

Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school improvement plan contain the following components. This document addresses each of the plan requirements.

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
 - Data for each school in the district can be found [here](#).
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
 - The goals and interventions established for continuous improvement in the school plan address this requirement.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - The school does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.
 - Each school provides instruction based on the Indiana Academic Standards. A link to the Indiana Academic standards can be found [here](#). Resources used in the instruction of the standards can be found [here](#).
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - NWEA
 - ACT
 - PSAT
 - SAT
 - AP/IB Exams
 - IREAD 3
 - ISPROUT
 - IAM
 - WIDA
 - Fountas and Pinnell Reading Levels
- Provision outlining how the school will address the learning needs of all students, including exceptional learners.
 - Hamilton Southeastern Schools provides excellence in education and opportunities that ensure the success of each student. Throughout their educational journey, all students are taught a robust curriculum. Students are regularly assessed through formative and standardized opportunities and have the opportunity to produce authentic products which demonstrate their learning. The results of these

assessments and other student examples of learning are used to ensure that the learning needs of all students are met, including exceptional learners.

- Provision for courses that allow all students to become eligible to receive an academic honors diploma (secondary only).
 - Prior to the beginning of their high school career, all students are made aware of the different diplomas available and the requirements necessary for their attainment. Information about academic honors diplomas is included in that information. Students meet in large groups and in individual sessions with school counselors. Parents/guardians are included in all scheduling conversations if they choose to attend.
- Provision to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum (secondary only).
 - Prior to the beginning of their high school career, all students are made aware of the different diplomas available and the requirements necessary for their attainment. Information about academic honors diplomas is included in this information. Students meet in large groups and in individual sessions with school counselors. Students not pursuing an academic honors diploma are scheduled (with their input) in the necessary courses to complete the Core 40 curriculum. Parents/guardians are included in all scheduling conversations if they choose to attend.
- Provision to maximize parental participation in the school.
 - Each school encourages, supports, and promotes parental involvement through formal and informal opportunities. Each school has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, each school staff provides opportunities for parents or guardians to support the school.
 - Parents also serve on SIP committees.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
 - Hamilton Southeastern Schools (HSE) is committed to providing a safe and welcoming learning environment. Comprehensive all-hazard safety plans are collaboratively developed with members of each building's multi-professional safety team, including INDOE certified Safety Specialists along with City of Fishers police officers serving as SROs. These safety plans are audited each year by the district safety team and certified to the INDOE. SROs assist our schools in conducting State required drills involving fire, tornado, and man-made incidents. HSE believes that no single initiative will produce safe schools; rather, it takes a multitude of safety layers to ensure safe schools. HSE Schools will continue to emphasize prevention training and awareness of trauma informed best practices. HSE utilizes a web-based training platform to educate all staff members of a variety of safety topics. The modules that the staff are required to complete are tracked to ensure compliance on a variety of all-hazards topics including bullying, harassment, suicide prevention, child abuse, bloodborne pathogens just to name a few. Table-top discussions led by building-based safety team members are completed at the building levels during staff meetings to reinforce the web-based training requirements.

- Provision for the coordination of technology initiatives.
 - Students in HSE School Corporation are expected to master the following objectives: demonstrate a sound understanding of the nature and operation of technology systems; become proficient in the use of technology; understand the ethical, cultural, and societal issues related to responsible use of technology systems and software; develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity; and use technology tools to enhance learning, increase productivity, promote academic achievement, promote creativity, increase technology capacity, and become information literate.

Students are also expected to use productivity and educational tools to collaborate in constructing technology enhanced models, prepare publications, produce creative works, and use telecommunications to collaborate, publish, exchange, and interact with peers, experts, and other audiences, and use an assortment of technologies to communicate information and ideas effectively to multiple audiences. They are also expected to use technology to research, locate, evaluate, and collect information from a variety of online academic sources, use technology tools to process, analyze, and report data, publish report results, evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks, use technology resources for solving complex problems and making informed decisions and employing technology in the development of strategies for solving real world problems.

- Provision for implementing career awareness and career development education curriculum.
 - Counselors in grades K-6 develop lessons and support instruction in career development. Students in junior high are made aware of career opportunities and participate in direct instruction on the topic as per IDOE requirement. At the high school level, students are made aware of options to obtain their diploma by participating in work-based learning opportunities, obtaining industry certifications, or CTE concentrators. Students are also taught skills that will prepare them for success in their future careers.
- Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.
 - Each school has developed an *Inclusive Excellence Plan* intended to guide the efforts of the school to address cultural competency, access and opportunity, and professional development. The *Inclusive Excellence Plan* is developed by the school's equity team in collaboration with the building administration and supports this requirement.

- A professional development program that includes: a narrative of student learning data: strategies, programs and services to address student learning needs; activities to implement such strategies; and an evaluation of the impact of such strategies.
 - The goals for each school include data that outlines the need for the stated goal. Each goal includes desired outcomes and interventions to achieve those outcomes which include professional development.
- Assurance that the professional development program complies with the local school board's core principles for professional development.
 - Each school's professional development plan is reviewed by their building and the corporation exclusive representatives. In addition to the review by the exclusive representative, the superintendent and district administration also review the professional development plans. The signed corporation document is housed at the district office and with each school.