

SIP and HSE 21 PLAN: 2017-18

SIP Team

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The GES committee consists of stakeholders of our school family that are eager to see us fulfill our mission and vision. Our team represents all grades, related arts, special services and our community. The team takes information comprised from curricular teams at GES and puts them together to achieve our school goals. Feedback was collected from staff and multiple pieces of data were reviewed including NWEA, GES ISTEP and district ISTEP data. The following are areas where we see a need for further improvement and steps we are taking this year and in the next four years to make those improvements.

Mission and Vision

Our mission is to provide an education that meets the needs, abilities and interests of all students while building meaningful relationships and academic self-confidence.

Our vision is for all students to be independent, lifelong learners who use their individual gifts and problem-solving skills to lead meaningful lives and serve others.

Long Term Outcome:

- Meet the needs and uniqueness of each individual student through training and guidance from the PBIS and Diversity teams.
- Maintain our school grade of A.
- Earn math and maintain ELA growth points in bottom 25%ile and top 75%ile.
- Use grade level collaboration time to evaluate data from formative and summative assessments to improve and guide our instruction.
- Implement HSE 21 best practices.
- Provide community and global service opportunities for our students.

Data Resources-

- ISTEP GRADE CARD
- NWEA Grade Level Growth
- ISTEP Disaggregation
- NWEA Disaggregation

1) OVERALL Math and ELA:
ISTEP GRADE CARD 2014-15

Overall Grade
A - 4 Points (maximum 4.0)
Summary Data
English/Language Arts 6 Points

	Performance	Bottom 25%	Top 75%	Overall	Bottom	All
Numerator	340	21	65	46	46	324
Denominator	362	45	136	181	46	324
Percent	93.9%	46.7% (42.5)	47.8% (36.2)	25.4% (39.8)	100.0%	100.0%
Grade Points	4	1	1	0	0	0

Math 4 Points

	Performance	Bottom 25%	Top 75%	Overall	Bottom	All
Numerator	332	15	50	57	47	324
Denominator	363	47	135	182	47	324
Percent	91.5%	31.9% (44.9)	37% (39.2)	31.3% (42.4)	100.0%	100.0%
Grade Points	4	0	0	0	0	0

ISTEP Grade Card 2015-16

Indiana Department of Education Student Centered Accountability
2015-2016
Hamilton Southeastern Schools (3005)
Geist Elementary School (2474)

Overall Summary (511 IAC 6.2-10-3)				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	90.80	0.500	45.40
Performance Domain	Grade 10	0.00	0.000	0.00
Growth Domain	Grades 04-08	99.90	0.500	49.95
Multiple Measures Domain	Grade 12	0.00	0.000	0.00
Overall Points:				95.4
Overall Grade:				A

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	326	100.00 %
Grades 09-12	0	0.00 %

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	92.6 % (286 / 309)	100.0 % (323 / 323)	92.6	N/A	N/A	N/A
Mathematics	89.0 % (275 / 309)	100.0 % (323 / 323)	89.0	N/A	N/A	N/A

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	92.6	0.50	46.30
Math (Grades 3-8)	89.0	0.50	44.50
Performance Points (Grades 03-08)			90.8
E/LA (Grade 10)	N/A	N/A	0.00
Math (Grade 10)	N/A	N/A	0.00
Performance Points (Grade 10)			0.0

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	108.6	102.6	105.6	N/A	N/A	N/A	N/A	N/A
Mathematics	91.3	96.9	94.1	N/A	N/A	N/A	N/A	N/A

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	105.6	0.50	52.80
Math (Grades 4-8)	94.1	0.50	47.05
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
Total Growth Points			99.9

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
N/A	4.00	N/A	N/A	N/A	N/A

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	0.0	0.00	0.00
Graduation	0.0	0.00	0.00
Total Multiple Measures Points			0.0

