



Geist Elementary
School Improvement Plan
2021-22

GES: SIP 2021-22

SIP Team

Racheal Many, Caroline Scott- K
David Baldock, Jenn Knox- 1st
Sharlie Friedle, Elicia Diamond- 2nd
Sara Biggs, Michelle Dahl- 3rd
Dani Dobbins, Jeanine Scott- 4th
Erin Green, Kelly Pidcock- Related Arts
Lakin Greaves- Resource Teacher, Co-Lead Exceptional Learners
Stacy Cook, Jen Koenig- Equity Leads
Lisa Keller- School Counselor
Kayla Rago- Teacher Development Specialist (TDS)
Christi Thomas- Principal
Lynn Laffey- Assistant Principal
Angie Commorato- PTO Co-President and parent
Amy Klus- 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 assure we are addressing concerns evident in our present data.

Mission and Vision

Mission- Geist Elementary School is dedicated to establishing meaningful relationships with students, families, and the community by assuring a safe and supportive environment. We provide real-world experiences utilizing students' strengths and interests to foster a growth mindset, social and emotional wellbeing, and academic achievement.

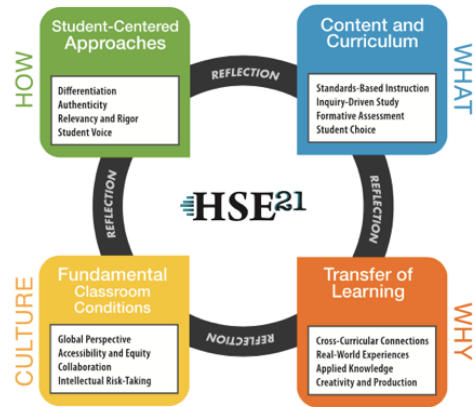
Vision- Our vision is for all students to be critical thinkers and collaborative learners who apply knowledge and skills to impact their community.

Core Commitments at Geist

- 1) Love First Teach Second
- 2) Standards-Based Instruction
- 3) HSE 21
- 4) Foster collaborative relationships with students, staff and families
- 5) Growth Mindset
- 6) Future Ready Skills

HSE 21 use of Best Practices for Teaching and Learning

Hamilton Southeastern Schools
Best Practices for Teaching and Learning



Update Approved 6/24/2017 HSE Administration - View related content at <http://www.hs.k12.in.us> or visit hs21.org

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.

Data Resources Utilized

1. ILEARN 2018-19 school data (does not reflect re-districting), 20-21
2. NWEA

A. Academic

Problem statement #1 (ILEARN 3-4):

ILEARN data from 2020-21 shows overall proficiency and achievement gaps between the subgroups listed below for ILEARN.

	ELA: 3rd and 4th 2020-21	Math: 3rd and 4th 2020-21 Results
Baseline 2021	Current Proficiency Rate: 69.9% (3 rd grade- 75%, 4 th Grade 65%)	Current Proficiency Rate: 79% (3 rd grade 82%, 4 th grade 76%)
Historical	2019 Proficiency Rate: 70% (3 rd grade- 69%, 4 th grade- 72%) 2018 Proficiency Rate: 86.3%	2019 Proficiency Rate: 79% (3 rd grade- 77%, 4 th grade- 81%) 2018 Proficiency Rate: 86.1%
Exceptional Learner	Current Proficiency Rate: 15% (3 rd grade- 29%, 4 th grade- 0%)	Current Proficiency Rate: 38% (3 rd grade- 43%, 4 th grade- 33%)
Black	Current Proficiency Rate: 72% (3 rd grade- 92%, 4 th grade- 33%)	Current Proficiency Rate: 78% (3 rd grade- 92%, 4 th grade- 50%)
Multi	Current Proficiency Rate: 66% (3 rd grade- 60%, 4 th grade- 72%)	Current Proficiency Rate: 58% (3 rd grade- 80%, 4 th grade- 43%)
504	Current Proficiency Rate: 33% (3 rd grade- 50%, 4 th grade- 22%)	Current Proficiency Rate: 60% (3 rd grade- 67%, 4 th grade- 56%)

Expected Goal Outcome:

To increase the overall proficiency rate over the next two years in each category.

Year 1 (2022) Expected Cumulative Outcome Proficiency range of 75%-77% for ELA and range of 82%-84% for Math.
Year 2 (2023) Expected Cumulative Outcome Proficiency rate of range of 76%-78% for ELA and range of 83%-85% for math

To increase the subgroup population passing rates by grade to

over 50% for scores currently below 50% or
to within 10% of expected baseline cumulative proficiency of 69.9% ELA and 79% Math proficiency rates that are above 50% but below current proficiency.

