

2023-24



Geist Elementary
14051 East 104th Street
Fishers, IN
317-915-4260

School Improvement Goals and Strategies
2023-24

School DOE number: 2474
Corporation number: 3005

GES: SIP 2023-24

SIP Team

Ashley White, Kelli Caughman- K
 Stephanie Kelber, Jenn Knox- 1st
 Sharlie Friedle, Mallory Dunn- 2nd
 Tammy Bullock, Michelle Dahl- 3rd
 Dani Dobbins, Jeanine Scott- 4th
 Erin Green, Jen Harmon- Related Arts and Library
 Lakin Greaves- Resource Teacher
 Somer Compton- ENL Teacher
 Jen Koenig- Equity Lead
 Lisa Keller- School Counselor
 Lauren Doran- Teacher Development Specialist (TDS)
 Christi Thomas- Principal
 Lynn Laffey- Assistant Principal
 Ashley Clarkson- PTO Co-President and parent
 Kim Mark- PTO Co-President and parent

The GES committee consists of stakeholders of our school family that are eager to see us fulfill our mission and vision. Our team represents different grades, related arts, special services and our community. The SIP team takes information comprised from focused teams at GES and compiles and focuses our efforts to ensure we are addressing concerns evident in our present data.

Geist Elementary is a suburban school with an enrollment of 650 for the 2023-24 school, down from 725 last year. We have 51 faculty members with a total staff and faculty of 82. Our school community is a supportive and involved community with high expectations for education. We provided multiple opportunities for our GES families to be involved in our daily instruction through volunteering and guest speakers. In addition, we provide family evenings that are listed throughout our SIP plan as strategies to increase involvement in school and in their child's education.

	2020-21	2021-22	2022-23
ENL population	61/676= 9%	76/732= 10.4%	75/722= 10.4%
ExL population	79/676= 11.7%	94/732= 12.8%	77/722= 10%
HA population	147/676= 21.7%	167/732= 22.8%	178/722= 24.6%
Black	39/676= 5.7%	50/732= 6.8%	36/722= 5.9%
Multi	53/676= 7.8%	56/732= 7%	60/722= 8.3%

Asian	65/676= 9.6%	50/732= 6.8%	97/722= 13%
504	13/676= 1.9%	33/732= 4.5%	44/722= 6%
F/R	31/676= 4.59%	60/732= 8.2%	110/722= 15.24%

GES Vision-

GES envisions our students, families, and staff as a team of collaborators, critical thinkers, and problem solvers united to make a positive impact in our community.

GES Mission:

Geist Elementary School is dedicated to academic achievement while fostering the physical, social, and emotional well-being of all students.

- We will maintain a safe, supportive, and inclusive environment.
- We will establish meaningful relationships with all members of our school community.
- We will provide differentiation and real-world opportunities to engage and challenge all learners.
- We will nurture a growth mindset among all staff and students to be lifelong learners.

HSE Board Goals

Academic: All students will demonstrate growth in academic achievement and proficiency.

Operation: All divisions of HSE Operations will evidence efforts to effect support for student academic success.

Communication: Access to HSE information by internal and external stakeholders, and those exploring HSE, will be assessed and redesigned, if necessary, for greater ease and consistency.

GES Data Resources Utilized

1. ILEARN 20-21, 21-22, 22-23
2. NWEA 20-21, 21-22, 22-23
3. IREAD 20-21, 21-22, 22-23
4. Attendance

A. Academic

ILEARN: Our expected goal outcome is to increase the number of students demonstrating growth and achievement on ILEARN.

Goal #1A (ILEARN 3-4) :

By the end of the 2023-24 school year, GES 3rd and 4th grade students will reach a Cumulative Outcome Proficiency in a range of 75%-77% for ELA and 82%-84% for Math on the Spring ILEARN.

Goal #1B (ILEARN 3-4):

By the end of the 2023-24 school year, GES will have a 50% pass rate in all subgroup areas and those already at that level will be within 8% of expected pass proficiency on ILEARN. `

	2020-21	2021-22	2022-23
Math ILEARN	208/263= 80% (3rd-82%, 4th-76%)	224/278=80.5% (3rd-81%, 4th-80%)	211/281 = 75% (3rd-81%, 4th-71%)
exceptional learner	(3rd-7-43%, 4th-7-43%)	(3rd-9-44%, 4th-7-43%)	(3rd-11-64%, 4th-11-36%)
Black	(3rd-12-92%, 4th-6-50%)	(3rd-6-67%, 4th-15-87%)	(3rd-7-43%, 4th-9-78%)
multi	(3rd-5-80%, 4th-7-43%)	(3rd-6-83%, 4th-5-40%)	(3rd-12-92%, 4th-9-44%)
Asian	(3rd-13-85%, 4th-7-71%)	(3rd-15-80%, 4th-14-86%)	(3rd-15-87%, 4th-15-53%)
504	(3rd-6-67%, 4th-9-56%)	(3rd-11-100%, 4th-10-80%)	(3rd-16-75%, 4th-11-91%)
ENL	(3rd-2-0%, 4th-3-33%)	(3rd-2-50%, 4th-5-60%)	(3rd-13-62%, 4th-6-0%)