NWEA DATA 2013-2017 for K-4 Math and ELA

Math			2013-14			2014-15			2015-16			2016-17
	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount
K	152.7	173	20.3	149.5	173.6	24.1	149.3	174.6	25.3	147.7	172.2	24.5
1st	172.8	193.9	21.1	169.8	195.4	25.6	170.2	196.4	26.2	174.2	196.7	22.5
2nd	188.7	203.1	14.4	186.6	206.4	19.8	189.4	206.1	16.7	187.6	205.4	17.8
3rd	202.3	218.2	15.9	201.1	219.1	18	203.2	216.7	13.5	202.7	214.8	12.1
4th	211.9	227.6	15.7	213.8	228	14.2	215.3	227.8	12.5	213.7	226.6	12.8
			87.4			101.7			94.2			89.7
Read			2013-14			2014-15			2015-16			2016-17
	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount	Fall	Spr	Growth Amount
K	151.8	169.9	18.1	149.7	170.8	21.1	149.9	169.9	20	147.5	169.8	22.4
1st	169	191.7	22.7	166	191.2	25.2	168.1	191.3	23.2	170.8	190.7	19.9
2nd	187.1	200	12.9	182.9	201	18.1	187.5	201	13.5	185.2	202.1	16.9
3rd	199.8	213.2	13.4	199.4	212.5	13.1	199.6	211.7	12.1	197.7	209.2	11.5
4th	208	218	10	210.7	219.1	8.4	213.4	220.9	7.5	210.4	217.4	6.9
			77.1			85.9			76.3			77.6

This following chart provides another statistical data point of showing our growth amount each year from 13-14 through 16-17.

GOAL 1- OVERALL MATH AND ELA:

ISTEP, the State Grade Card and NWEA overall grade level growth were analyzed. GES has consistently seen math scores lower than ELA on ISTEP. We will continue to have a focus on math instruction and math RTI, we expect to gain growth points in the 17-18 school year and years to come. We would like to have growth points above 100 on ISTEP with a three-year goal of above 106. Math NWEA does demonstrate higher scores than ISTEP; however, NWEA tests at a lower depth of knowledge than ISTEP. The use of a common curricular resource embedded within our balanced math model, as well Units of Study of Reading utilized in a workshop format should assist. Process to achieve improved math and continued ELA instruction is listed later in SIP plan.

2) OVERALL DISAGGREGATION OF SUBGROUPS

ISTEP Disaggregation and evidence of disproportionality

2014-15 Results in subgroups	3 rd Grade Math	Diff of subgroup-total	3 rd Grade ELA	Diff of subgroup-total	4 th Grade Math	Diff of sub group	4 th Grade ELA	Diff of sub group	4 th Grade Science
Total	96		96		87		91		91
GEN ED	97	+1	98	+2	89	+2	94	+3	93
SPED	82	-14	73	-23	58	-29	50	-41	67
Paid	97	+1	97	+1	88	+1	91	+0	92
F/R Lunch	77	-19	92	-4					
Black	82	-14	91	-5					
White	97	+1	97	+1	89	+2	91	+0	93
Hispanic	100	+4	80	-16					
Multiracial	92	-4	100	+4					

2015-16 results in subgroups	3 rd Grade Math	Diff of subgroup-total	3 rd Grade ELA	Diff of subgroup-total	4 th Grade Math	Diff of sub group	4 th GR ELA	Diff of sub group	4 th Grade Science
Total	86		90		91		94		92
GEN ED	92	+6	93	+3	93	+2	96	+2	94
SPED	41	-45	59	-31	50	-41	70	-24	60
Paid	89	+3	91	+1	92	+1	96	+2	93
F/R Lunch									
Black					90	-1	70	-24	70
**ASIAN	80	-6	80	-10					
White	90	+4	92	+2	90	-1	95	+1	93
Hispanic									
Multiracial	80	-6	100	+10	91	0	100	+6	100
Male	84	-2	87	-3	91	0	91	-3	91
Female	89	+3	92	+2	90	-1	98	+4	93
ENL w/	40	-46	50	-40	42	-49	67	-27	67
Non ENL	91	+5	94	+4	95	+4	97	+3	94

16-17	3 rd GR Math	Diff of sub-group/total	3 rd GR ELA	Diff of sub-group/total	4 th GR Math	Diff of sub-group/total	4 th GR ELA	Diff of sub-group/total	4 th GR Science
Total	81		81		83		90		86
GEN ED	84	+3	84	+3	88	+5	93	+3	90
SPED	45	-36	45	-36	40	-43	60	-30	53
Paid	83	+2	81	+0	86	+3	91	+1	88
F/R Lunch					40	-43	70	-20	70
Black	80	-1	90	-9					
**ASIAN	80	-1	70	-11	82	-1	91	+1	91
White	83	+2	86	+5	86	+3	90	+0	86
Hispanic									
Multiracial					92	+9	100	+10	100
Male	86	+5	81	+0	82	-1	88	+4	88
Female	75	-6	81	+0	85	+2	92	+2	85
ENL w/									

