

**Geist Elementary School
School Improvement Plan
2024-2025**



School Name: Geist Elementary School
School Address: 14051 East 104th Street
Fishers, Indiana 46038
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School IDOE Number: 2474
Corporation IDOE Number: 3005



Geist Elementary SIP Committee Members

Principal: Therisa Seymour	Kindergarten Teacher: Kelli Caughman
Assistant Principal: Lynn Laffey	First Grade Teacher: Stephanie Kelber
Instructional Coach: Jenny Dickerson	Second Grade Teacher: Lucy Bale
Counselor: Lisa Keller	Third Grade Teacher: Tammy Bullock
ENL Teacher: Alyson Stephenson	Fourth Grade Teacher: Emily Beckner
Exceptional Learners Teacher: Lakin Grandidier	PTO Co-President: Ashley Clarkson
Related Arts Teacher: Erin Green	PTO Co-President: Kim Mark

Hamilton Southeastern Schools (HSE) is an A-rated school corporation that is the fourth largest school district in Indiana. HSE is located in the city of Fishers which is a suburb of Indianapolis. It is a public school district that serves just over 21,000 students in pre-kindergarten through 12th grade. HSE provides a student-driven, academically challenging education that prepares youth for higher education, careers and life. There are 13 elementary schools in the district that serve kindergarten through fourth grade.

Geist Elementary School (GES) is the third largest elementary school in the district with 605 students for the 2024-2025 school year. GES has 27 classroom sections with an average of 22.4 students in each homeroom. There are 4 sections of kindergarten, 5 sections of first grade and 6 sections of second, third and fourth grade. Students attend one of five Related Arts classes each day: art, music, pe, STEM, or global studies. The total number of staff is 74 with 47 of them being certified teachers. The school was built in 2004.

The student population at GES is made up of the following demographic groups that are listed in the chart below. There are 22 student languages spoken at GES with 9.6% of students qualifying for English as a New Language (ENL) services. GES has 9.4% of the students qualifying for Exceptional Learner (ExL) services through their IEP. The school also hosts two specialized programs, Lifeskills and CFL (Communication and Foundations for Learning). Students in these two programs are identified as having cognitive deficits and have significant communication and self-help needs. There is an academic component to the program as well as time spent on communication skills and on learning how to function in society. Academic skills taught are those vital to being able to be independent later in life. There are some opportunities to be integrated with general education peers and this is determined on an individual basis.

Demographics

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ENL population	10.4%	10.4%	10%	9.60%		
ExL population	12.8%	10%	8%	9.40%		
HA population	22.8%	24.6%	29%	30.40%		
Black	6.8%	5.9%	5.30%	4.80%		
Multiracial	7%	8.3%	8.80%	8.70%		
Asian	6.8%	13%	13.70%	14.50%		
Hispanic			6%	5.90%		
White			65.60%	65.50%		
504	4.5%	6%	5.40%	6%		
F/R	8.2%	15.2%	16.70%	17.20%		

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.

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 Data Resources Utilized

1. ILEARN 21-22, 22-23, 23-24
2. NWEA 21-22, 22-23, 23-24
3. IREAD 21-22, 22-23, 23-24
4. Attendance 21-22, 22-23, 23-24

HSE

HSE Schools strives to provide safe, secure learning and working environments for all. As a forward-thinking school district, HSE offers excellence in education and opportunities. This approach is designed to ensure the success of all students and to equip them with the skills needed to become responsible citizens and positively influence an ever-changing world. Working together as a school community, HSE ensures each student has the intellect and skills necessary to achieve their goals for higher education, careers and life.

GES School Improvement Goal and Strategies

Goal #1: Academic Achievement in Reading

Our goal is to increase student proficiency on the ILEARN ELA assessment during the 2024-2025 school year, while also closing the achievement gaps that exist among the demographic groups represented at GES. The plan to achieve this outcome is outlined below.

IREAD-3 Results

	Overall Passing Percentage
2022	98.5
2023	96.2
2024 Baseline	97.9
2025 Target	98
2026 Target	98.5
2027 Target	99

*GES does not meet the NWEA criteria for the demographics of a Black subgroup by having 10 students at a minimum for a grade level.

