

**Brooks School Elementary
School Improvement Plan
2026-2029**



Brooks School Elementary School Improvement Team

Jeff Hoog	Principal
Maria Kussy	Assistant Principal
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About Hamilton Southeastern Schools

Hamilton Southeastern Schools is an A-rated school corporation by the Indiana Department of Education and the fourth largest in the state. We serve over 21,000 students in pre-K through 12th grade. HSE Schools strives to provide a safe and secure learning environment for all. HSE Schools ensures each student has the intellect and skills necessary to achieve their goals for higher education, careers, and life.

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.

About Brooks School Elementary

Brooks School Elementary is a public-school serving preschool through Grade 4 in Fishers, Indiana. With 400 students in grades K-4 and roughly 150 preschoolers, the school operates three to four sections for each K-4 grade level. Established in 2003, Brooks School Elementary is dedicated to employing effective instructional practices that actively engage students. Additional demographic information can be found in our ILEARN data charts listed below.

Brooks School Elementary Shared Beliefs

We believe all children and educators can grow as confident individuals in an inclusive, safe, and nurturing environment that supports and challenges individual growth academically and socially.

Brooks School Bears are Thinkers and Collaborators.

We Care for One Another and Celebrate Each Other.

We strive to Be Kind

We strive to Be Safe

We strive to Be Engaged

BSE Professional Learning Clusters:

- **5 Steps for Effective Learning Protocol**

Educators work together in cross-grade level clusters to analyze school data, set goals, engage in professional development, and implement proven instructional strategies to maximize the learning outcomes for all students. Long Range Plans for Cluster Cycles connect teacher professional development to school-wide goals. These steps aim to create a structured approach to learning that promotes engagement, practical application, and continuous improvement.

- Professional learning is based on a five-step protocol:
 1. Identifying a problem or need that is clear and specific and can be measured in student work or outcomes.
 2. Obtaining new learning aligned to this student need that has proven successful in the school in leading to student growth.
 3. Developing new teacher learning by teaching a strategy to address a student need, with clear modeling, and subsequent analysis of student work.
 4. Applying the new teacher learning in the classroom with support from teacher leaders.
 5. Evaluating the impact of the strategy on student performance using formative assessment

Summary of ELA ILEARN Data

Grade 3					Grade 4			
ELA:	2025-2026	2026-2027	2027-2028		ELA:	2025-2026	2026-2027	2027-2028
BSE Overall: HSE Overall: Indiana Overall:	71% 68% 41%				BSE Overall: HSE Overall: Indiana Overall:	68% 68% 43%		
Gender					Gender			
Female	(52) 77%				Female	(46) 74%		
Male	(45) 65%				Male	(51) 63%		
Ethnicity					Ethnicity			
American Indian/Alaska Native	(1) 100%				American Indian/Alaska Native	(0)		
Asian	(11) 72%				Asian	(1) 100%		
Black	(18) 50%				Black	(10) 60%		
Hispanic	(8) 75%				Hispanic	(7) 72%		
Multiracial	(7) 100%				Multiracial	(11) 64%		
White	(53) 73%				White	(68) 74%		
EL					EL			
EL	(12) 50%				EL	(5) 0%		
Not EL	(85) 74%				Not EL	(92) 72%		
Spec. Ed. (EXL)					Spec.Ed. (EXL)			
Special Ed.	(18) 39%				Special Ed.	(15) 60%		
Not Special Ed.	(79) 78%				Not Special Ed.	(82) 79%		

Goal #1A ELA Proficiency (ILEARN 3-4):

By the end of the 2028-2029 school year, BSE 3rd and 4th grade students will reach a cumulative outcome Proficiency (pass rate) increase at or above 9% for ELA.

- Year 1: By the end of 2026-2027 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 73% on the ILEARN ELA assessment.
- Year 2: By the end of 2027-2028 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 76% on the ILEARN ELA assessment.
- Year 3: By the end of 2028-2029 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 79% on the ILEARN ELA assessment.

Goal #1B ELA Proficiency (ILEARN 3-4):

By the end of the 2026-2027 school year, BSE will have a 9-11% increase in pass rate for all subgroup areas.