To increase the subgroup population growth in fourth grade

Move 50% of students in below proficiency to approaching proficiency and students in approaching proficiency to proficiency.
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Problem statements #2 (NWEA K-2):

NWEA data from 2020-21 shows needed growth in our overall proficiency and subgroups for grades K-2 as compared to historical data.

NWEA demonstrates that 58% of our students are making their reading and math goal projections for the 20-21 school year. That is 189 students out of 325.

Historical data:

2019-20: pandemic started and there was no spring data

2018-19: ILEARN Results 373/483= 77% of students made their Reading goal and 403/480 = 84% of students made their math goal

2017-18: ILEARN Results 333/468= 71% of students made their Reading goal and 406/469 = 87% of students made their math goal

K-2 NWEA Reading 20-21 Subgroup Results
Baseline 2021: Black student results: 54% Multi-racial student results: 58% Exceptional learner results: 55%
K-2 NWEA Math 20-21 Subgroup Results
Baseline 2021: Black student results: 64% Multi-racial student results: 69% Exceptional learner results: 36%

Expected Goal Outcome:

The percentage of students making their growth goal will be 84% within three years as measured by NWEA.

Year 1 (2021) Expected Outcome is 69-71% of students meeting their reading and math target.
Year 2 (2022) Expected Outcome is 76-78% of students meeting their reading and math target.
Year 3 (2023) Expected Outcome is 83-85% of students meeting their reading and math target.

To increase the % of students in the subgroup population meeting their growth goal for 21-22 to

over 50% for groups currently below 50% or
to within 5-10% of the overall total percentage of students making their growth goal

Strategies for both ILEARN and NWEA growth.	Resources Needed	Progress Monitoring	Timeline	Person Responsible
ACADEMIC:				
<p>MTSS implementation including:</p> <p>Assure Core Instruction -teach protocol and unpack units -continuity from grade to grade and classroom to classroom</p> <p>Provide Tiered Support</p> <p>Utilize Child Study Team</p> <p>Read- Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom or Unit of Study Reading Guidebook</p> <p><i>** Works toward HSE Equity IEP- Diversity and Curriculum</i></p>	<p>Resources:</p> <p>Units of Study Reading, Writing and Phonics; Words Their Way; EDM</p> <p>Interventions for Tiered Support</p> <p>Early Literacy screeners and District MTSS protocol</p> <p>Co-teaching opportunities with TDS</p>	<p>Reading Benchmarks and students making a minimum of a year's worth of growth</p> <p>WTW inventory- F, W, S</p> <p>End of Unit of Assessments Reading (3,4)</p> <p>Writing Rubric (K-4)</p> <p>SFS observations</p> <p>Tiered support progressing monitoring data</p>	<p>20-21 (Child Study and Screeners)</p> <p>21-22 (Continue Early Lit Screeners, Child study, new letters for Tiered 2 and 3)</p> <p>Unpacking protocol</p> <p>Survey for Book study selection depending on different needs</p>	<p>MTSS Team-specific training and meetings with individual teachers</p> <p>Grade level teams of teachers</p> <p>Teacher Librarian</p> <p>TDS</p>
<p>Implement co-teaching model with Resource teacher in two classrooms</p>	<p>Universal Design Daily book, Co-teaching Book</p>	<p>Feedback in November and March on Co-Teaching model classroom teachers</p>	<p>19-20 (K and 4th) 20-21 (4th) 21-22 (3rd and 4th)</p>	<p>Resource and General Education teacher</p>

	Specifically designed instruction			
<p>Develop curriculum teams to build capacity among faculty in our building and focus our efforts on reading, writing, math, PLTW, and UDL/SEL/Equity</p> <p><i>** Works toward HSE Equity IEP- Curriculum; learning and development</i></p>	<p>Survey to determine interests</p> <p>Survey or discussion to collect needs</p>	<p>Feedback at the end of the year to determine effectiveness</p> <p>PD provided and progress shared by each curriculum team</p>	<p>20-21 survey to determine interests</p> <p>21-22- meetings to narrow down focus areas and to provided specifically designed PD for our staff from our leaders on these teams</p>	All GES teachers
<p>Utilize Universal Design for Learning strategies and Hattie’s most effective influences.</p> <p><i>** Works toward HSE Equity IEP- Climate</i></p>	<p>UDL strategies; UDD book,</p> <p>John Hattie Influences and Effect size data</p>	<p>Exit ticket (reflections) via email of a strategy that was implemented within a one-week timeframe following the staff training</p>	<p>19-20- co-teaching and intro to UDL & Summer workshop of 8 staff on UDL</p> <p>20-21 presentation with teams on UDL</p> <p>21-22 Accountability for UDL in the classroom</p> <p>19-22 Discussion and work around Hattie’s effective influences</p>	<p>Early Literacy Team</p> <p>MTSS team</p> <p>Grade level teachers</p>

