

Highly Effective Schools Accreditation Plan

Mt. Comfort Elementary School

Mt. Vernon Community Schools

5694 W 300N

Greenfield, IN 46140



Maintenance Plan

The mission of the Mt. Vernon Community School Corporation and Mt. Comfort Elementary is to Engage, Educate and Empower today's students to seize tomorrow's opportunities. Our vision states, "Mt. Vernon Community School Corporation is where parents choose to send their children, students are successful, highly qualified personnel desire to work, and the community is proud to support. We are committed to serving a diverse population in a safe, secure, and challenging learning environment where students are engaged in rigorous, relevant and technologically-enhanced curriculum. Student success is nurtured through diverse instructional methods enabled by partnerships fostered between students, parents, school, and community. A strategic and fiscally responsible approach ensures a sustainable, highly effective learning experience inside and outside the classroom. We respect the uniqueness of each student as we engage, educate, and empower them to seize their futures as responsible members of society." All members of the school community have worked to create an environment where the core values and beliefs that are included within our mission and vision are brought to fruition.

In order to provide our students with a rigorous, relevant, and technology-enhanced curriculum, our staff has worked to set learning goals through developing "essential learnings" which provide a guaranteed and viable curriculum for all our students. Staff have also developed common formative assessments for these essential learnings so that progress toward mastery of those learning targets can be measured and monitored so we can ensure that all students are progressing toward high levels of learning.

Analysis of student results data drives our work to both intervene when students have not yet mastered the targeted essential learnings and to enrich learning when they have mastered it. This data analysis also helps to guide our own professional development as we can use it to help pinpoint

and identify what forms of professional development would be the most impactful for our students' learning.

In order to provide the time and opportunity for a collaborative culture and a collective responsibility for our students, MVCSC and Mt. Comfort Elementary operates on an "Early Release" schedule each Wednesday throughout the school year, with the exception of the first and last Wednesday of the school year. Each MVCSC school dismisses students 45 minutes early. After dismissal, teachers meet with their Professional Learning Community (PLC) teams and engage in the activities of a PLC. Each collaborative team's work is guided with what we term a grade level instructional planning sheet which provides a framework for the teams to address each of the four essential questions of the PLC process. This includes collaborative teams selecting an essential learning to focus upon and evaluating the curriculum to ensure that it will fully address that given learning target, utilizing common formative assessments to measure the students' learning, reviewing and analyzing achievement data of students from assessments, determining next steps for teaching and learning based on the data, and/or identifying the most effective and powerful instructional practices. By working in this collaborative manner, PLC teams are able to work together to ensure that ALL our students are able to progress toward mastery and high levels of achievement.

Teachers at each grade level have identified essential learning targets for ELA and math. They have also connected those essential learning targets to prioritized state standards. Professional Learning Community team members work collaboratively to track progress on developed common formative assessments and common summative assessments. These PLC teams use Instructional Planning Sheets, a progress monitoring tracking tool, to evaluate assessment data. The PLC teams use the data to determine which students have mastered the essential learning targets, need additional instruction and interventions, or need enrichment activities. Teachers also use the assessment data to determine if adjustments need to be made to their instructional strategies and

practices. When students are identified as needing additional support, the PLC team establishes research-based interventions to implement at the Tier II level. This includes working with a math or reading specialist to provide differentiated instruction during non math and reading core instruction. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets. Mt. Comfort Elementary will maintain performance in this area by continuing to designate 45 minutes weekly for PLC team meeting time. Additionally, school administrators will continue to monitor the work of the teams and provide instructional support to teachers to ensure that all students achieve at high levels. Our instructional planning sheet has been updated for the 22-23 school year, based on feedback from teachers, that also includes a communication tab so that administrators and teachers can communicate success, struggles, and ask/answer questions.

HRS Level 1: A Safe, Supportive, and Collaborative Culture

To ensure that we maintain a safe, supportive collaborative culture at MVCSC and Mt. Comfort Elementary we have created leadership teams. Leadership team members are made up of 1 teacher from each grade level, special education/special area, and administration.

