



# FORTVILLE

## ELEMENTARY SCHOOL



### Highly Effective Schools Accreditation Plan / School Improvement Plan

Academic year 2022-2023



Fortville Elementary School

Mt. Vernon Community Schools

8414 N. 200 West  
Fortville, IN 46040

## **Maintenance Plan**

The mission of the Mt. Vernon Community School Corporation and Fortville 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 and summative 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 Fortville Elementary operate 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 PLC's work is guided with what we term an "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 content areas. They have also connected those essential learning targets to prioritized state standards. Collaborative team members work to track progress on developed common formative assessments and common summative assessments. These PLC teams use one-stop data sheets as a planning tool and an assessment data / progress monitoring tool. 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 could include working with a math or reading specialist to provide differentiated instruction outside of the core math and reading instruction. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets. Fortville 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.

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

To ensure that we maintain a safe, supportive, and collaborative culture at MVCSC and Fortville Elementary, we have created leadership teams. Leadership team members are made up of one teacher from each grade level, one special education teacher/special area teacher, and the building level 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 are made. Oftentimes, consensus is used to make decisions. When decisions are made, the problem/need is identified, and guiding principles are used when the team makes a declaration. 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 Fortville Elementary School. This team has created a framework and opportunity to ensure all voices are heard and valued. The leadership team at Fortville Elementary has also taken the lead during PLC

time each Wednesday. Team leaders facilitate the discussion, ensuring the team is following the norms they created as well as the agenda that guides their PLC time.

In addition to the leadership team, collaborative teams regularly meet to discuss 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.

In the 2022-2023 school year, district wide collaborative teams will meet prior to the school year starting. During this meeting, teams will review and scale their essential learnings and build scaled common formative assessments. The district wide collaborative teams will meet at least two additional times throughout the school year to continue this work.

As mentioned above, our PLC teams use Instructional Planning Sheets (also referred to as data 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. These data sheets are shared with key stakeholders in each building. For example, the special education team, specialists, and administration have access to all Instructional Planning Sheets, allowing those staff members to monitor progress, provide feedback, and analyze progress.

## HRS Level 2: Effective Teaching in Every Classroom

During the 2022-23 school year, we will take a dive into The New Art and Science of Teaching (NASoT) framework. The goal is to create an instructional model using these research based strategies. In July of 2021, the newly hired specialists in the district spent a full day learning about this framework. We also trained all administrators and some teacher-leaders on the NASoT framework in the fall of 2021.

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.

Beginning 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. Additionally, a crosswalk between the NASoT and the RISE Rubric has been identified. 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.

### *2021-2022 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. In addition, as noted above, teachers will be provided professional development, via webinars with Marzano, to support the NASoT launch. 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. Last year MVCSC provided every Kindergarten teacher, and a handful of 1st and 2nd grade teachers, with Orton-Gillingham (OG) training. MVCSC has 30 additional primary teachers in queue, ready to attend OG training.

Last year, MVCSC launched Trust Based Relational Intervention (TBRI) at the elementary level. This year, that support was extended to all 6th grade teachers, with the plan to train 7th and 8th grade teachers next year. This training supports the relationships and culture in the school, tying directly to the context category and relationships design question in the NASoT framework.

### **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 specialists) 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 faculty member will be provided with their own copy of The Handbook for the New Art and Science of Teaching.

The rollout process for doing these instructional rounds will be scaffolded and incremental. After we orient and train administration on the NASoT in October, we will conduct training for teachers in November. This will help to give a basic overview and understanding of the framework that will be used for the instructional rounds and teacher evaluation. Then in December, we will model instructional rounds through “fishbowl,” guided examples with specialists, team leaders, and/or administrators participating in an observation and post-discussion for all other teachers to see. Finally, beginning in January, we will have teachers engage in instructional rounds. 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 first where we have implemented instructional rounds, strategies for improvement will be more invitational. 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. Opportunities to dive deeper into the 43 elements within the ten design questions as well as the associated instructional strategies will be ongoing during regular staff meetings throughout the year. 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. For example, English and math teachers are participating in a series of professional development sessions to align our curriculum to better prepare students for the as Indiana transitions to using the SAT as the state exam. Finally, our schools will continue to seek to provide staff members 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 Fortville 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. The curriculum collaborator committee categorized ELs by nine week quarter views and have curated our curriculum on our curriculum website that all staff can access. The EL's for each subject are broken down into quarter views to ensure teachers can teach the intended

curriculum in the allotted time during the school year. Curriculum Collaborator committee members continue to meet periodically to unpack standards and adjust ELs as necessary. The elementary curriculum collaborators have continued to meet to create proficiency scales for each of our ELs and to begin developing common formative assessments for each EL.