ELA	Combine Average	Asian	Black	Hispanic	Multi-racial	White	EL	Non-EL	EXL	Non-EXL
Cohort size 2025-2026	194	12	28	15	18	121	17	177	33	161
Cohort size 2026-2027										
Baseline Proficiency 2025-2026	70%	86%	55%	74%	82%	74%	25%	73%	50%	79%
Goal 2026-2027	73%	89%-91%	58%-60%	77%-79%	85%-87%	77%-79%	28%-30%	76%-78%	53%-55%	82%-84%
Actual 2026-2027										
Goal 2027-2028	76%									
Goal 2028-2029	79%									

Goal #2: Reading Growth

Increase the percentage of students reaching or exceeding their personal growth goal for reading NWEA.

****In 2025-2026, 3rd and 4th grades were not assessed in the Spring.**

Summary of NWEA Reading Data

% of Students Meeting Yearly Growth Goal

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	All Grade Total
2021-2022	64%	63%	71%	72%	63%	67%
2022-2023	73%	67%	65%	77%	69%	70%
2023-2024	65%	65%	67%	74%	57%	65%
2024-2025	84%	86%	75%	80%	76%	80%
2025-2026	63%	83%	73%	**	**	**

% of Students in Upper Quintiles (Meeting 60th percentile or above)

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	All Grade Total
2023-2024	Fall 55% Spring 61%	Fall 47% Spring 51%	Fall 40% Spring 57%	Fall 57% Spring 69%	Fall 71% Spring 72%	Fall 54% Spring 62%
2024-2025	Fall 42% Spring 68%	Fall 38% Spring 71%	Fall 52% Spring 63%	Fall 63% Spring 80%	Fall 70% Spring 74%	Fall 53% Spring 71%
2025-2026	Fall 32% Spring 42%	Fall 53% Spring 65%	Fall 51% Spring 58%	Fall 58% Spring **	Fall 68% Spring **	Fall 52% Spring **
2026-2027	Fall 21% Spring	Fall 38% Spring	Fall 57% Spring	Fall 54% Spring **	Fall 55% Spring **	Fall 45% Spring **

***Quintiles.** Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue). Per NWEA School Profile Report

Goal #2 Reading Growth (NWEA K-4):

By the end of the 2025-2026 school year, 75% of BSE students K-4 will meet or exceed their growth target in ELA.

The expected percentage to meet growth goal in 2025 includes a 3-5% increase for all grade levels.

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	All Grade Total
Baseline 2023-2024	65%	65%	67%	74%	57%	65%
Goal 2024-2025	70%	70%	70%	77%	62%	70%
Goal 2025-2026	75%	75%	75%	80%	80%	75%
Goal 2026-2027	75%	75%	86%	**	**	**

Goal Oriented Action Plan (ELA Goals #1-2)

To accomplish the ELA Academic Proficiency & Growth goals, the school will:

- ◆ Improve Tier 1 reading instruction with a focus on:
 - the 90-minute literacy block core components
 - explicit and systematic instruction and corrective feedback
 - student engagement and student ownership through intentional practice
 - instructional practices grounded in reading science and research
- ◆ Improve Targeted Tier II & III Instruction (MTSS model):
 - Student groups & instructional approach tied to student data/needs
 - Explicit and systematic instruction
 - Consistent and reliable progress monitoring and documentation protocols

Action Item (What)	Process (How)	Progress Monitoring	Professional Development & School-Wide Cluster Cycles
Improve teacher efficacy specific to reading Tier I explicit instruction with intentional planning, responding to data, and incorporation of purposeful practice	• Ongoing training • Clear goals and expectations • Fostering collaboration • Avenues for support • The library as an extension from classroom with literacy lessons tied to grade level standards • Common language K-4	Cluster cycle data collection will include teacher and student formative assessment	Cluster Cycle Focus: Continuous & responsive to real-time classroom data. Cluster cycles focused on intentional planning and practice, unpacking standards, and explicit instruction with comprehension, word work, and providing feedback

	Common visuals and organizers		
Establish a culture of growth and improvement through a student-centered coaching model	All K-3 teachers engage in a coaching cycle each year	Pre & post assessments Formative assessments Results Based Coaching Tool	Cluster Cycle focus based on student data and student need
Understand Vertical Articulation & Use of Student Learning Progressions	- Form teams of teachers from different grade levels to discuss how skills and concepts should develop - Regularly discuss curriculum alignment and address any gaps or overlaps in instruction - Vertical articulation to understand how K-2 feed in to the Gr. 3-4 standards as assessed on ILEARN	Universal screener data Progress monitoring data Self-assessment/observational	Cluster Cycle Focus: Analysis of standards for intentional planning to guide differentiated instruction within a classroom and from grade level to grade level
Establish Data Analysis Protocols	- Training how to read and unpack available sources of data - Training how to leverage data to plan for targeted Tier I & Tier II instruction - Establish on-going protocols for data collection and analysis	Cluster cycle data collection will include teacher and student formative assessment	Cluster Cycle Focus: Data Analysis & Instructional Decision-making
Focus on critical need state standards and targeted areas of need Reading: Phonics, Word Work, Vocabulary 3.RC.3, 3.RC.12, 3.RC.13, 4.RC.12	- Unpacking standards protocol - Depth of Knowledge - Ongoing training including high-impact best practice strategies	Teacher & student formative assessment	Professional Development focused on Depth of Knowledge tied to critical need standards. Guided support to utilize ELA Frameworks and ILEARN Item Specifications to support DOK work