Non ENL	81	+0	83	+2	85	+2	91	+1	87
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NWEA Disaggregation and evidence of disproportionality K-4

NWEA 2016-17 Math Data

	Kinder	Mean RIT	1st	Mean RIT	2nd	Mean RIT	3rd	Mean RIT	4th	Mean RIT
Total	142	172.3	157	196.9	160	205.4	155	214.6	164	226.6
American Indian	2		2		n/a		n/a		1	
Asian	10	169.4	7		12	210.4	11	211	11	231.6
Black	4		9		4		9		5	
Hispanic	13	163.8	5		6		9		8	
Multi-ethnic	7		15	198.1	6		9		12	226.9
White	106	174	119	197.2	132	205.4	117	216	127	227.2

NWEA 2016-17 Reading Data

	Kinder	Mean RIT	1st	Mean RIT	2nd	Mean RIT	3rd	Mean RIT	4th	Mean RIT
Total	142	170	157	191	161	202.2	155	209.1	164	217.4
American Indian	2		2		n/a		n/a		1	
Asian	10	166.4	7		12	204.8	11	204.9	11	220.3
Black	4		9		4		9		5	
Hispanic	13	165.1	5		6		9		8	
Multi-ethnic	7		15	191.5	6		9		12	218
White	106	171.2	119	191.1	133	202.2	117	210.4	127	217.7

GOAL 2: DISPROPORTIONALITY

Through analysis of GES ISTEP DISPROPORTIONALITY and NWEA DISPROPORTIONALITY our school wants to see a decrease in the point spread between cohort groups of total passed compared to subgroups in ISTEP. The current focus areas are special education, free and reduced lunch, black and ENL. Yellow highlighted areas are disproportionate by 10 points or more. Three-year long-term goal on ISTEP is to have sub groups within 10 points of each other. NWEA will be used as a guiding piece of data to monitor the decrease in spread of subgroups from K-2nd grade. The process to achieve less disparity between subgroups in K-4th grades is noted in academic, diversity and PBIS steps listed later in SIP plan.

GES has 5 areas of focus for the 2017-18

- 1) HSE21- Fundamental Classroom Conditions of Global Perspective, Inclusivity and Accessibility, Equity and Intellectual Risk Taking; additional work with Socratic Seminar for ALL classrooms and shared inquiry
- 2) PLC- GES relationships, team building and growing as a school family in our shared inquiry of best instructional practices with a focus on
 - a. Diversity- instructional and systems approaches to closing achievement gaps
 - b. PBIS- the why to PBIS, foundations for school, cafe and classroom, and Skyward entry
 - c. Resources utilized in Core Instruction- the why, what and how of Units of Study and EveryDay Math

HSE21

1. Focus on Fundamental Classroom conditions for the 2017-18 School Year. (Culture)
2. Focus on Student Centered Approaches and Content and Curriculum from the HSE21 Best Practices for the 2018-19 school year. (How and What)
3. Focus on Transfer of Learning from the HSE21 Best Practices for the 2019-20 school year. (Why)
4. Focus on full integration and proficiently of HSE21 Best Practices of Teaching and Learning for the 2020-21 school year.
5. Continued emphasis on student ownership of the learning environment and of their learning.
6. Continued work on inquiry and project based learning started from the 2014-15 school year.
7. Work with District Coach on Socratic seminar, high level questioning and shared inquiry.



PLC



1. Establishing strong collaborative relationships that move past cooperation and move towards true collaborative work and dialogue as noted in the 2017 culture report.
2. Shared inquiry of student learning through analysis of student data from formative and summative assessments.
3. Constructive dialogue and discussion regards instructional practices and implementation of EveryDay Math and Units of Study for Reading (2017-18)
4. Constructive dialogue and discussion regards instructional practices and implementation of Units of Study for Writing (2018-19)

5. Continue with a built-in teaming time that allows grade levels, SPED, related arts team time to have purposeful planning opportunities. (teaming/2 week and optional planning NO MEETING Thursdays)
6. Restructure Specials schedule to allow for Kindergarten to join the master schedule and allow all grades levels to have shared planning/prep periods.

Diversity and Cultural Competency Goal:

Create an environment that values, celebrates, respects and embraces THE WHOLE CHILD.



