



Fishers Elementary School
Hamilton Southeastern Schools

School Improvement Plan
2021-24

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“Where everyone makes a difference.”

About Fishers Elementary School

Logo:



Value Proposition: Fishers Elementary is an inclusive, project-based learning school that empowers students to ask questions, innovate, collaborate, and find solutions for our community and world.

Collective Agreements:

- We will provide all students opportunities to contribute their voice and be valued in their ideas.
- We will provide students with opportunities to wonder about and discover real-world problems and solutions.
- We will provide pathways that allow students to create something new and/or better.
- We will provide opportunities for students to work together and learn from each other and the community.

Fishers Elementary School Summary of Data: English/Language Arts (ELA)

ELA ILEARN 3 rd and 4 th Grade Percent Proficient			
Spring 2019 3 rd Grade	Spring 2021 3 rd Grade	Spring 2019 4 th Grade	Spring 2021 4 th Grade
55%	59%	48%	49%

ELA ILEARN Percent Proficient by Subgroup: 3 rd and 4 th Grade () Indicates the number of students represented.				
Subgroup	Spring 2019 3 rd Grade	Spring 2021 3 rd Grade	Spring 2019 4 th Grade	Spring 2021 4 th Grade
English Learner	22% (9)	0% (7)	20% (5)	33% (3)
Non-English Learner	59% (80)	65% (72)	49% (96)	49% (65)
Asian	33% (3)	29% (7)	60% (5)	75% (4)
Black	20% (10)	0% (2)	35% (17)	33% (6)
Hispanic	80% (5)	33% (3)	0% (3)	20% (5)
Multiracial	67% (9)	75% (4)	33% (3)	50% (8)
White	58% (62)	65% (63)	52% (73)	51% (45)
Female	54% (50)	63% (41)	50% (5)	50% (26)
Male	56% (39)	55% (38)	45% (51)	48% (42)
Free/reduced	48% (25)	23% (13)	35% (20)	20% (10)
Not Free/reduced	58% (64)	67% (66)	51% (81)	53% (58)
Exceptional Learner	17% (6)	25% (8)	11% (9)	33% (3)
Not Exceptional Learner	58% (83)	63% (71)	51% (92)	49% (65)

IREAD-3 Percent Pass		
2018	2019	2021
96.8%	97%	89%

Fishers Elementary School Summary of Data: Math

Math ILEARN Percent Proficient			
Spring 2019 3rd Grade	Spring 2021 3rd Grade	Spring 2019 4th Grade	Spring 2021 4th Grade
68%	61%	56%	59%

Math ILEARN Percent Proficient by Subgroup: 3rd and 4th Grade				
() Indicates the number of students represented.				
	Spring 2019	Spring 2021	Spring 2019	Spring 2021
Subgroup	3rd Grade	3rd Grade	4th Grade	4th Grade
English Learner	33% (9)	13% (8)	60% (5)	33% (3)
Non-English Learner	72% (81)	67% (72)	56% (96)	60% (65)
Asian	100% (3)	43% (7)	100% (5)	50% (4)
Black	30% (10)	50% (2)	29% (17)	50% (6)
Hispanic	50% (6)	0% (4)	33% (3)	20% (5)
Multiracial	78% (9)	25% (4)	100% (3)	63% (8)
White	73% (62)	70% (63)	59% (73)	64% (45)
Female	62% (50)	62% (42)	58% (50)	50% (26)
Male	75% (40)	61% (38)	55% (51)	64% (42)
Free/reduced	56% (25)	23% (13)	40% (20)	10% (10)
Not Free/reduced	72% (65)	69% (67)	60% (81)	67% (58)
Exceptional Learner	29% (7)	50% (8)	22% (9)	33% (3)
Not Exceptional Learner	71% (83)	63% (72)	60% (92)	60% (65)

Fishers Elementary School Improvement Action Plan

Goal 1: English Language Arts Goal

Problem Statement: There is a need to improve the overall performance in **Language Arts** at Fishers Elementary School as reflected on statewide standardized tests. Spring 2021, the overall percentage of students passing ILEARN Language Arts at FES in grades 3 and 4 was 54%.

Expected SMART Outcome: Language Arts scores will increase to 70% over 3 years as measured for all students using the 2024 ILEARN assessment.

Year 1 Expected Outcome 57%

Year 2 Expected Outcome 65%

Year 3 Expected Outcome 70%

Related Expected Outcome: The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 59.3%. The following demographic groups and their percent passing for grades 3 and 4 are as follows: Black students (13%), Hispanic students (25%). Language Arts scores for these demographic groups will increase by 5% each year over the next 3 years.