	to address critical need standards/ targeted areas of need		PD embedded throughout various cluster cycles, and follow up support through coaching cycles
Implement research-based interventions for Tier II & Tier III groups that are aligned with standards and curriculum	• Ongoing training of data analysis protocols • All staff review of available data for interventions and groups • Maintain consistent & reliable progress monitoring and documentation • Analyze and respond to the data	Bi-Weekly (Wednesdays) Tier II and Tier III progress monitoring (Dibels K-4; Program based progress monitoring)	DIBELS Initial Training, Cluster Cycle Focus: Diagnostic administration, Data Analysis & Instructional Decision-making, MTSS process, Indiana Learning Lab and academic standards PD
Embed Journey of a Student Knowledge Skills & Attributes throughout core instruction & student learning experiences	• Educate staff of established components • Begin to identify where components exist	Self-assessment	On-going “drip” of communication through staff newsletters and introductory PD session
Resources: Indiana Academic Standards K-4 Learning Lab HMH Into Reading core resource for comprehension & vocabulary instruction grades K-4 Writeable (HMH) UFLI core phonics resource for grades K-2; HMH Foundational Skills for grades 3-4 Heggerty phonemic awareness as part of tier I instruction grade K-2 Jr. Great Books Options for Differentiation Tier II/III Programming Options (Sonday, Heggerty, Bridge the Gap, M.A. Rooney, UFLI, Wilson, Lexia, Flyleaf, Connected text/decodables)			

Summary of Math ILEARN Data

Grade 3					Grade 4			
Math:	2025-2026	2026-2027	2027-2028		Math:	2025-2026	2026-2027	2027-2028

BSE Overall:	68%				BSE Overall:	69%		
HSE Overall:	74%				HSE Overall:	73%		
Indiana Overall:	52%				Indiana Overall:	52%		
Gender					Gender			
Female	(52) 67%				Female	(46) 65%		
Male	(45) 69%				Male	(51) 73%		
Ethnicity					Ethnicity			
American Indian/Alaska Native	(0)				American Indian/Alaska Native	(0)		
Asian	(11) 73%				Asian	(1) 100%		
Black	(18) 39%				Black	(10) 40%		
Hispanic	(8) 63%				Hispanic	(7) 71%		
Multiracial	(7) 100%				Multiracial	(11) 36%		
White	(53) 74%				White	(68) 79%		
EL					EL			
EL	(12) 58%				EL	(5) 40%		
Not EL	(85) 68%				Not EL	(92) 72%		
Spec. Ed. (EXL)					Spec. Ed. (EXL)			
Special Ed.	(18) 50%				Special Ed.	(15) 40%		
Not Special Ed.	(79) 72%				Not Special Ed.	(82) 78%		

Expected SMART Outcome:

Goal #3A Math Proficiency (ILEARN 3-4):

By the end of the 2026-2027 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency (pass rate) increase at or above 9 % for Math.

- Year 1: By the end of 2026-2027 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 72% on the ILEARN Math assessment.
- Year 2: By the end of 2027-2028 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 75% on the ILEARN Math assessment.

- Year 3: By the end of 2028-2029 school year, BSE 3rd and 4th grade students will reach a cumulative outcome proficiency at or above 78% on the ILEARN Math assessment.

Goal #3B Math Proficiency (ILEARN 3-4):

By the end of the 2026-2027 school year, BSE will have a 9-11% increase in pass rate for all subgroup areas.