Goal #2: Student Growth in Reading

Our goal is to increase the number of GES students meeting their individual growth targets on the NWEA Reading assessment during the 2024-2025 school year. The plan to achieve this outcome is outlined below.

NWEA Results

Grades K-4 (current population) Reading Growth Target Percentage Met	Overall	Asian	Black	Hispanic	Multiracial	White	ENL	ExL	HA
		14.50%	4.80%	5.90%	8.70%	65.50%	9.60%	9.40%	30.40%
2022	62								
2023	68	75		73	57	70	67	62	

2024 Baseline	70	67		83	66	83	51	74	66
2025 Target	80	78		89	78	89	68	83	78
2026 Target	90	89		95	89	95	84	92	95
2027 Target	100	100	100	100	100	100	100	100	100

Professional Development and Strategies: ELA

Professional Development and Strategies	Journey of a Student Focus	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Analyze current and previous state test data to identify specific areas of need to set individual/group/whole class targets for improvement for students at risk of passing ILEARN and IREAD with a focus on vocabulary, fiction and writing based off last year's NWEA and ILEARN data	Knowledge: Academically Prepared	-ILEARN data -IREAD data for 2 nd and 3 rd graders -NWEA data and projected growth summary reports	-NWEA -IREAD: 2 nd grade -DIBELS -Aimswab -Formative Assessments -Phonics Screeners -Spelling Screeners	2024-2025	-Administration -Instructional Coach -Teachers
Provide targeted professional development for language arts focusing on effective instructional strategies using the Science of Reading Pillars and Scarborough's Reading Rope as areas to monitor	Knowledge: Academically Prepared	-Current data -Curricular resources: UFLI, HMH, Heggerty (K-2) -Research based professional books and articles - DOK Training -JR Great Book Training	-Data shared at weekly Cluster Cycle Meetings -DIBELS -Aimswab - Formative assessments - Reading NWEA data - Spelling screeners	2024-2025	-Administration -Instructional Coach -Teachers - HA District Coordinator

Utilize data effectively to create targeted small group instruction that meets the diverse needs of students and supports their growth in language arts for classroom differentiation and MTSS tier support	Knowledge: Academically Prepared	-Options for Differentiation from HMH Into Reading -UFLI -Sonday -Wilson -MA Rooney -Bridge the Gap -SIOP	-HMH Module Assessments -NWEA -Conferring Notes -DIBELS -Aimswab -Exit Tickets -UFLI Weekly Assessments	2024-2025	-Administration -Instructional Coach -Teachers -MTSS Interventionist
Implement Cluster Cycles to develop areas of reading and writing to create standard driven lessons or interventions in response to data collection along with best practice instruction for teachers	Knowledge: Academically Prepared	-NIET Training provided to ILT -Field Experience Data -SIOP Training	-DIBELS Dyslexia Screener and PM(K-2) -Weekly and Module Assessment Data -NWEA Data -Writing Samples -Classroom Walkthrough Data	2024-2025	-Administration -Instructional Coach -Teachers
Monitor demographic groups that are represented at GES and respond instructionally	Knowledge: Academically Prepared	-Power BI -Skyward Data	-MTSS Data -NWEA Data -Student work -Observations -Data meetings to analyze progress	2024-2025	-Administration -Instructional Coach -Teachers
Create a school-wide literacy rich learning culture. Establish staggered grade level Literacy Blocks with a minimum of 90 minutes that includes designated blocks: word work, Heggerty (K-2), vocabulary, focus, small group and writing. Intentional about instructional and planning/collab time for teachers.	Knowledge: Academically Prepared	-Curricular resources -Student access to books at school and to checkout for home -Literacy-based student and family events -Book Display in middle of the school	- Reading NWEA data - DIBELS data - Aimsweb data - Analysis of library checkout data	2024-2025	-Administration -Instructional Coach -Teacher Librarian -Teachers

Goal #3: Attendance

Reduction of absenteeism is a priority at GES. The IDOE through the Indiana Graduates Prepared to Succeed dashboard sets a student's attendance rate benchmark at 94%. Our school district policy just changed this year to be more aligned with the IDOE as HSE students previously could miss 16 days and now this school year, they can miss 10 days. The goal for GES is that students will miss no more than 10 days per academic year to maintain at least a 94% attendance rate.

