal	EOY		Goal	EOY		Goal	EOY
3 rd Grade		56%	59%	61%		61%	73%		73%	
4 th Grade		51%	54%	48%		57%	69%		69%	

*Additional Data Relevant to School Goal 1

Grades 2-3 IREAD										
Expected and Actual Outcomes										
Grade		Year 1 2025				Year 2 2026			Year 3 2027	
		Baseline	<i>Expect</i>	EOY		<i>Expect</i>	EOY		<i>Expect</i>	EOY
2nd Grade		61%	63%	87%		65%	82%		70%	
3rd Grade		90%	90%	96%		92%	97%		94%	

Assessment Name		Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution
IREAD Grade 2	✓	IREAD	2	IREAD (Summer 2026)	12	451 <i>i</i>	 Percent Count: 50% 6, 50% 6
IREAD	✓	IREAD	3	IREAD (Summer 2026)	6	424 <i>i</i>	 Percent Count: 67% 4, 33% 2
IREAD	✓	IREAD	3	IREAD (Spring 2026)	20	489 <i>i</i>	 Percent Count: 25% 5, 75% 15
IREAD Grade 2	✓	IREAD	2	IREAD Grade 2 (Spring 2026)	85	480 <i>i</i>	 Percent Count: 12% 10, 13% 11, 75% 64

Goal 1: Achievement Gap in Literacy Response

Strategy	Support and Resources	Ongoing Progress Monitoring	Person Responsible
All students receive 90 minutes of CORE reading instruction daily.	- Master Schedule Design - Heggerty, HMH Into Reading, UFLI - Standards and assessments aligned to 5 pillars of reading - Differentiation through fluid 1 on 1, small groups, partner teachers during WIN time and throughout instructional blocks - Responsive whole group instruction	- Classroom observations - Coaching cycles - HMH Module Assessments	-Instructional Leadership Team Members -K-4 classroom teachers -Child study team -ENL Teacher -Librarian -Counselor
Develop deeper vocabulary acquisition for readers at all levels Develop planning tool for comprehension instruction that leads to explicit teaching "I Can" statements	- Explicit vocabulary instruction paired with interactive and shared reading experiences - Lean/clear teaching point linked to essential standards and frameworks - Engage readers questioning, collaborative discussion, critical thinking, and using text evidence using prompts from My Teaching Pal and Junior Great Books - Comprehension planning tool introduced in bite sizes to each cluster group and modeled for teams	- Walk through observations - My book reading responses - HMH Module Assessments - Field Testing	-Instructional Leadership Team Members -K-4 classroom teachers -ENL Teacher -Librarian
Direct Instruction and practice of Foundational Skills (phonemic awareness, phonics, fluency).	- Systematic phonemic awareness instruction through Heggerty (K-1), Structured Literacy Pathway (K-2), and HMH Foundational Skills lessons (3-4). - Opportunities for applying phonics skills in decodable text (K-2)- FlyLeaf, Start Right Readers, Blend It Readers - Fluency practice at all grades through explicit repeated readings. - Targeted small group instruction	- HMH Module Assessments - Classroom observations	-Instructional Leadership Team Members -K-4 classroom teachers -ENL Teacher -Librarian
Effectively use K-4 clustering with NIET influence to increase number of students meeting grade level goals with focus on CORE Tier 1 instruction.	- Standards and data driven cluster cycles focused on supporting all readers to grade level proficiency - MTSS strategies - Differentiation through HMH Into Reading resources - Conferring/Small Groups - Coteaching with NIET goals in mind	- Coaching cycles - Observations - Cluster collaboration bring backs - Peer to peer classroom observations	-Instructional Leadership Team Members -K-4 classroom teachers -Child study team -ENL Teacher
Writing in Reading:	HMH Into Reading discussion and response options within My Book	Writing celebrations	-Instructional Leadership Team Members

Daily instruction and application of student writing with a focus on developing ideas, revising & editing, and writing in response to reading.	• HMH Into Reading Writing Workshop resources	2. HMH Module Assessments i	-K-4 classroom teachers -Child study team -ENL Teacher -Librarian -Counselor
Family Involvement: Create a community of readers by partnering with K-4 families to strengthen literacy connection between school and home and boost attendance	• Host ENL Literacy evening events with personal invites to families • Celebration of International Literacy collaboration between library and ENL team • Invitations to Academic Celebrations with Reading and Writing • Invitations to family nights in library • Digital texts via HSE & HEPL ebooks, audiobooks, digital magazines & encyclopedias • Daily standards-focused interactive or shared reading experiences • Technology: Modeling practice of skills in phonics through videos and Canvas/Par Sq.	1. Newsletters via Parent Square for translations 2. Social Media 3. School Newsletter engagement 4. Classroom observations 5. Direct videos to families	-Librarian -ENL Teacher -K-4 Teachers -Office team

*Additional Data School Team Monitoring (Team plans to use new baseline ILEARN data for 3-4 and add iReady to NWEA data for K-2 and create a new math goal for 2027-2028 school year.