Reading ILEARN	184/263= 70% (3rd-75%, 4th-65%)	200/278=71.8% (3rd-76%, 4th-68%)	188/281 = 67% (3rd-65%, 4th-68%)
exceptional learner	(3rd-7-29%, 4th-7-0%)	(3rd-9-33%, 4th-7-14%)	(3rd-11-18%, 4th-11-36%)
Black	(3rd-12-92%, 4th-6-33%)	(3rd-6-67%, 4th-15-73%)	(3rd-7-43%, 4th-9-78%)
multi	(3rd-5-60%, 4th-7-71%)	(3rd-6-50%, 4th-5-40%)	(3rd-12-75%, 4th-9-44%)
Asian	(3rd-13-85%, 4th-7-71%)	(3rd-15-67%, 4th-14-79%)	(3rd-15-87%, 4th-15-53%)
504	(3rd-6-50%, 4th-9-22%)	(3rd-11-64%, 4th-10-70%)	(3rd-16-50%, 4th-11-73%)
ENL	(3rd-2-0 %, 4th-3-33%)	(3rd-2-0%, 4th-5-80%)	(3rd-13-54%, 4th-6-17%)

NWEA:

Our expected goal outcome is to increase the number of students reaching their personal target goal for NWEA.

Goal #2 (NWEA K-4) A:

By the end of the 2023-24 school year, 85-87% of GES students K-4 will reach their growth target in Math, and 71-73% of students will reach their growth target in ELA.

	20-21	21-22	22-23
NWEA K-4 Math	no spring for 3rd and 4th	468/653= 72%	568/677= 84%
NWEA K-4 Reading		406/651= 62%	461/680= 68%

Goal #2 (NWEA K-4) B:

By the end of the 2023-24 school year, GES will have a 50% pass rate in all subgroup areas and those already at that level will be within 8% of total GES students reaching their growth target as noted above for Math and ELA.

	20-21	21-22	22-23
NWEA K-4 Math		468/653= 72%	568/677= 84%
exceptional learner			24/34= 71% (K,3,4)
multi	no testing		42/47= 89% (1st-4th)
Asian			63/73= 86% (1st-4th)
ENL			85/98= 87% (1st-4th)

	20-21	21-22	22-23
NWEA K-4 Reading		406/651= 62%	461/680= 68%
exceptional learner			21/34= 62%
multi	no testing		27/47= 57%
Asian			44/59= 75%
ENL			66/98= 67%

Strategies for Goal #1 (ILEARN) and Goal #2 (NWEA)

Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
ACADEMIC:				
MTSS- Multi-Tiered Systems of Support				
Core Instruction: teach faculty protocol and unpacking of standards with focus on ELA 2023 Standards	IN Standards; Fixed and Flexible document, HMH, Junior Great Books; HSE Writing Sequence Units; Co-teaching opportunities with TDS GLOBAL PD videos	*Reading Benchmarks and students making a minimum of a year's worth of growth *Module Assessments K-4 *Writing Rubric (K-4) (ILEARN, HMH) * NWEA screener, benchmarks, fluency assessment	23-24 * Standards breakdown instruction * Scope and sequence work * Training Structured Literacy K-2	Teachers Admin
Focus on phonics, word work and vocabulary training	Heggerty, Structured literacy, WTW; K-2 NWEA Oral Reading Fluency Assessment & MA Rooney	*Screener results flagged and students dismissed by growth	NWEA Screener results	Classroom teachers
Horizontal and vertical alignment	IN Standards PLC	SFS observations Guiding Coalition feedback	23-26 Vertical Articulation for HMH	Grade level teams of teachers TDS
Utilize Child Study Team	Extensions and Interventions for Tiered Support	Tiered support progress monitoring data	2023 Training on MA Rooney and Phonics Strategies K-2	MTSS team; teachers
Implement co-teaching model with Resource and ENL	Specifically designed instruction	Feedback in November and March on Co-Teaching model classroom teachers Data Review for ILEARN	23-26	Resource, ENL & General Education teacher
Utilize Universal Design for Learning	UDL strategies; UDD book,	SFS observations Teacher self-checklist	23-26	MTSS team Grade level teachers