Attendance Data

	Year Attendance Rate	More than 16	More than 10
2021-2022	96.62%	3.50%	
2022-2023	95.73%	4%	
2023-2024 Baseline	96%	7%	
2024-2025 Target	94		
2024-2025 Target	95		
2024-2025 Target	96		

Professional Development and Strategies: Attendance

Professional Development and Strategies	Journey of a Student Focus	Resources Needed	Progress Monitoring	Timeline	Person Responsible
Implement a system to monitor attendance regularly	Skills: Analytical	-Attendance letters -Attendance phone calls and meetings -Skyward Data -Excel Spreadsheet	-Weekly attendance -District Data Collection	2024-2045	Administration

<p>Develop and deploy targeted interventions for students with frequent absences, including personalized student attendance intervention plans, counseling and family outreach</p>	<p>-Skills: Collaborative -Skills: Responsible</p>	<p>-Attendance Intervention Plans -Counselor Small Groups -Community Health Therapy -FYAP</p>	<p>Student attendance rates</p>	<p>2024-2025</p>	<p>-Administration -Counselor -Teachers -Parents for meetings</p>
<p>Enhance school engagement through programs that increase students' connection to school: clubs, after school activities, PTO events, monthly positive message tied to spirit days</p>	<p>-Knowledge: Engaged -Skills: Collaborative</p>	<p>-Clubs such as Fish Tank, Choir, Robotics, Culture, Spell Bowl, Math Bowl, Science Bowl, Student Council, Track -Ice cream Social, International Fair, Science Night, Literacy Nights -PTO Evening Events -One special event per grade level inviting families to attend</p>	<p>Attendance records for clubs, after school activities, PTO events</p>	<p>2024-2025</p>	<p>-Administration -Counselor -Teachers -PTO</p>
<p>Improved and systematic communication with families about the importance of attendance and the impact of absenteeism on student success</p>	<p>Skills: Effective Communicator</p>	<p>-Clear attendance protocols and procedures -Parent Square/newsletter -Automated Attendance Calls for Unreported Absences</p>	<p>Student attendance rate</p>	<p>2024-2025</p>	<p>-Administration -Counselor -Teachers -Central Office -Technology</p>

School Improvement Plan Components

- GES does not wish to have any rules or statutes suspended from operation.
- 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.
- GES uses the following assessments: ILEARN, IREAD, DIBELS, NWEA, WIDA and CogAT.
- GES will address the learning needs of all students.
 - 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, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN as well as summative assessments.
 - 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, an individual education plan is developed to support their unique needs considering their disability.
- English as a New Language collaborative teachers and instructional assistants 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 indicates the accommodations necessary.
- At GES we maximize parental participation by sending weekly newsletters, posting on social media, conducting Meet the Teacher Nights and Parent-Teacher conferences. Each grade level will be offering a special event or open house that invites families into the school. We offer several PTO events throughout the year for families to attend. During the school day, there are opportunities for parents to volunteer in classrooms, on study trips, and/or eating lunch with their children.
- Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers.
 - HSE'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 an accountability support based community 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.
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- 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.
- The implementation of career awareness and career development education curriculum:

- 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.
- 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 and Internships. Career and college course work will be organized into “Networks” at the high school level by the 2025-2026 school year, including dual-credit college courses and Advanced Career/ Technical Education courses with student opportunities for Work-Based Learning, earning industry credentials, and apprenticeships. K-8 student experiences will align with these networks to allow students to explore these options. Through the support of an IDOE Career Coaching grant, these experiences and opportunities will exponentially grow throughout the district with community engagement and support.

- 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.
 - 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'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.
- GES pulls data for the demographics as discussed earlier. Some of the data pulled does not apply to all grade levels. For example, the criteria for NWEA are 10 students at a minimum for a grade level subgroup.
- Assurance that the professional development program complies with the board's core principles for professional development: Geist 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.