

**Geist Elementary School  
School Improvement Plan  
2026-2027**



**School Name:** Geist Elementary School  
**School Address:** 14051 East 104<sup>th</sup> Street  
Fishers, Indiana 46040  
**School Telephone Number:** (317) 915-4260  
**School Fax Number:** (317) 915-4269  
**School IDOE Number:** 2474  
**Corporation IDOE Number:** 3005



## Geist Elementary SIP Committee Members

|                                                  |                                             |
|--------------------------------------------------|---------------------------------------------|
| <b>Principal:</b> Therisa Seymour                | <b>Kindergarten Teacher:</b> Megan Crawley  |
| <b>Assistant Principal:</b> Lynn Laffey          | <b>First Grade Teacher:</b> Jenn Knox       |
| <b>Instructional Coach:</b> Jenny Dickerson      | <b>Second Grade Teacher:</b> Lauren Scott   |
| <b>Counselor:</b> Lisa Keller                    | <b>Third Grade Teacher:</b> Abby Miller     |
| <b>ENL Teacher:</b> Jessica Sargent              | <b>Fourth Grade Teacher:</b> Lori Desserich |
| <b>Exceptional Learners Teacher:</b> Dayna Small | <b>Teacher Librarian:</b> Ally Hudson       |
| <b>Related Arts Teacher:</b> Erin Green          | <b>PTO President:</b> Beth Jenkins          |

Geist Elementary School (GES) is the third largest elementary school in the district with 575 students for the 2026-2027 school year. GES has 23 classroom sections with an average of 25 students in each homeroom. There are 5 sections of kindergarten, 5 sections of first grade, 4 sections of second, and 4 sections of third, and 5 sections fourth grade. Students attend four Related Arts classes with one RA class per day on rotation: art, music, pe, and discovery. The total number of staff is 73 with 42 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 20 student languages spoken at GES with 10.8% of students qualifying for English as a New Language (ENL) services. GES has 15% 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 9/1/26

| Percentage of:        | 2024-25 | 2025-26 | 2026-27 |
|-----------------------|---------|---------|---------|
| <b>ENL population</b> | 9.6     | 10.4    | 10.8    |
| <b>ExL population</b> | 9.4     | 12.0    | 15.0    |
| <b>HA population</b>  | 30.4    | 39.8    | 28.0    |
| <b>Black</b>          | 4.8     | 5.2     | 8.3     |
| <b>Multiracial</b>    | 8.7     | 8.4     | 7.1     |
| <b>Asian</b>          | 14.5    | 12.9    | 11.3    |
| <b>Hispanic</b>       | 5.9     | 4.7     | 5.4     |
| <b>White</b>          | 65.5    | 68.6    | 67.5    |
| <b>504</b>            | 6.0     | 4.5     | 5.0     |
| <b>F/R</b>            | 17.2    | 16.4    | 10.1    |

## 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 25-26
2. NWEA 25-26
3. IREAD 24-25, 25-26
4. i-Ready 26-27

## **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 and Math

Our goal is to increase student proficiency on the IREAD, ILEARN ELA, and ILEARN Math assessments during the 2026-27 school year. The plan to achieve this outcome is outlined below.

#### ILEARN Results

| ELA<br>Percentage<br>At or Above<br>Proficiency | 2025-2026 | 2026-2027 Goal |
|-------------------------------------------------|-----------|----------------|
| 3 <sup>rd</sup> Grade                           | 78        | 85             |
| District                                        | 68        |                |
| State                                           | 41        |                |
| 4 <sup>th</sup> Grade                           | 64        | 80             |
| District                                        | 67        |                |
| State                                           | 43        |                |

| Math<br>Percentage<br>At or Above<br>Proficiency | 2025-2026 | 2026-2027 Goal |
|--------------------------------------------------|-----------|----------------|
| 3 <sup>rd</sup> Grade                            | 81        | 85             |
| District                                         | 74        |                |
| State                                            | 52        |                |
| 4 <sup>th</sup> Grade                            | 71        | 80             |
| District                                         | 73        |                |
| State                                            | 52        |                |

#### IREAD Results

|                                    | 2025 | 2026 | 2027 Goal |
|------------------------------------|------|------|-----------|
| 2nd Gr Pass Percentage             | 80   | 83   | 90        |
| 3 <sup>rd</sup> Gr Pass Percentage | 98   | 100  | 100       |

## Goal #2: Student Growth in Reading and Math

Our goal is to increase the number of GES students meeting their individual growth targets on the i-Ready, NWEA Reading, and NWEA Math assessment during the 2026-27 school year. The plan to achieve this outcome is outlined below.