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 worked 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. As teams choose EL's to cycle, they will use post assessment data to target reteaching throughout the year. Teachers will provide reteaching on the EL's they cycle and reassess students for proficiency.

Fortville Elementary School has a tiered system for instruction to ensure all students 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 a sample 3rd grade schedule.

7:20-7:45	<b>Arrival</b>
7:45-8:05	<b>Community Time</b>
8:05-8:30	<b>Math Flexible Groups (Rtl)</b>
8:30-9:30	<b>Reading</b>
9:30-9:40	<b>Break</b>
9:40-10:35	<b>Math</b>
10:35-11:00	<b>Soc. Studies / Science</b>
11:00-11:30	<b>Recess</b>

11:30-12:00	Lunch
12:00-12:30	Reading Flexible Grouping (RtI)
12:30-1:05	Related Arts Rotation
1:05-1:35	Reading
1:35-2:05	Writing/Grammar
2:05-2:15	Pack-up / 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.

For the 2021-22 school year, FES hired two additional faculty members serving as specialists. One was to focus on reading and one on math. These specialists 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.

Fortville Elementary will also implement data review meetings each quarter to review data and make determinations for placements in Tier II and Tier III. During these data analysis discussions, teams may adjust the intervention, continue the intervention, or dismiss the intervention if the student has shown mastery. In those meetings, all progress monitoring will be reviewed.

## **Growth Plan**

### **Growth Area #1: PLC Big Idea 3 - Focus on Results - ILEARN**

The first area of growth for Fortville Elementary is to increase our ILEARN passing rate for math. We have seen a significant drop in our ILEARN scores at all three grade levels in math since the 2019 ILEARN testing window and throughout the pandemic. Below are the Math scores from the 2019 ILEARN assessment, the 2021 ILEARN assessment, and the 2022 ILEARN assessment. We also recognize that we may not be able to close the gap created by the pandemic in just one year, but since our long-term goals are to have even higher pass rates than 2019, we are initially focused on getting the pass rates back up to those levels. We had a similar goal from the prior year to address ILEARN math scores, and we were very pleased with how well the 4th grade cohort scores bounced back. However, the 5th grade cohort did not make progress. This means that our goal for 2022-23 is to have Grade 3 pass at 60% rate, Grade 4 pass at 60% rate, and Grade 5 pass at 65% rate.

Grade Level	2019 Math	2021 Math	Difference	2022 Math	Difference from 2019	Difference from 2021
3rd	77%	50%	-27%	53%	-24%	+3%
4th	69%	45%	-24%	60%	-9%	+15%
5th	65%	57%	-8%	44%	-21%	-13%

One way we have addressed the learning loss is by hiring a math specialist. This certified teacher now works with all grade levels to provide support to students and teachers. We will use our math NWEA assessment that is taken 3 times per year and Common Formative Assessments (CFAs) for our ELs to track progress and target students for remediation based on this data. Our schedule includes 25 minutes for Math Rtl for each grade level on 4 days each week. This time is dedicated to answering questions 3 and 4 of the PLC process. Teachers will meet each Wednesday in collaborative teams to look at math EL data in order to support and enrich students based on their common formative assessment data. We will continue to cycle back to students who need additional reteaching during our daily 25 minute math RTI time. Our PLC process is designed to address all 4 questions. Question 3 of our process is “how will we respond when students do not learn?” Students are assessed on our math ELs using our newly created common formative assessments. 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 math data on our data dashboard document. This will allow us to monitor progress in math. Our district math specialists also received training by Sam Fritz in the New Art and Science of Teaching framework in order to provide coaching opportunities to teams during our collaborative time each Wednesday. Additionally, this year in 5th grade, we are going to be piloting an approach of switching during core math instruction with our math specialist, a special education teacher, and our high ability teacher providing some co-teaching

with the appropriate sections of students. We hope to work out some kinks in this model and scale it up to other grade levels the following year.