Leadership teams meet monthly and as needed to support and communicate various district and school based initiatives. After each of these meetings the team members meet with their grade level team to ensure all have a voice in the decision making process. The Leadership team is asked to provide feedback to building administration to ensure supportive and collaborative decisions will be made. The team comes to a consensus and leaves each meeting with clear messages to be shared with the staff. The leadership team also meets to review data, including surveys, behavior data, and school improvement goals.

The Leadership Team has been instrumental to the climate and culture at MVCSC and Mt. Comfort Elementary School. This team has focused our building into places where all voices are heard and valued. There is not a top-down approach and appropriate transparency is paramount.

Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. Teams meet in Professional Learning Communities weekly on Wednesdays for 45 minutes. During this time each team is engaged in the activities of a PLC. They review common formative assessments, discuss instructional practices that worked, and work to ensure that all students are learning at high levels. Pre, post, and post post assessment data is recorded for all essential learnings (ELs) that are cycled by the collaborative team. If teams are not cycling an EL, the post assessment data is still recorded to track progress towards mastery of ELs.

MVCSC Curriculum Collaborators will continue their work through the summer and 2022-23 school year to review ELs and determine Common Formative Assessments (CFAs) that are aligned to appropriately measure student learning. Elementary schools will be reorganizing ELs to better align with the newly adopted MyView Reading program that will be implemented in the fall of 2022. This research-based resource will greatly inform the choice of CFAs as well as scope and sequencing for ELA instruction.

HRS Level 2: Effective Teaching in Every Classroom

MVCSC currently employs the RISE Rubric for teacher evaluation and utilizes Standards for Success as the vehicle to curate observations and evaluations. As part of our evaluation process, teachers receive short “walkthrough” observations by their evaluators throughout the year. While the RISE Rubric will continue to serve as the evaluation tool for teachers, work is currently underway to

more tightly link the RISE Rubric and concepts found in *The New Art and Science of Teaching* (NASoT) which will allow us to more fully develop our model of instruction.

In the 2021-22 school year, MVCSC began working with a new walkthrough model that is directly related to the ten design questions in *The New Art and Science of Teaching*. This rubric, where only practices that are observed are noted, serves as an instructional snapshot of what we hope to see in the classroom. This model will continue to be used to gather data on instructional practices and to target professional development for faculty. In 21-22 this model was not officially put into Standard for Success as our walkthrough model. We did use this to guide our instructional rounds and completed one informal walkthrough of each teacher using this model. For the 22-23 school year this model will be utilized in Standards for Success and be used to gather data and focus on a couple of strategies within the model.

2022-2023 MVCSC Classroom Walkthrough Model

Ten Design Areas	
✓ YES	INSTRUCTIONAL PRACTICE
Feedback	
	1 - Learning goals are clearly communicated (<i>RISE 2.1</i>)
	2 - Assessments are used to inform instruction and/or differentiation (<i>RISE 2.5</i>)
Content	
	3 - Direction instruction provided (chunking content, processing content, and/or recording and representing content)
	4 - Practicing and deepening lessons (structured practice sessions, examining similarities and differences, and/or examining errors in reasoning) (<i>RISE 2.6</i>)
	5 - Conducting knowledge application lessons (cognitively complex tasks, providing resources/guidance, and/or generating and defending claims) (<i>RISE 2.6</i>)

	6 - Using effective strategies (previewing, highlighting critical information, reviewing content, revising knowledge, reflecting on learning, assigning purposeful homework, elaborating on information, and/or organizing students to interact)
Context	
	7 - Teacher notices when students are not engaged and adapts behavior to re engage students (<i>RISE 2.3</i>)
	8 - Implementing rules and procedures (<i>RISE 2.7</i>)
	9 - Building relationships (<i>RISE 2.8</i>)
	10 - Communicating high expectations (<i>RISE 2.9</i>)