strategies and Hattie's most effective influences.	John Hattie Influences and Effect size data Laura Ndabari			
Data analysis of students 1) approaching proficiency in NWEA and ILEARN as well as students who receive services- SPED, ENL, MTSS and 504 2) All students will generate goal w teacher 3) Students reflect and write steps they can take to achieve their target goal ** READING GOAL ON	Goal Sheet for progress monitoring; emphasis on grit and growth mindset	Review of goal sheet by General education teacher Resource/ENL/MTSS/General Education teacher/School Counselor Students create and discuss with teacher: - By Oct - review in Nov - update in December/January - revisit in February - Revisit in April - Finalize & celebrate in May	23-26 Students create and discuss with teacher: -By Oct -review in Nov -update in December/Jan -revisit in February -Revisit in April Finalize & celebrate in May	General education teachers, MTSS team, Resource teachers, ENL teachers
Communication and involvement				
Students will share their goals with their families.	Goal setting sheets	Share out by November; February; May	23-26	Classroom teachers
Bring families into the building to share their culture and experiences to broaden perspectives	Communicate with families regarding the opportunities to share	Pictures to show opportunities Family feedback and involvement	23-26	Classroom teachers and school team
Parent Involvement *International Night *Science Night	Community Engagement Teams	Family feedback and involvement	2023- international and science night; ENL night	All staff and students

*Literacy Night *ENL night *PTO Fall Festival *PTO UPaint			2024- Literature Night	
Counselor and Equity Team				
School counselors will assist with... SEL lessons: Second Step, Mind Up and Growth Mindset/Grit Equity/SEL-two focused School Wide Read Alouds and Staff book read Restorative practices utilized throughout building re: conflicts Future Ready Skills and Family involvement Equity and Inclusion activities	Counseling, Second Step, Mindup, digital citizenship materials Universal Growth mindset/Grit Lessons Two read aloud books 1 st quarter/The Energy Bus for Kids and adults by Jon Gordon 2 nd Book: Equity-focused Read Aloud Conflict Resolution lessons by Oct. K-4 Career Week activities and lessons to engage students in future ready mindset-teachers/families participating DisAbility Awareness Week: activities/speakers/interactives: led by GES families	Accountability to SEL Scope & Sequence 23-24-teacher accountability SEL curriculum: Assessments for Skills for Learning 1 st -grade and Conflict/Bullying 4 th -grade—determines Tier II small group needs Teacher and student reflection and discipline data Follow up with CBH consistently regarding caseload and additional supports Formative discussion w/staff and students	23-26	Teachers School Counselor CBH STEM Instructor Librarian GES families Trainers for Restorative Practices

<p>Inclusive and culturally appropriate strategies:</p> <p>1) Name pronunciation 2) Culture club 3) Community engagement 4) Minority Group Support 5) Peer buddies for Program Classes</p>	<p>Spreadsheet with name pronunciation</p> <p>Leads for culture club; 4th grade research cultures, monthly calendar items, famous people</p> <p>Parent involvement</p> <p>Community circle leaders</p> <p>Peer mentors</p>	<p>90% completion of spreadsheet</p> <p>Increased attendance in culture club (2 clubs this year)</p> <p>Increased attendance in international night</p> <p>Start community circle and meet one time/quarter</p> <p>Number of general education classes involved</p>	<p>23-26 school year</p>	<p>Jen Harmon Jen Koenig</p> <p>Jen Koenig Michelle Dahl Stacy Cook Nate Gafkjen Allie Freiberg</p> <p>Equity Team</p> <p>Equity Team- Kelli Caughman, Mallory Dunn, Pretti Kumar</p> <p>Stacy Cook Katy Meier</p>
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GOAL #2 Strategy	Resources Needed	Progress Monitoring	Timeline	Person Responsible
ACADEMIC:				
SLP member of K PLC and will provide monthly letter sound lessons for kindergarten classrooms ** Applies to K only- NWEA READING GOAL ONLY	Results from initial screener of students in K	Pre data to determine letters of most concern K sound assessment	23-26	SLP K teachers
Teacher librarian is a member of the fourth grade PLC; small group instruction; collaborating with teachers and students around HMH Global Read Aloud Building Wide ** READING GOAL ONLY	MTSS Tier 2 Intervention group HMH emphasis for building Global Read Aloud Books	Aimsweb Teacher and librarian feedback regarding HMH collaboration	23-26	Teacher Librarian Staff

Chronic Absentees:

	2020-21	2021-22	2022-23
Attendance	98.38%	96.62%	95.73%
more than 16 abs	3/676 =.04%	26/732 = 3.5%	29/722 =4%

We currently have 29 out of 722 GES students with 16 or more absences in the 2022-2023 school year. This averages 4% of the student body. We will improve absences through the following: letters and phone calls to families with absences; parent meetings to determine how best to assist the child and family; connecting family with outside community resources as necessary; school mentor as needed for increased engagement; doctor’s documentation required for illness absences.