Math:	Combine Average	Asian	Black	Hispanic	Multi-racial	White	EL	Non-EL	EXL	Non-EXL
Cohort size 2025-2026	194	12	28	15	18	121	17	177	33	161
Cohort size 2026-2027										
Baseline Proficiency 2025-2026	69%	87%	40%	67%	68%	77%	49%	70%	45%	75%
Goal 2026-2027	72%	90%-92%	43%-45%	70%-72%	71%-73%	80%-82%	52%-54%	73%-75%	48%-50%	78%-80%
Actual 2026-2027										
Goal 2027-2028	75%									
Goal 2028-2029	78%									

Goal Oriented Action Plan (Goal #3 Math)

To accomplish the Math Proficiency Goal, the school will:

- ◆ Improve Tier 1 math instruction with a focus on
 - Math Workshop Core Components & Instructional Routines
 - Geometry & Measurement standards
 - Explicit instruction and corrective feedback
 - Student engagement
- ◆ Improve Targeted Tier II & III Instruction (MTSS model)
 - Student groups & instructional approach tied to student data/needs

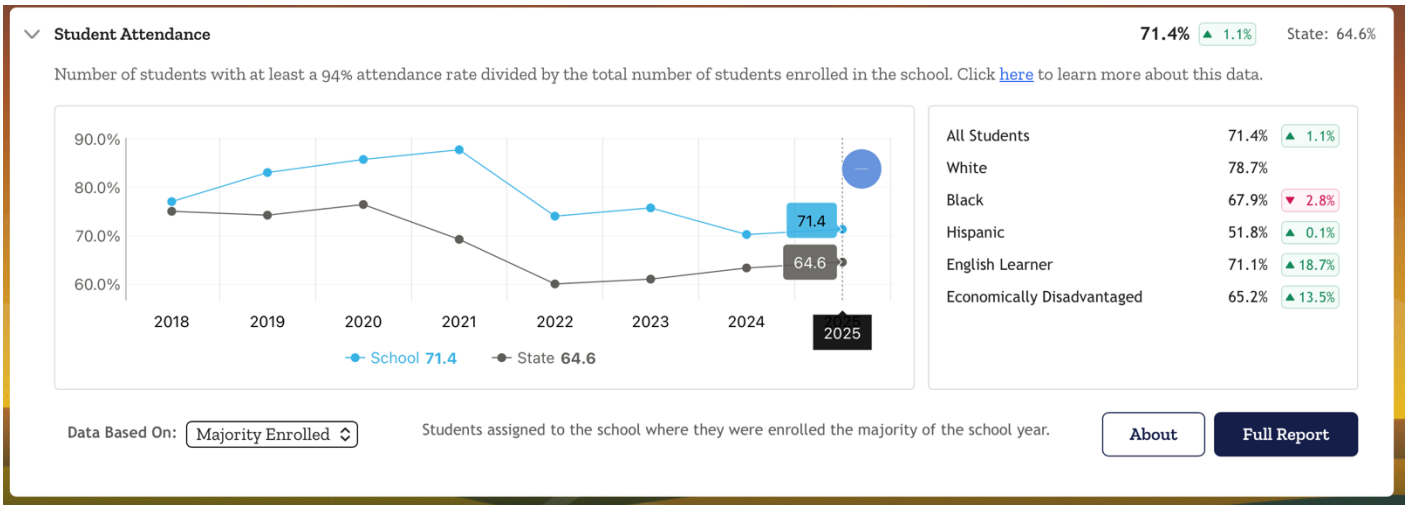
Action Item (What)	Process (How)	Progress Monitoring	Professional Development & School-Wide Cluster Cycles
Improve teacher efficacy specific to math Tier I instruction with intentional planning, explicit instruction, purposeful practice, corrective feedback, and assessment	• Ongoing training • Clear goals and expectations • Fostering collaboration • Avenues for support	Teacher Reflection and self-assessment, informal observational data, and student formative assessment	Professional Development focused on math block components and best practice instructional routines
Focus on critical need state standards and targeted areas of need Computation & Algebraic Thinking 3.CA.3, 3.CA.4, 3.CA.7, 4.CA.6 Geometry/Measurement & Data Analysis 3.M.6, 4.DA.2 Number Sense 3.NS.2, 3.NS.6, 4.NS.1, 4.NS.6, 4.NS.7, Mathematical Processes 3.PS.1, 3.PS.6, 4.PS.8	• Unpacking standards protocol • Depth of Knowledge • On-going training including high-impact best practice strategies to address critical standards/target areas of need • Team collaboration • Develop inquiry and provocations tied to critical math standards	Student formative and summative assessments	Professional Development focused on Depth of Knowledge tied to critical need standards. Guided support to utilize Math Frameworks and ILEARN Item Specifications to support DOK work Professional Development focused on Indiana Math Standards and using the Envision resource
Understand Vertical Articulation & Use of Student Learning Progressions	• Form teams of teachers from different grade levels to discuss how skills and concepts should develop • Regularly discuss curriculum alignment and address any gaps or overlaps in instruction • Vertical articulation to understand how K-2 feed in to the Gr. 3-4 standards	Self-assessment, observational data	Analysis of standards for intentional planning to guide differentiated instruction within a classroom and from grade level to grade level