To orchestrate growth in teaching practices at the classroom level, the walkthrough tool (Instructional Snapshot) will also be utilized as a framework for instructional rounds. The Instructional Snapshot approach to instructional rounds is different from the problem based approach touted by [Elizabeth City](#), but schools and their leadership teams may choose to focus on one area of the NASoT Snapshot that is most closely related to their individual school improvement plan. Ongoing professional development needs will be identified as the PLC cycle shines light on opportunities where growth is needed. For example, previous data supports a need for increased support in core reading instruction at the primary level. Mt. Comfort is in the process of getting all of our or k-2 teachers trained in Orton-Gillingham (OG). We currently have 11 of teachers trained and 4 more going through training this summer.

Rounding Process

School leadership teams will identify at least two times during the school year where all teachers will conduct instructional rounds. Small teams of teachers will visit a set number of classrooms and observe behaviors related to the NASoT Snapshot. Post observation(s) the small teams will discuss what they saw during their 10-15 minute visit. As the leader of the team (administration, or interventionist) facilitates the debriefing conversation, team members (teachers)

will undoubtedly seek understanding how an observed colleague designed strategies to align with one or more of the elements from NASoT. As a resource, each new faculty member will be provided with their own copy of The Handbook for the New Art and Science of Teaching.

As the purpose of an instruction round is to focus on what the observer learns, teachers will be asked to declare areas of their instruction they wish to improve as related to NASoT.

Data Reviews and Growth

With this school-year being the second where we have implemented instructional rounds, strategies for improvement will be guided by the administrators. Cumulative data from rounds and from walkthroughs by administrators will be curated for each faculty to track and to help see where their collective instructional strengths lie. Our building administrators will use the data gathered through walkthroughs and instructional rounds to provide brief, targeted PD sessions as a part of regular faculty meetings to address areas of growth. Finally, our schools will continue to seek to provide staff members will be participating in with various professional development sessions related to creating more effective assessments which will in turn produce more high-quality data in order to drive instructional decisions.

HRS Level 3: A Guaranteed and Viable Curriculum

Mt. Vernon Community School Corporation and Mt. Comfort Elementary have developed a system for creating our Guaranteed and Viable Curriculum. We have a committee of teachers representing grade levels, teaching teams, and schools who volunteer to be a part of our Curriculum Collaborators committee. This committee's work started by identifying essential standards deemed by teachers to be critical for students to learn from each content area and grade level. These essential standards we termed "essential learnings" or ELs and these ELs have resulted in the design of our Guaranteed and Viable Curriculum. Teachers from all 3 elementary schools meet each

summer to update their ELs and discuss if the ELs are viable and make changes as necessary. The curriculum collaborator committee have curated our curriculum on our curriculum website that all staff can access. Curriculum Collaborator committee members continue to meet periodically to unpack standards and adjust ELs as necessary. The elementary committee is scheduled to meet in the summer of 2022 to update proficiency scales for each of our ELs and to begin aligning common formative assessments for each EL utilizing our new reading resource, My View.

Our individual school PLC teams collect student pre, post, and post-post data on each of their grade level and content area ELs to determine if all students are learning. PLC teams use this data to create SMART goals to inform instruction and develop interventions for students who need remediation to meet proficiency. PLC teams reflect and celebrate student success and achievement of SMART goals. They acknowledge and note instructional practices that went well and what they want to do similarly or differently in the future. We are in the process of creating a district wide data dashboard to display and monitor school and grade level progress toward meeting our vision that all students will learn at high levels.

Mt. Comfort Elementary School has a tiered system for instruction to ensure all students can learn at high levels. All four levels of instruction are built into the daily master schedule and have designated times throughout the school day. Below is an example daily schedule for 3rd grade.