<p>Data analysis to target our instruction and set instructional and student goals: students who are progress monitored in SPED, ENL, SST, 504, remediation</p> <p>all students in 1st-4th grade will establish a reading goal with their teacher</p> <p>Students reflect and write steps they can take to achieve their target goal</p>	<p>Goal Sheet for progress monitoring; emphasis on grit and growth mindset</p>	<p>Review of goal sheet by General education teacher</p> <p>Resource/ENL/SST/ General Education teacher/ School Counselor</p> <p>Students create and discuss with teacher:</p> <ul style="list-style-type: none"> - By Oct - review in Nov - update in December/January - revisit in February - Revisit in April - Finalize & celebrate in May 	<p>19-20 Goal setting with students on NWEA</p> <p>20-21 Set Reading Goal after winter break</p> <p>21-22 Reading goal with all students</p>	<p>General education teachers, MTSS team, Resource Teacher, ENL teacher</p>
Communications:				
<p>Students will share their goals with their parents.</p>	<p>Goal setting sheets</p>	<p>Share out by November; February; May</p>	<p>21-22</p>	<p>Classroom teachers</p>
<p>Bring parents into the building to share their culture and experiences to broaden perspectives</p> <p><i>** Works toward HSE Equity IEP- Intercultural Engagement; Climate</i></p>	<p>Communicate with parents regarding the opportunity and learn what they can share</p>	<p>Pictures to show opportunities</p>	<p>19-20 20-21 21-22</p>	<p>Classroom teachers and school team</p>
Operations:				
<p>SLP member of K PLC and will provide monthly letter sound lessons</p>	<p>Results from initial assessment of students in K</p>	<p>Pre data to determine letters of most concern</p> <p>K sound assessment</p>	<p>21-22</p>	<p>SLP K teachers</p>

for kindergarten classrooms				
Teacher librarian is a member of the first grade PLC and will integrate into the classroom for writing, phonics and reading group book study; small group instruction Work to help lead staff on the book study.	Books for book study; Units of study in phonics	Review of final writing sample to measure growth Pre- post survey with Shifting the Balance	21-22 21-22	Teacher Librarian Staff
GES staff mentoring students	identify students who are in need	Observation and success of interaction	19-22	GES staff
School counselors will assist with... Second Step & Mind UP Partner w/Equity Team to provide Equity/SEL-focused School Wide Read Alouds 3 (1 book/quarter) Restorative practices (utilized w/behavior events and conflict events in classroom) <i>** Works toward HSE Equity IEP- Curriculum; Access and Equity</i>	Guidance curriculum, Second Step material, three read aloud books, Mindfulness resources Trainers for Restorative Practices	Accountability to SEL Scope & Sequence 21-22 Qualitative discussion with staff and students on impact Follow up with CBH consistently regarding caseload and supports Exit ticket at the Restorative training	19-22	Teachers School Counselor CBH Counselor F & F Instructor Teacher Librarian

Professional Development Plan to support ILEARN and NWEA growth:

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

MTSS: Core instruction with a focus this year on ELA & general workshop model for all areas and how this works connects back to HSE21
Instructional strategies: Universal design of Learning and Hattie Effective Influences (goal setting, motivation, etc)
SEL: restorative practices, read-aloud books, continuation of Second Steps and brain science

Communication Plan

To Staff: Initial consolidated plan shared with SIP team in Fall
Team Leads assist with 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 website
School initiatives and HSE 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 21-22 school is expanded from work started in 19-20 and through the Covid Pandemic. The PLC team and Curricular team 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 2022-23 school year.

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).
 - o 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).
 - o 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.
 - o 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.
 - o Parents also serve on SIP committees.
- Provision to maximize a safe and disciplined learning environment for all students and teachers.
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.