Strategy	Indicator of Success for the 2021-22 School Year	Progress Monitoring	PD
Study ILEARN reports to determine standards with low proficiency scores and work with TDS to determine the best way to support these identified standards moving forward.	Baseline: Review of item types and ways to integrate various item types into instruction. Target: Review of grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments.	<ul style="list-style-type: none">• Adjustments made to written, taught and assessed curriculum.• Targeted standards discussion/data in PLC notes.	Professional learning time provided to study ILEARN data.
Unpack Units of Study as a staff.	Baseline: Planning reading and writing lessons using the Units of Study. Target: Unpack reading and writing units as a team prior to the launch of each unit.	<ul style="list-style-type: none">• Monthly staff meetings dedicated to unpacking.• Use of the Units of Study during instruction.	Provide professional learning time to unpack Units of Study as a staff.

Use reading data to inform conferring.	<p>Baseline: 50% of teachers consistently confer</p> <p>Target: 80% of teachers will use their data to inform their conferring goals</p>	<ul style="list-style-type: none"> • Teachers being explicit in conferring teaching points. • Targeted goals in conferring notes. • Teachers recording progress in notes from conference. 	Provide professional development on conferring.
Use shared and interactive reading/writing as instructional moves.	<p>Baseline: 100% of teachers consistently use read-alouds each day.</p> <p>Target: 80% of teachers will embed shared and/or interactive reading/writing during the school year.</p>	<ul style="list-style-type: none"> • Observation of shared and/or interactive reading/writing. 	Provide professional development on interactive reading/writing.
Relaunch of word work routines within core instruction.	<p>Baseline: K-2 teachers used Phonics Units of Study to guide mini lessons and scope and sequences. Various word work routines were used to practice skills across all grade levels.</p> <p>Target: Establish consistent word work routines that are responsive to the learners' needs.</p>	<ul style="list-style-type: none"> • Observation of word work routines K-4. 	Provide professional development on word work.
Pilot the integration of Units of Study and project-based learning to engage more learners.	<p>Baseline: 10% of teachers integrate Units of Study and project-based learning.</p> <p>Target: Set up two classrooms that can model the integration of the Units of Study and project-based learning.</p>	<ul style="list-style-type: none"> • Consistent meeting/professional development with pilot teachers. • Integration of at least one Unit of Study and science/social studies. 	Provide professional development on how to integrate Units of Study and project-based learning.
Use remediation specialist to support 3 rd and 4 th grade learning.	<p>Baseline: Support evenly distributed throughout each grade level.</p> <p>Target: Priority given to 3rd and 4th grade students.</p>	<ul style="list-style-type: none"> • Bi-weekly progress monitoring on students' growth toward goals set. • Use of data to determine continuation or 	Train remediation specialist on best ways to support learners.

		adjustment of instructional strategy/ intervention.	
Carry out equity walks of classroom libraries and walls.	<p>Baseline: 0% of our teachers have done a formal classroom equity walk.</p> <p>Target: 100% of grade level teams will carry out equity walks in all grade level teams.</p>	<ul style="list-style-type: none"> Quarterly equity team professional development. 	Provide professional learning time for equity team to introduce equity walks.
Intentionally embed pictures and text from the classroom for families to understand what they could do at home and/or big concepts that are covered in the classroom.	<p>Baseline: Most teachers send out a weekly newsletter.</p> <p>Target: All teachers will include pictures and text to describe big ideas from the classroom.</p>	<ul style="list-style-type: none"> Weekly newsletter sent 	

Goal 2: Math Achievement Goal

Problem Statement: There is a need to improve the overall performance in **Mathematics** at Fishers Elementary School as reflected on statewide standardized tests. Spring 2021, the overall percentage of students passing ILEARN Math at FES in grades 3 and 4 was 60%.

Expected SMART Outcome: Math scores will increase to 75% over 3 years as measured for all students using the 2024 ILEARN assessment.

Year 1 Expected Outcome 63%

Year 2 Expected Outcome 70%

Year 3 Expected Outcome 75%

Related Expected Outcome: The students with the highest performing percentage were our white students for a combined pass rate in grades 3 and 4 of 68%. The following subgroups and their percent passing for grades 3 and 4 are as follows: Black students (50%), Hispanic students (11%). Math scores for these demographic groups will increase by 5% each year over the next 3 years.

Strategy	Indicator of Success for the 2021-22 School Year	Progress Monitoring	PD
Study ILEARN reports to determine standards with low proficiency scores and work with TDS to determine the best way to support these identified standards moving forward.	Baseline: Review of item types and ways to integrate various item types into instruction. Target: Review of grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments.	<ul style="list-style-type: none">Adjustments made to written, taught and assessed curriculum.Targeted standards discussion/data in PLC notes.	Professional learning time provided to study ILEARN data.
Study standards which consistently receive low proficiency scores on ILEARN and vertically articulate K-4.	Baseline: No review of standards that consistently receive low proficiency scores across all grade levels. Target: Vertical articulation, K-4 of standards that consistently receive low scores and identification of any gaps they may exist.	<ul style="list-style-type: none">Vertical articulation document targeting the standard strands where students are not proficient across the grade levels.	Provide time to study standards that receive consistently low proficiency scores.