### NWEA SPRING

| Percentage that Met Growth Target | 2025 | 2026 | 2027 Goal |
|-----------------------------------|------|------|-----------|
| Kndg ELA                          | 79   | 80   | 85        |
| Kndg Math                         | 83   | 73   | 83        |
| Gr 1 ELA                          | 86   | 85   | 90        |
| Gr 1 Math                         | 86   | 78   | 86        |
| Gr 2 ELA                          | 84   | 85   | 90        |
| Gr 2 Math                         | 67   | 80   | 85        |

### i-Ready Math

| Percentage of At or Above Proficiency | Fall 2026 | Spring 2027 Goal |
|---------------------------------------|-----------|------------------|
| Kndg                                  | 38        | 80               |
| Gr 1                                  | 31        | 80               |
| Gr 2                                  | 32        | 80               |

### Professional Development and Strategies: ELA and Math

| Professional Development and Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Journey of a Student Focus          | Resources Needed                                                                                                                                                                                                                                                                                                                                                                                            | Progress Monitoring                                                                                                                                                                                                                                                               | Timeline | Person Responsible                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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, Area of focus based off last year's ILEARN.</p> <p>ELA-<br/>Informational text, vocabulary (4<sup>th</sup>), writing evidence/elaboration, writing organization, writing conventions</p> <p>Math-<br/>Fractions, using appropriate tools (PS.5), attend to precision (PS.6), Look for and make use of structure (PS.7)</p> | Knowledge:<br>Academically Prepared | <ul style="list-style-type: none"> <li>-ILEARN data</li> <li>-IREAD data for 2<sup>nd</sup> and 3<sup>rd</sup> graders</li> <li>-NWEA data and projected growth summary reports</li> <li>-enVision Math</li> <li>-Writing Rope by Joan Sedita</li> <li>-Keys to Literacy writing</li> <li>-Math Process Standard Frameworks</li> <li>-Writing Standard Frameworks</li> <li>-Explicit Instruction</li> </ul> | <ul style="list-style-type: none"> <li>-NWEA</li> <li>-IREAD: 2<sup>nd</sup> grade and 3<sup>rd</sup></li> <li>-DIBELS</li> <li>-i-Ready</li> <li>-enVision Math</li> <li>-i-Ready</li> <li>-Phonics Screeners</li> <li>-Spelling Screeners</li> <li>-Writing pre/post</li> </ul> | 2026-27  | <ul style="list-style-type: none"> <li>-Administration</li> <li>-Instructional Coach</li> <li>-Teachers</li> </ul>                             |
| <p>Provide targeted professional development for language arts focusing on explicit instructional strategies using the Reading Rope and the Writing Rope and targeted professional development for mathematics focusing on explicit teaching of the Math Process Standards and Strand for Mathematical Proficiency.</p>                                                                                                                                                                                                     | Knowledge:<br>Academically Prepared | <ul style="list-style-type: none"> <li>-Current data</li> <li>-Curricular resources: UFLI, HMH, Heggerty (K-2), enVision Math, district K-4 writing sequences</li> <li>-Research based professional books and articles</li> <li>- DOK</li> <li>-JR Great Books</li> <li>-Explicit Instruction</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>-Data shared at weekly Cluster Cycle Meetings</li> <li>-DIBELS</li> <li>- enVision Math</li> <li>- Reading and Math</li> <li>NWEA data</li> <li>-i-Ready</li> <li>- Spelling screeners</li> </ul>                                          | 2026-27  | <ul style="list-style-type: none"> <li>-Administration</li> <li>-Instructional Coach</li> <li>-Teacher Librarian</li> <li>-Teachers</li> </ul> |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                               |                                     | -Math Process/<br>Practice Standards                                                                                                                                                   |                                                                                                                                                 |         |                                                                               |
| 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. Focusing on growth versus achievement                                                                                                                                            | Knowledge:<br>Academically Prepared | -Options for Differentiation<br>-UFLI<br>-Sonday<br>-Corrective Reading<br>-Wilson<br>-MA Rooney MARF<br>-SIOP<br>-Math Diagnosis and Intervention System                              | -enVision End of Topic Assessments<br>-NWEA<br>-DIBELS<br>-UFLI Weekly Assessments<br>-Exit Tickets                                             | 2026-27 | -Administration<br>-Instructional Coach<br>-Teachers<br>-MTSS Interventionist |
| Implement grade level bands in Cluster Cycles (K-1 and Gr 2-4) to develop areas of reading, writing, and Math to create standard driven lessons or interventions in response to data collection along with best practice instruction for teachers.                                                                                                                                            | Knowledge:<br>Academically Prepared | -NIET Consultation<br>-Field Experience Data<br>-SIOP<br>-Explicit Instruction                                                                                                         | -DIBELS Dyslexia Screener and PM(K-2)<br>-enVision Math<br>-i-Ready Data (K-2)<br>-NWEA Data<br>-Writing Samples<br>-Classroom Walkthrough Data | 2026-27 | -Administration<br>-Instructional Coach<br>- Teacher Librarian<br>- Teachers  |
| Create a school-wide rich learning culture: Establish staggered grade level WIN for ELA (30 mins) and Math (20 mins) that includes designated time blocks in addition to the ELA instructional block 90 minutes and Math instructional block 60 minutes. Purposeful about instructional and planning/collab time for teachers. Intentional daily schedules to maximize student learning time. | Knowledge:<br>Academically Prepared | -Curricular resources<br>-Explicit Instruction<br>-Differentiation<br>-UFLI<br>-Sonday<br>-Corrective Reading<br>-Wilson<br>-MA Rooney MARF<br>-Math Diagnosis and Intervention System | - Reading and Math<br>NWEA Data<br>- DIBELS Data<br>- i-Ready Data<br>-Writing Samples<br>-UFLI Weekly<br>-enVision Quick Checks                | 2026-27 | -Administration<br>-Instructional Coach<br>-Teacher Librarian<br>-Teachers    |