Professional Development Plan to support Goal #1 and #2

MTSS:

Core instruction with a focus this year on ELA standards breakdown, scope and sequence, HMH; (Verbs, nouns, I CAN statements)

Vertical/Horizontal alignment

DOK 3

Structured Literacy for K-2 and Work Work/Vocab for 3-4th

Components of MTSS including child study team

Problem solving in math

Instructional strategies:

Universal design of Learning

Hattie Effective Influences- Goal setting and Teacher Collective Efficacy

ENL training

PLC:

renewed focus on the four questions, data reflection, SMART goals and common assessments

SEL and equity:

SEL and growth mindset/GRIT lessons

Restorative practices

Read-aloud book lessons and emphasis

Diversity Panel and biases training

PD will be provided during faculty and full day PD sessions as well as PLC meetings

Communication Plan

To Staff: Initial consolidated plan shared with SIP team in Fall
Team Leads assist with the delivery of initiatives
Communication will be given out through email, PLC, and staff/PD meetings.

To Parents: Communicating to GES families through office communication of:
SIP plan posted on the website

School initiatives communicated through the Geist Gazette

Communicating to parents via classroom newsletters of:

HSE21 approaches and standards covered within the classroom

Workshop instruction for Math, Reading, and Writing

To Students: Community circles that focus on celebration, relationships, problem-solving
Mindfulness, Growth Mindset, Appreciating Differences, and I statements
via counselor, teachers, F & F class

Global integration

via Art, Music, PE, Global Studies Teachers, Teacher Librarian, and
classroom teachers

Student goal setting

Follow up

SIP plan for 23-24 school year is expanded from work started in years past. The PLC Guiding Coalition will continue to meet throughout the year to communicate the building goals. Teams will meet in late April/May to reflect on the year's progress and prepare a plan to further review and adjust goals for the 2024-25 school year.

School Improvement additional components:

- We do not wish to waive any statutes or rules.
- Description of the curriculum and the location where the curriculum is available for public inspection: The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation. Information about the curriculum can be found at hseschools.org.
- Provision outlining how the school will address the learning needs of all students, including exceptional learners: HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN.

If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

If a student is determined to be eligible for special education services, and individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants to work with language learners that qualify for the ENL program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicate the accommodations necessary.

- Provision for courses that allow all students to become eligible to receive an academic honors diploma (secondary only): Annually there is an analysis of the course offerings that are available to students. This includes courses needed to meet the requirements of

the Academic Honors Diploma. Teachers and administrators have the option to propose new courses that will allow students to meet this rigorous diploma option. These proposals are vetted through the buildings and then forwarded to the Executive Director of Secondary Education for approval and recommendation to the Assistant Superintendent for Teaching and Learning and the Superintendent. Course recommendations then go to the Board of School Trustees for final approval.

- Provision to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum (secondary only). When students enter high school, all students are placed on a path to obtain the Core 40 diploma. Each year prior to scheduling, students and parents/guardians are provided opportunities to learn about course offerings and various diploma types. Students and families are informed of the requirements for an academic honors diploma and all students interested in pursuing this type of diploma are placed in classes that will help them meet the requirements. A student's plan and past courses taken is also reviewed each year to ensure they are still pursuing the appropriate diploma.
- Provision to maintain a safe and disciplined learning environment for all students and teachers. Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. HSE Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset. We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation. We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.
- Provision for the coordination of technology initiatives. The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.
- Provision for implementing career awareness and career development education curriculum. HSE Schools is committed to providing 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. These experiences include Community-based experiential learning in partnership with the City of Fishers and Conner Prairie, Career Days, Guest Speakers, Career Fairs, Career Simulations, Career-focused Clubs, Community Service Days and Clubs, Interactive/ Hands-On Experiences, Online and Digital Career Exploration tools, Job Shadowing, Mock Interviews, Internships, Career course work including Advanced Career/ Technical Education Courses in 28 different Next Level Programs of Study (NLPS), Work-Based Learning, and Apprenticeships. Through the support of multiple IDOE 3E grants, these experiences will exponentially grow throughout the district with community engagement and support.

- Cultural Responsiveness:

Geist Elementary will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "*the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served*" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.

Geist Elementary's tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners.

To improve the cultural competencies of our stakeholders and the academic growth of our students, we have identified five focus areas that align with the goals and objectives of our School Improvement Plan (SIP). These focus areas are; Access and Equity, Climate, Diversity in the Curriculum/Co-Curriculum, Learning and Development, and Intercultural Engagement. Please note the strategies listed above under Goal 1 and 2 that will be implemented related to this area.

- Assurance that the professional development program complies with the board's core principles for professional development. Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.