

Harrison Parkway Elementary School Improvement Goal 2021-22 School Year

Goal #1: Academic Achievement (HSE Academic)

Problem Statement with Baseline Data:

All students should demonstrate academic growth based on their individual projected growth goals. Recent data indicates the following percentage of students achieving their individual growth as:

Reading NWEA: K-2nd (spring - 68%); 3rd-4th (winter - 70%)

Math NWEA: K-2nd (spring - 79%); 3rd-4th (winter - 71%)

Expected SMART Outcome 1:

All students will achieve their individual projected growth goals in reading and math as measured by:

K-3rd grade: NWEA fall to spring scores in reading (a) and math (b);

4th grade: ILearn scores in reading (a) and math (b).

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Provide Professional Development opportunities (<i>PD Days</i>) <ul style="list-style-type: none"> • MTSS, whole child approach, and literacy screeners • Words Their Way and word work • TDS coaching cycles focused on reading instruction • Phonics Units of Study • Early Literacy Best Practices • High impact small group instruction • Environmental and Instructional “Look Fors” 	Units of Study Words Their Way HPE Instructional Chats	Words Their Way Inventories Running Records Classroom walk-throughs and observations Reflections during peer observations, coaching cycles, and PLC discussions	August 2021- May 2022	All Teachers Special Ed Teachers Title One Teachers Remediation IA ENL Teacher Teacher Librarian TDS Equity Team Counselor Administrators

<ul style="list-style-type: none"> • Additional PD as determined by staff need 		Teacher Walk-Throughs with “Look Fors”		
Analyze strengths and needs of core reading and math instructional practices	ILearn Performance by Standard NWEA Learning Continuum Running Records	Classroom walk-throughs and observations Winter NWEA results Instructional Reading Levels	August 2021-May 2023	All Teachers Special Ed Teachers Title One Teachers ENL Teacher Teacher Librarian TDS Administrators
Improve MTSS Practices <ul style="list-style-type: none"> • Review ecosystem approach of support • Improve communication with and input from families throughout the MTSS process • Ensure consistency in the development of individualized action plans for identified students at risk • Peer Observations of whole group or small group with reflection 	Student Action Plans with SMART goals	Monthly progress monitoring of students in Tier 2 Weekly progress monitoring of students in Tier 3	August 2021-May 2023	All Teachers Special Ed Teachers Title One Teachers Remediation IAs ENL Teacher Teacher Librarian RtI Coordinators Nurse TDS Equity Team Counselor Administrators
Continue to Improve Co-teaching Practices <ul style="list-style-type: none"> • Collaborative cohort • “Lab” classrooms/peer observations 	Planning and collaboration time	Weekly collaboration Monthly check-ins with feedback	August 2021-May 2023	Gen Ed Teachers Special Ed Teachers Title One Teachers ENL Teacher Teacher Librarian TDS Administrators

Goal #2: Closing the Achievement Gap (HSE Operations)

Problem Statement with Baseline Data:

On ILearn English Language Arts students who are paid lunch (the highest performing group) had a passing rate of 67% while students who are free or reduced lunch (the lowest performing group) had a passing rate of 39%.

Expected SMART Outcome

The ELA achievement gap that exists between students who are paid lunch and students who are free or reduced lunch will reduce by 10 percentage points each year over the next two years (for a total of 20 percentage points) based on expected rate of higher growth as measured by the ILEARN ELA assessment.

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Provide Professional Development opportunities (<i>PD Days</i>) <ul style="list-style-type: none"> • MTSS, whole child approach, and literacy screeners • Intentional individualized student goals and interventions • Early Literacy Best Practices • Running Records (MSV cues) • Whole group and small group engagement • Additional PD as determined by staff need 	Units of Study Early Literacy resources	Student progress towards Action Plan goals Teacher reflection and feedback Observation of instruction	August 2021- May 2022	All Teachers SEL Committee Equity Committee Teacher Librarian Counselor TDS Administrators
Continue School-wide work on culturally responsive practices with common language	<i>Culturally Responsive Teaching and the Brain</i> book	Teacher feedback and observation Observation of instruction	August 2021- May 2023	All School Staff Equity Team

Establish an outdoor learning to support engagement and whole child learning	Funding (community partnership and grants)	Student surveys Observation data	September 2021-May 2021	All School Staff SEL Team HPE Community
Revisit and refine common language (academic, behavioral, social, and emotional)	ILearn Blueprints Zones of Regulation Second Steps Mind Up HPE School wide Expectation	Observation Behavior data	August 2021-2023	All School Staff SEL Team
Improve communication regarding individualized instruction plans (e.g. MTSS Action Plan) with families	MTSS Action Plans	Family feedback	August 2021-May 2023	All School Staff SEL Team
Foster relationships with families by seeking feedback and meeting families where they are	Parent surveys	Parent survey	August 2021-May 2023	All School Staff SEL Team Equity Team

Goal #3: Inquiry (HSE Communication)

Problem Statement with Baseline Data:

While students have engaged in inquiry and project-based learning experiences, informal teacher observation of transfer of learning indicates a need to focus on deeper reading and synthesizing information to build knowledge. To support growth of specific skills within the inquiry process, a consistent measurement tool across grade levels has been identified as a need.

Expected SMART Outcome 3:

Students will grow as critical thinkers with higher agency and independence through application of the 4 phases of inquiry (immersion, investigate, coalesce, and go public) as measured by the inquiry rubric (*Comprehension and Collaboration, Harvey and Daniels*). 80% of students in grades K-4 will score at or above proficiency on the following specific phase 2 and 3 criteria: develop researchable questions, engage in deeper reading, synthesize information to build knowledge.

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Provide Professional Development opportunities (<i>PD Days</i>) <ul style="list-style-type: none"> • Researchers Workshop (Coalesce and Go Public phases of inquiry) • Using an Inquiry Rubric for different purposes • Culturally Responsive Teaching 	<i>Comprehension and Collaboration</i> Inquiry Rubric Current HPE Inquiry Rubric	Collaborative reflection PD exit tickets or survey Walkthroughs during inquiry	August 2021- May 2022	All Teachers Teacher Librarian TDS Administrators
Implement Inquiry Rubric <ul style="list-style-type: none"> • Review existing rubric • Norm rubric (Phases 3 and 4) across grade levels 	<i>Comprehension and Collaboration</i> Inquiry Rubric	Inquiry rubric student data	August 2021- May 2022	All Teachers Teacher Librarian TDS Administrators
Develop units of inquiry based on UbD framework and Inquiry Rubric	<i>Understanding by Design</i> <i>Comprehension and Collaboration</i> <i>Inquiry Illuminated</i>	Inquiry rubric throughout the inquiry process Walkthroughs during inquiry	August 2021- May 2023	All Teachers Teacher Librarian TDS Administrators

Expand peer and video observations in the area of inquiry	Classrooms and videos for observation Reflection questions	Relevant components of the inquiry rubric during peer observations	August 2021- May 2022	Administrators TDS Gen Ed Teachers
Share and communicate student learning with families through weekly school newsletter, family nights, social media, etc.	Patriot Post weekly newsletter	Weekly communication in newsletter	August 2021- May 2022	All Teachers HSE21 Team

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.