7:30-7:50	Arrival
7:50-8:00	Circle Time
8:00-8:30	ELA
8:30-8:55	Social Studies & Science
8:55-9:30	Special Area/Unified Arts
9:35-10:05	Math Flexible Grouping (Rtl)
10:05-11:05	Math Block
11:05-11:25	Recess

11:30-11:55	Lunch
12:05-12:30	Reading Flexible Grouping/SUCCESS (RtI)
12:35-2:05	ELA Block
2:10	Dismissal

Tier I instruction is the uninterrupted high quality classroom instruction that all students receive. This core instruction is standards based, differentiated, and offers a variety of assessments that are used to monitor student progress toward mastery as well as guide instruction. Tier II instruction is supplemental instruction that is provided to students whose data shows a need for more intense instruction. Students in tier II are given additional time to practice the strategies and skills. Tier II instruction is often delivered by the teacher. Tier I.5 instruction is the differentiated instruction that students receive based on their individual learning needs or path. Some students receive enrichment or an extension of learning while others receive remediation. Tier II instruction is a separate time for each team of teachers to provide individualized remediation for identified students. There are times when students need more intensive tier III instruction. Tier III is a wrap around approach to provide identified students the most intensive instructional support. Tier III instruction is in addition to the tier I and tier II supports in place and can occur at a greater frequency and/or a longer duration than tier II.

MCE has 3 faculty members serving as specialists. Two will be for reading and one for math. These specialists will work with grade level teams and their students to provide targeted Tier II instruction based on students' needs of learning the established ELs. Students who do not respond to Tier I through Tier II instruction will be referred for tier III support and/or intensified special education services which will provide an array of individualized instruction for identified students. Tier III support will be given outside of Tier I and Tier II time. This support will be provided by trained specialists and students will be progress monitored to track the effectiveness of the intervention.

Mt. Comfort Elementary will also implement data review meetings each month to review tier II and tier III student data. During these data analysis discussions, teams may adjust the intervention, continue the intervention, or dismiss the intervention if the student has shown mastery. At this time, all progress monitoring will be reviewed.

Growth Plan

Growth Area #1: PLC Big Idea 1 - Focus on Learning - ILEARN

ILEARN

The first area of growth for Mt. Comfort Elementary is to increase our ILEARN passing rate for ELA by 10 percentage points for the 22-23 school year. In 2022 our ILEARN ELA scores did not grow in all 3 grade levels and were not as high as our math ILEARN scores. Below are the scores from the last 3 assessment and the most recent 2022 ILEARN assessment. One way we are working on our ELA curriculum is by adopting a new reading series for the 22-23 school year. Our district is adopting My View as our research based program. This summer our curriculum collaborators is working to align our ELs and CFAs with our reading program so that the sequence is makes sense for teachers. Our teachers are also creating a must do and can do list when it comes to using the resource. Another way we are working on this goal is to get all of our K-2 teachers trained in OG and that be used in all tier 1 reading blocks as the phonics instruction. We are also purchasing Heggerty Phonemic Awareness materials for all of our K-2 teachers to use during tier 1 instruction for phonemic awareness.

Grade Level	2019 Math	2021 Math	2022 Math	2019 ELA	2021 ELA	2022 ELA
3rd	69%	44%	57%	38%	46%	40%

4th	62%	47%	55%	41%	42%	54%
5th	58%	39%	48%	44%	33%	43%

Our PLC process is designed to address 4 questions. Question 3 of our process is “how will we respond when students do not learn?” Students are assessed on our ELA ELs using our newly created common formative assessments that align to our ELs and our reading series, My View. Reteaching will continue to occur to students who are scoring below a 3 on our CFAs that are being cycled. Students are given a post post test after reteaching has occurred in order to ensure that students are proficient. Each grade level team is reporting all of their EL ELA data on our instructional planning sheet document. This will allow us to monitor progress in reading and continue to strive for all students learning at high levels.