	as assessed on ILEARN • Diagnostic assessments to support instruction for reteaching		
Embed Journey of a Student Knowledge Skills & Attributes throughout core instruction & student learning experiences	• Educate staff of established components • Begin to identify where components exist	Self-assessment	On-going “drip” of communication through staff newsletters and introductory PD session
Resources: Envision Indiana Learning Lab Math Frameworks Do the Math (Tier 3)			

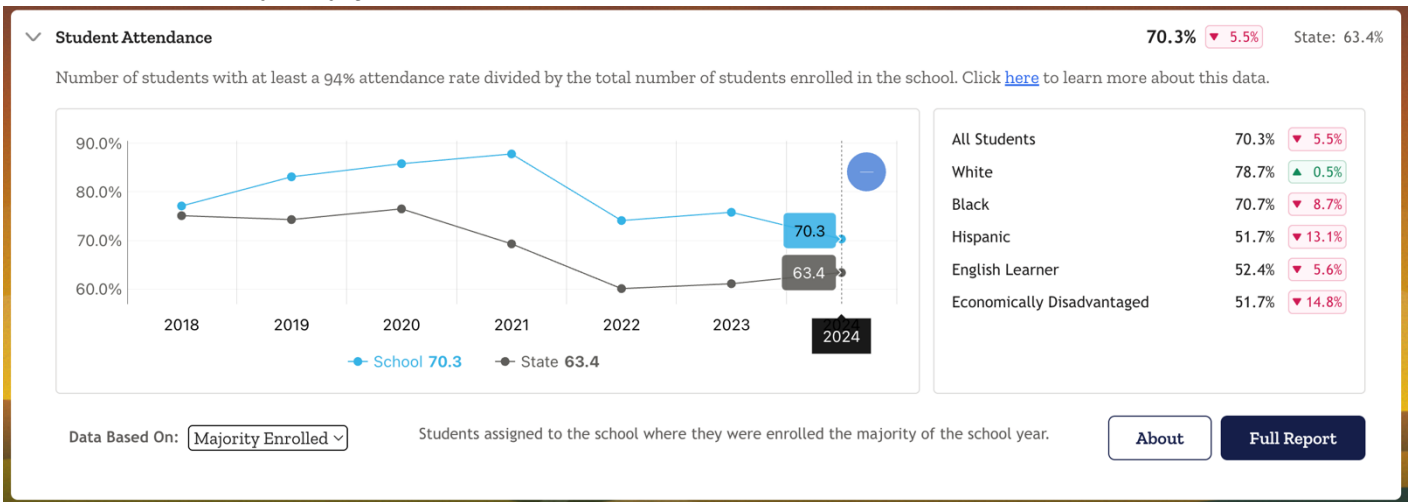
Goal #4: Attendance:

Brooks School Elementary will monitor student attendance regularly and communicate with families when attendance becomes a concern. Brooks School Elementary aims to reach the 94% attendance rate to be aligned within the goal for the State of Indiana.