3-4 ILEARN MATH										
Expected and Actual Outcomes										
Grade		Year 1 2025				NEW ILEARN 2026			New Baseline 2027	
		Base	Expected	EOY		Expected	EOY		Expected	EOY
3 rd Grade		78%	80%	71%		80%	75%		85%	
4 th Grade		59%	61%	52%		61%	71%		67%	

K-4 MATH NWEA												
Expected and Actual Outcomes (41%ile or Higher)												
Grade		Year 1 2024-2025				Year 2 2025-2026				Year 3 2026-2027		
		Baseline	Expected	EOY			BOY	Expected		EOY		BOY
EXL		41%	43%	49%		39%	45%	62% (K-2)		41% (39% K-2)	50%	
ENL		80%	82%	79%		67%	80%	90% (K-2)		45% (43% K-2)	84%	
K		86%	88%	89%		72%	80%	88%		69%	93%	
1		84%	86%	93%		85%	88%	94%		76%	91%	
2		79%	81%	86%		72%	80%	88%		53%	87%	
3		81%	83%	86%		85%	87%			73%	88%	
4		76%	78%	81%		86%	88%			77%	83%	
Overall		81%	83%	87% K-4 89% K-2		81% (77% K-2)	85%	90% (K-2)		70% (65% K-2)	88%	

School Goal #2: Attendance

Focus Area for Growth over 3 Years:

- 1. Increase in overall average number of students with 94% attendance average

Problem Statement 1 with Baseline Data 2024:	In the last 3 years, only 68%-76% of students have had a 94% or higher attendance average.
Focus Area Expected Outcome:	The overall percentage of students will increase to 84% of students will have at least 94% attendance over the next 3 years. Year 1 – 82%! Year 2 – 87%!

Percentage of Students with 94% Average Attendance Historical Data and Goals											
Historical Data				Year 1 2024-25		Year 2 2025-26		Year 3 2026-27			
21-22	22-23	23-24		Goal	Actual	Goal	Actual		Goal	Actual	
76.7%	68.4	75.7		78%	82.1	83%	87		84%		

Multi-Tiered Support System		
Strategy	Resources Needed	Ongoing Progress Monitoring
Improve results of Tier 1 CORE instruction through foundational skills instruction, explicit teaching in all areas of reading block, and differentiated small groups in K-4 classrooms	• HMH Into Reading Core Instruction with a focus on priority standards and differentiation • HMH Foundational Skills instruction (3-4), UFLI (K-2) • Engaging readers in close Reading Strategies	NWEA Data Predictive for IREAD/ILEARN HMH Growth Measure Assessment data DIBELS
Support all staff in utilizing MTSS structures and supports to ensure all students make at least one year progress each year.	• MTSS Framework • Support from MTSS grade level reps • Targeted small group work in all classrooms • NIET • CELL Cadre (Year 1)	MTSS Data NWEA Data Grade level reps DIBELS MARF Data UFLI
Support readers through targeted instruction during WIN (What I Need) time for enrichment and remediation	• Formative assessment data through exit tickets, Module Assessments, and NWEA data • Targeted small group and Differentiation resources from HMH	Master Schedule MTSS progress monitoring and data grids NWEA Progress HMH Module Assessment progress
Representative assigned at each grade level to support staff with revised action plans and processes (MTSS leads)	• SCE Levels of Support for Academics and Behavior • Shared MTSS Folder Access and Flowchart for process • Action Plans / Family Letters	Master Caseload List Aimsweb, Dibels NWEA IREAD
Curriculum resources will be linked to targeted students for remediation with Dibels/IREAD data.	• Bridge to Practice Gr 2-3 • UFLI • MARF	Aimsweb, Dibels NWEA IREAD

Professional Development Plan Over 3 Years			
Topic	Objective	Grade	Timeline
Technology	Home/School Connection: Parent Square Communication, specific language targeted attendance	K-4	Ongoing – Year 5 of postings and alerts regularly, New-Sign Up Conferences Tool, Student Square
	Apple Classroom for all to monitor impact of learning in real time	K-4	Year 2-3
	Canvas as resource page for families		Ongoing
	UFLI/HMH Tech Tools to enhance instruction	K-4	Year 3
	Intro of Kami	K-4	Year 1 – K-2, Ongoing
	DIBELS and iReady Facilitation and monitoring	K-2	Year 2 for 3-4
Cluster Model	Redesign of Cluster with data driven cycles	K-4	Adding Hurst/Mohr support Year 2 Adding Riego support, FHS former ENL students Year 3
	Planning for explicit instruction in reading: comprehension planning checklist Other possible clusters based on data: -Writing for reading: constructed response -Responding to pre-assessments for writing instruction -Math problem solving -Visual supports and sentence stems		
Literacy	Unpacking and digging deep into revised essential standards in connection to curriculum scope and sequence	K-4	Ongoing with Instructional Leadership Team
	Explicit teaching of skills and writing Cycles	Select Teachers/ Admin/Coach Librarian, ENL Teacher, K-4	Continuation of practice from Year 1 Cadre - Ongoing
	Coaching Cycles with teachers to transfer learning from cluster		Continuation – Ongoing
	SOR, LETRS, Keys to Literacy for Admin/Teachers		Ongoing
	Celebrations of learning for Home to School Connections in literacy and boost attendance		