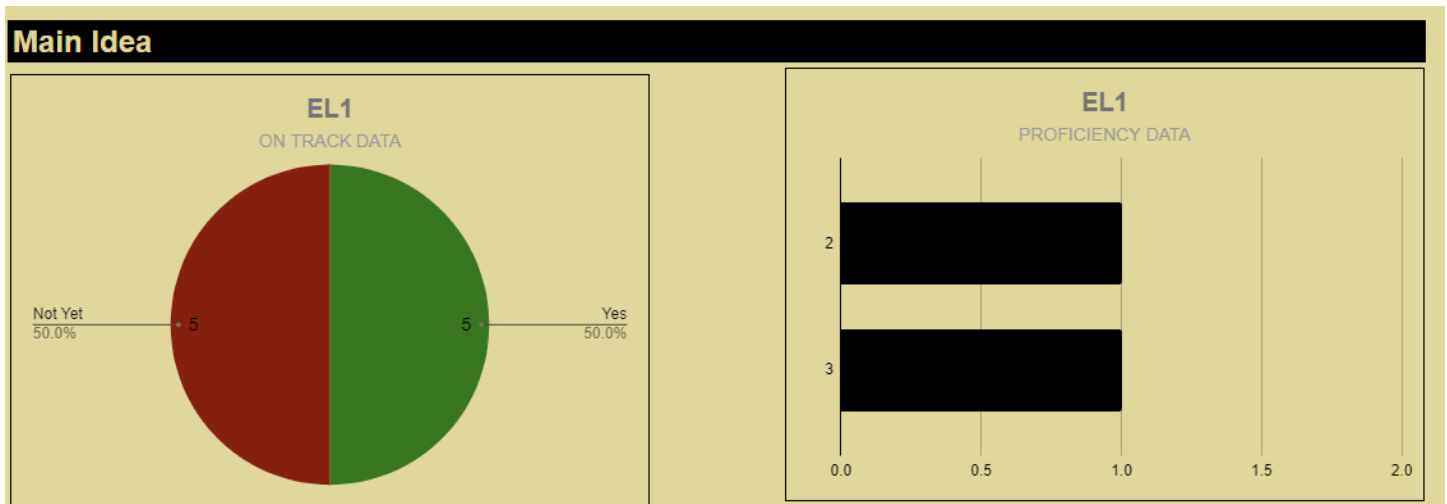
Growth Area #2: PLC Big Idea 3 - Results Orientation - EL Data

PLC Big Idea 3 - Results Orientation

The second area of growth for Mt. Comfort Elementary is the third big idea of a PLC at work - Results Orientation. This area was chosen as a growth opportunity because we want to focus on student learning. Our current focus is something we are working towards called the triple all. We will teach ALL ELs to ALL students and use a CFA to assess ALL ELs. The last two years we have worked on creating a guaranteed and viable curriculum to ensure that all students learn at high levels. In order to ensure that all students are learning we need to create a system of accountability. Our grade level teams, across the district, worked together to determine essential learnings (ELs) for reading and math. This summer, our teams will be tweaking our reading ELs and updating our reading CFAs.

The goal for the 22-23 school year is to have 80% of our students be proficient on 80% of our reading ELs. In order to monitor our progress throughout the year we will report our EL proficiency on the newly updated instructional planning sheet. As teams cycle ELs throughout the year they develop SMART goals for each EL. They also meet weekly with their collaborative teams to discuss this data and the progress students have made toward proficiency in each EL. This year our focus will be on our reading essential learnings since we just adopted a new reading series and aligned the sequence of our ELs to the My View resource.

In order to track student progress we have created an instructional planning sheet where we will report student proficiency by each EL for grades K-5. Each grade level has a shared document that lists all of their ELs. Each time they assess an EL they record their data on the document. Below are snapshots of the EL planning sheet that we are using for the 22-23 school year.



		EL #1: Main Idea		EL #2: EL TITLE		EL #3: EL TITLE		EL #4: EL TITLE		EL #5: EL TITLE		EL #6: EL TITLE		EL #7: EL TITLE	
Teacher	Student Name	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY
Mrs. Muffler	Sally Sue	Yes	2	Yes	3	Not Yet	2								