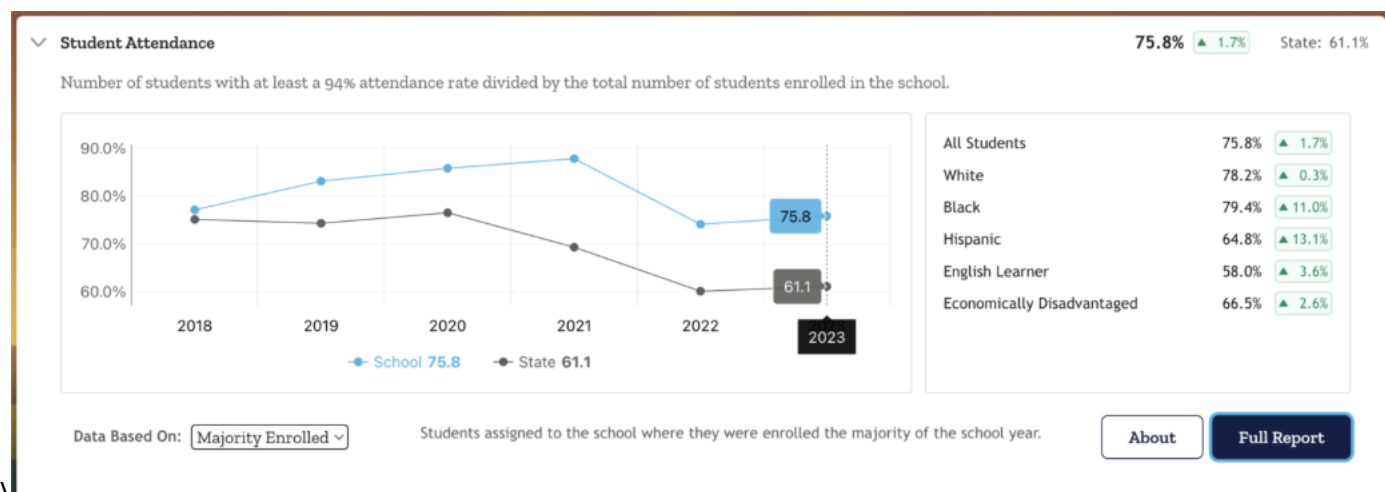
Student Attendance 2025-2026



Student Attendance 2024-2025



Student Attendance 2023-2024



-Indiana Graduates Prepare to Succeed <https://indianagps.doe.in.gov/>

Expected SMART Outcome:

By the end of the 2025-2026 school year, 90% of the students at Brooks School Elementary will be present for at least 94% of the time.

Years	Percentage of Students Present 94% of 180 school days
2023-2024	75%
2024-2025	Goal 85%
2025-2026	Goal 90%
2026-2027	Goal 95%

Goal Oriented Action Plan (Goal #4 Attendance)

To accomplish the attendance goal, the school will:

- ♦ follow current HSE attendance policy and procedures that are in line with Indiana State Law SEA 282.

Action Item (What)	Process (How)	Progress Monitoring	
Build partnership between teachers, families, and administration to improve attendance	- Attendance information to staff in weekly newsletter - Attendance statistics and strategies in school newsletter and	Review attendance history for trends to address	

	classroom newsletters • Teachers proactively call guardians • Wellness calls • Attendance information in school newsletter		
Improve routine communication with families of students with absences	• Letters, phone calls, Parent Square messages, in person meetings	Weekly attendance reports	
Communication at 5, 8, and 10 day absences. Call guardians when a child has 5 unexcused absences to set up a meeting between BSE administration, guardians, and classroom teacher	• Phone calls, letters, and in person meetings	Weekly attendance reports Intervention Plan at 5 unexcused and 10 day unexcused	
At 10 days, intervention plan will be reviewed. Families may be referred to DCS for truancy at 10, 15, 20, 25 or more days	• Letters, meetings, and revision to the intervention plan • Report to ACES, DCS	Weekly attendance reports Intervention Plan review	
Attendance recognition and incentives	• Monthly drawing and recognition via announcements and school newsletter	Weekly and monthly attendance reports	

Goal #5: Journey of a Student

Provision for implementing career awareness and career development education curriculum.

Context

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.

Hamilton Southeastern Schools Career Coaching Framework

Grades 2-4

First Semester Tasks	Second Semester Tasks
World of Work Lesson -(Grades 2 & 3)- Connected to Community Based Learning Experiences below	Financial Literacy Activity- (Grade 4)- January
Ongoing Career Simulation Games/ Experiences (All Grades) Community Based Learning Experiences - Farm to Table (2nd) - The City Experience (3rd) - Conner Prairie (4th)	

Grades PK-1

First Semester Tasks	Second Semester Tasks
Create a “Good Habits” Chart using JOS- (Grade 1)- August Self- Portrait of Interests Activity- (Kindergarten)- September	“What is a Career?” Activity- (Kindergarten)- January
Ongoing Community Based Learning Experiences - Nature First (1st Grade) - Kindergarten Community Based Learning Experience in Development	

Adapted from Indiana Department of Education Career Coaching Framework:

https://www.in.gov/che/files/Career-Coaching-Framework_Grantee-Activities_20240922_Final.pdf

BOLD indicates task is required per Career Coaching Grant

BSE Professional Development Through Cluster
Explicit Instruction and Intentional Tier 1 Teacher Actions Feedback Feeds Forward to Grow Student Learners and Educators Data Protocols Three Times a Year Tier 1 Academic and Behavior Instruction and Supports Math Instructional Tier 1 Practices Math Fact Fluency and Number Sense Depth of Knowledge and Problem Solving