<p>Use remediation specialist to support 3rd and 4th grade learning.</p>	<p>Baseline: Support evenly distributed throughout each grade level. Target: Priority given to 3rd and 4th grade students.</p>	<ul style="list-style-type: none"> • Bi-weekly progress monitoring on students' growth toward goals set. • Use of data to determine continuation or adjustment of instructional strategy/ intervention. 	<p>Train remediation specialist on best ways to support learners.</p>
<p>Teachers will use the 4 guiding PLC questions to monitor student mastery of content.</p>	<p>Baseline: Inconsistent use of the 4 guiding PLC questions to inform instruction. Target: 80% of teachers use the 4 guiding PLC questions to inform instructions</p>	<ul style="list-style-type: none"> • Notes identifying student groups that are successful and groups that may need additional support. • Documentation of shifts made to instruction • Shifts in documentation notes focusing on student work/data brought to PLC. 	<p>Provide professional learning time to study student data focused on the 4 guiding PLC questions.</p>
<p>Intentionally embed pictures and text from the classroom for families to understand what they could do at home and/or big concepts that are covered in the classroom.</p>	<p>Baseline: Most teachers send out a weekly newsletter. Target: All teachers will include pictures and text to describe big ideas from the classroom.</p>	<ul style="list-style-type: none"> • Weekly newsletter sent 	

Goal 3: Improving the Emotional Regulation of FES Students

Problem Statement: The results from the Spring 2021 Panorama survey shows that only 43% of our students in grades 3 & 4 responded favorably to regulating their emotions. This score places our students below the district average of 49% and falls in the 30th percentile nationally. We believe that there is a connection between student’s emotional regulation and their academic success.

The results from the Spring 2021 Panorama survey show survey show an 48% favorability rating on the same topic for grades K-2, which falls above the district favorability rating of 43%.

Expected SMART Outcome: There will be a 7% increase in our 3rd and 4th grade students’ ability to regulate their emotions as measured on the Panorama survey. There will be a 7% increase in our K-2 students’ ability to regulate their emotions as measured by the Panorama survey.

Grades K-2

Year 1 Expected Outcome 45%

Year 2 Expected Outcome 50%

Grades 3 and 4

Year 1 Expected Outcome 50%

Year 2 Expected Outcome 55%

Strategy	Indicator of Success for the 2021-22 School Year	Progress Monitoring
Social Emotional Learning Program – Second Steps / Mind Up	Baseline: Review integration of Second Steps program one time per week in all classrooms. Target: 100% of classrooms utilize Second Steps and Mind Up curriculum one time per week.	<ul style="list-style-type: none">• Panorama Data, Spring 2022 and Spring 2023
Individualized Self-Regulation Strategies	Baseline: Review Zones of Regulation to create school wide Common Language and Visuals Target: All classrooms will post and utilize Zones of Regulation Language and Visuals	<ul style="list-style-type: none">• Classroom Walk-Throughs by Administrators

<p>Restorative Practices, Mandt Training for necessary staff, Mandt Relational Skills (Day 1) Training for all staff</p>	<p>Baseline: 40% of staff have completed Peace Learning Center Level 1 Restorative Practices Training. 20% of staff Mandt Certified.</p> <p>Target: 75% of staff Restorative Practices Level 1 Training. School-Wide PD on Mandt Relational Skills (Day 1)</p>	<ul style="list-style-type: none">• Staff survey of training attendance
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Summary of Fishers Elementary School Professional Learning and Development Plan

Professional Learning/Development	Timeline
Professional Learning Communities	Weekly (2:35-3:20)
Professional Learning Teams <ul style="list-style-type: none"> • Project Based Learning • Equity • Unit Design • Outdoor Learning 	Monthly (2:35-3:20)
Professional Learning/Development on components of the Literacy Framework: <ul style="list-style-type: none"> • Conferring • Word Work • Shared reading • Shared writing • Interactive reading • Interactive writing 	Monthly (2:35 – 3:20)
E-Learning Professional Development Days- PD responsive to data/teacher needs <ul style="list-style-type: none"> • MTSS • Shift the Balance (Jan Burkins & Keri Yates) • ILEARN Data Review • Panorama Data Review • Restorative Practices in the Classroom • Relational Skills / De-Escalation Techniques • More topics TBD as needed 	Quarterly
Courageous Conversations (Optional)	Monthly (2:35 – 3:20)
Instructional Support with Teacher Development Specialist	Ongoing
Teacher of Service Training	Ongoing

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.