**Growth Area #2: PLC Big Idea 1 - Focus on Learning - EL Data**

The second area of growth for Fortville Elementary is from another big idea of a PLC at work - a focus on learning. This area was chosen as a growth opportunity because we want to focus on what students are demonstrating that they are learning. The last three 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, math, and writing. Each grade level uses scaled Common Formative Assessments (CFAs) to assess each EL in reading, math, and writing. In order to track student progress we use a data dashboard where we report student proficiency by each EL for grades K-5.

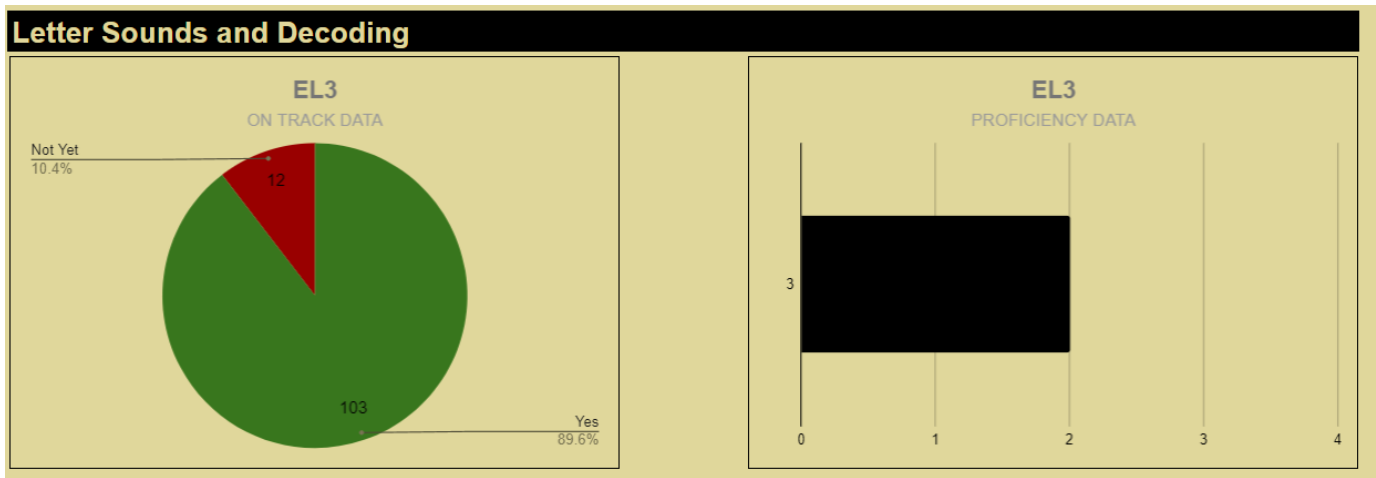
The goal for the 21-22 school year was to have 85% of our students achieve proficiency on cycled ELs in each grade level. The table below shows that we did not meet this ambitious goal for the 21-22 school year. As a school we achieved 85% proficiency on 27.3% of our cycled ELs. Using the data we have and in consideration of the addition of a new reading program for this coming year, our goal for the 22-23 school year will focus on reading ELs. We also want to adjust our target threshold to a more reasonably attainable level. The goal for the 2022-23 school year is to increase our overall reading proficiency by having at least 70% of students achieve proficiency on all Reading ELs in each grade level.

Grade Level	Reading Proficient ELs/cycled ELs	Math Proficient ELs/cycled ELs	Efficiency
K	1/3	2/2	60%
1	0/2	2/2	50%
2	3/5	2/5	50%
3	0/6	1/6	8.3%
4	0/3	1/4	14%
5	0/3	0/3	0%
Totals	4/22	8/22	27.3%

As teams go 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. In order to monitor our progress throughout the year we will report our EL proficiency at the end of each quarter. Screenshots of this data dashboard are provided below, and these systems will continue to be reviewed and modified as needed.

# FES HES Accreditation Plan 2022-2023

EL #1:	Blending and Segmenting	EL #2:	Beginning, Middle, and Final Sounds	EL #3:	Letter Sounds and Decoding	EL #4:	High Frequency Words	EL #5:
ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	
▼		▼		Yes ▼		Not Yet ▼		
▼		▼		Yes ▼		Yes ▼		
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▼		▼		Yes ▼		Yes ▼		





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