1. Track data to find our hidden biases
2. Arm teachers with quality resources, strategies and information to help decrease subgroup gaps.
3. Awareness- PD that focuses on lowering the achievement gap on certain areas (languages, religion, ethnicity). Evaluate achievement gaps and learn HOW to lower that gap vs just knowing there is a gap. PD- Presenter: Butler Univ. or HSE teacher
4. Mentoring programs- Fact find during the 1st quarter of school to research some of the already existing mentoring programs with the idea that during the 2nd semester we start to pilot some of these mentor programs.
5. GRIT- Tie grit into STEM and PBL. “It is ok to fail” should be something our kids hear from day one. Posting something in classrooms like we do for Problem Solving Steps in classrooms. Creating visuals that display GRIT. Idea that you use the macro concepts way of teaching to tie things back to Grit.
6. G- growth mindset: R-reach out to friends, I-Interest, T- Effort/Tenacity
7. Meetings with parents and student groups to hear their perspective and have conversations with them. PD- Diversity Panel.
8. Admin/staff visit or call home to give recognition and rewards to students.
9. Support services that focus on sub groups:
 - a. HA Lead provides training to teachers in HA
 - b. SPED has check ins with teachers who have students serviced in SPED. Training as required by district.
 - c. ENL teacher has check ins with teachers who have student’s services in ENL.
 - d. RTI committee has check ins with teachers who have students serviced through RTI services.

PBIS GOALS



1. PBIS team will improve communication with the GES staff by providing monthly updates through the Gator News, the monthly life skill as determined by the team will be highlighted on the announcements at least twice a month, the building counselor will provide individual classroom lessons on the monthly life skills throughout the year, and lastly the Gator of the Month display in the main entrance of the building will include student pictures and documentation reflecting the life skill of the month.
2. The PBIS team will develop necessary materials for a check-in and check-out system for students. Staff will receive information and training on the intervention system throughout the school year.
3. The PBIS Team will work with the Café manager and Café staff to improve lunch procedures and build accountability for students. Students will be assigned as monitors at each table, students will assist in Café responsibilities (ie. placing trash cans at the end of tables and washing tables), Gator tickets will be distributed during lunch time by the Café staff, as well as appropriate-

natural consequences when necessary (ie. loud voices by grade level = loss of Friday movie privilege)

4. Teachers across several grade levels will pilot MindUP curriculum. This resource will provide teachers with 15 lessons related to mindfulness: to help all learners focus their attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set about school and life.
5. Teachers will utilize Skyward to document student behaviors and office referrals. The PBIS team will receive training and in return train their grade level teams. This will allow for office referral data to be consistently monitored and communicated to the GES staff.

New Resources

1. Implementation of Everyday Math.
2. Implementation with fidelity of Units of Study Reading.

Math instruction goal history:

- 2014-17 Implementation of Balanced Math with the guidance of Ryan Flessner
 - Math Talk is evident in all classrooms
 - Two or more strategies to solve problems is evident in all classrooms
 - Math notebooks are utilized as appropriate throughout the building
- 2014-17 Teachers continue the problem-solving approach: Read, Plan, Solve, Check, Explain
 - Staff will provide and teach consistent vertically aligned problem-solving steps at the beginning of school.
 - Problem solving strategies is evident in all classrooms
 - Students will be able to explain the problem-solving steps verbally and in writing.
 - Students will apply and show mastery of problem solving steps in more than one subject area.

Math 2017-18

- Teachers will continue to presented with and trained on math RTI intervention options and math progress monitoring.
- Implement Everyday Math within the balanced math framework.
- Assure all Indiana standards are covered through mapping and standards checklist
- Continue HSE21 Best Practice through math instruction.
- Second semester, look at options for Math in Practice book study for the school or small group- jigsaw K, 1, 2, 3, 4
- Observation day of Balanced Math throughout the building- similar to Flessner day but with Math Leads and TDS.
- Math Leads to provide optional choice PD for balanced math and integration of geometry, measurement and fractions into number work and inspecting equations.



Reading 2017-18

- Teachers will continue to be presented with and trained on Reading RTI intervention options and progress monitoring (LLI)
- Implement Units of Study of Reading through a workshop format.
- Assure all Indiana standards are covered through mapping and standards checklist
- Continue HSE21 Best Practice through reading instruction.
- Opportunity for staff to observe others and co-teach with Teacher Coach in the building.



Overall school goal toward mission and vision:

How do we help students learn problem solving skills and provide service to others through Project Work?

- 2014-17 Continue emphasis on service work through problem solving.
 - 2014-15- Marketplace
 - 2015-16- Classroom specific service projects
 - 2016-17- Marketplace
- 2017-18 – Give Back Field Trip: Students determine a grade level project to give back to the community. PTO helps to cover cost of transportation for these service orientated opportunities.
- 2018-19 - Marketplace: Students in a class request money from the PTO “GES Bank” and create a business and product. Students market the product, sell the product, pay back their loan to the PTO “GES Bank” and give proceeds to organization of their choosing.

Result:

Students will strengthen their ownership of learning and grow their disposition for taking risks, problem solving and serving others.

Documentation:

Mission and vision documentation will be created via work samples, pictures and other examples to demonstrate the progress and focus toward exhibiting our GES Mission and Vision.
Dec. 2017

Responsibility for Progress Monitoring, Formative & Summative Assessment (F, W, S- fall, winter, spring):

- Students
 - 1st through 4th grade will implement a NWEA goal setting sheet for F, W, S
 - 2017-18: 1st through 4th grade will know F & P goals for self for F, W, S
 - 2017-18: Students who are progressed monitored (ENL, SPED, RTI) are aware of present levels and goal to attain throughout the year
- Teachers
 - 2015-17 – common grade level Problem Solving Assessment given in 1st quarter and again in 4th quarter. The common grade level assessment covers the problem-solving steps and application of the steps. The problem will be rigorous, real world, standards based, vertically aligned to other grades, and assessed in a similar format. Data will be brought to the table in PLC to discuss. A consistent rubric will be developed to use K-4. The goal is working on vertical alignment and consistency between and at grade levels. This will be used to determine mastery of problem solving verbally and in writing.
 - 2017-18 continue above
 - Conferring with students on their goals for NWEA, F &P, and progress monitoring areas F, W, S.
 - Use of Formative assessment on a daily basis to guide instructional practice in the classroom.
 - LMS to assist with documentation of HSE21 practices from each grade level through HSE Short video/postings.
- Counselor
 - Counselor will monitor implementation of PBIS at GES.
 - Utilize survey to gauge progress
 - Communicate and analyze behavior data with the GES staff
- ADMIN and Coach (where appropriate)
 - Utilize survey to gauge PD opportunities and feedback
 - Walkthrough feedback on implementation of HSE21
 - Peer formative feedback on implementation of EDM
 - Walkthrough and coach feedback on implementation of Units of Study
 - Review of NWEA data to progress monitor F-W achievement.
 - Review of NWEA data to monitor F-S achievement.
 - Review of Individual Teacher NWEA results (ASG report)
 - Review of Grade level NWEA results (Diamond Report)

Professional Development Plan:

- Faculty and PD meetings, PLC meetings-Mondays, Teaming-once every two weeks
 - Topics: Collaboration, Team building, Dialogue of Student Learning, HSE 21, Diversity and Subgroups, PBIS, Units of Study, EDM
- Team leads to lead discussions in PLC
- Math leaders- Choice PD options and organization of Math Observation Day for staff to observe others
- Student Services- Check in with teachers who service sub group populations
- TDS- co-teaching opportunities for all teachers
- Three optional Choice sessions will be selected by the staff based on their own needs:
 - Book Studies, PD provided by faculty, TDS and ADMIN

The needed training to achieve SIP goals will be delivered during contract time through PLC, Faculty Meetings, teaming and teacher in-service/work days.

Communication Plan:

- To Staff: May 2017 Curricular teams meet to plan for 2017-18; Initial plan shared with SIP team in Fall; Team Leads assist with delivery of content. Communication will be given out through email, PLC, staff meeting and PD times.
Training through PLC, Staff meetings and Teaming as needed
- To Parents: Communicating to parents via Geist Gazette/office communication of:
HSE21
SIP plan posted on website
Introduction of resources of Units of Study in Reading and EDM
Communicating to parents via classroom newsletters of:
Read, Plan, Solve, Check, Explain;
HSE21 within the classroom
Standards within the classroom
Units of Study in Reading and EDM within the classroom
- To Students: PBIS and Mindfulness via counselor, teachers, F & F class
Global integration via Global Studies Teachers and classroom teachers
Teachers will utilize “I Can” statements/learning goals for EDM, Reading, Writing, Science/SS

Follow up: The SIP team and Curricular Leads will continue to meet throughout the year to communicate the building goals. Team will meet in late April/May to reflect on the year’s progress and prepare a plan to further develop our goals for the 2016-17 school year.