



FORTVILLE

ELEMENTARY SCHOOL



School Improvement Plan 2020-2021

This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Fortville Elementary School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Fortville Elementary School recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum:

Fortville Elementary School uses the Indiana Academic Standards as our curricular framework which can be accessed on the Mt. Vernon Community School Corporation website at www.mvcsc.k12.in.us. Curricular teams of teachers have been developed by grade level and academic content areas to identify priority and supporting standards from the Indiana Academic Standards. Our curricular teams use an ongoing curriculum revision process during our scheduled delayed start Wednesday PLCs. During this time curricular teams also create common formative assessments to be used and analyzed to gather data to monitor individual student academic growth to ensure all students will learn at high levels.

Goals and Objectives:

	Goal	Objective
Goal #1	All students at Fortville Elementary School will improve their reading proficiency as measured by NWEA.	80% of the students at Fortville Elementary will meet their projected growth in NWEA as evidenced by the end-of-year NWEA Reading benchmark assessment.
Goal #2	All students at Fortville Elementary School will improve their math proficiency as measured by NWEA.	85% of the students at Fortville Elementary will meet their projected growth in NWEA as evidenced by the end-of-year NWEA Math benchmark assessment.
Goal #3	Fortville Elementary will decrease the number of discipline referrals and suspensions during the 2020-2021 school year.	The total number of discipline referrals and suspensions, made up by the total school population, will decrease by 15% as evidenced by the final discipline and suspension report for the 2020-2021 school year.

Reduction in Absenteeism:

Mt. Vernon Community School Corporation, and specifically Fortville Elementary School has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilized the Hancock County Juvenile Probation System, to compel student attendance as well as the building level policies and procedures.

School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020
Attendance Rate	97.2%	96.5%	96.7%	96.3%	96.4%	94.74%
Enrollment	472	438	444	466	621	704

Assessments & Descriptions:

- **Common Assessments** - Common (same) assessments utilized within a grade level or content area to assess student readiness and mastery of Indiana Academic Standards before (pre-assessments) and after (post-assessments) each unit of instruction.
- **IREAD** - The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards to grade 3 students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010).
- **ILEARN** - Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students.
- **NWEA Benchmark Assessments** - NWEA Map is a computer adaptive test created by NWEA that all students at Fortville Elementary take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth measures what students know, regardless of their grade level. It also measures growth over time, allowing staff to track each student's progress throughout the school year and across multiple years.
- **NWEA MAP Fluency** - NWEA MAP Fluency is an online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension, and foundational skills.

Professional Development:

- **Data Analysis**
- **Trust Based Relational Intervention Training (all staff)**

NWEA RIT Growth By Subject

MATH	BOY Mean RIT/Norm	MOY Mean RIT	EOY Mean RIT	Growth/Norm Growth	Norm Growth Difference	Lowest EOY Strand
Kdg	139.3/140	156.7	168.8	29.5/17.1	+12.4	Number Sense
1st Grade	167.3/162.4	177.5	189.4	22.1/18.4	+3.7	Computation
2nd Grade	175.6/176.9	188	197.2	21.6/15.2	+6.4	Computation
3rd Grade	194.3/190.4	202.6	209.1	14.8/13	+1.8	Computation
4th Grade	205.6/201.9	212.1	218.4	12.8/11.6	+1.2	Data Analysis & Statistics
5th Grade	214.6/211.4	220.7	228.4	13.8/9.9	+3.9	Data Analysis & Statistics

READING	BOY Mean RIT/Norm	MOY Mean RIT	EOY Mean RIT	Growth/Norm Growth	Norm Growth Difference	Lowest EOY Strand
Kdg	141.1/140	157.2	165.6	24.5/17.1	+7.4	Writing
1st Grade	166.3/160.7	174.4	182.5	16.2/16.8	-.6	Writing
2nd Grade	174.3/174.7	186.9	193.5	19.2/14	+5.2	Vocabulary
3rd Grade	191.9/188.3	200.2	205.3	13.4/10.3	+3.1	Vocabulary
4th Grade	203.6/198.2	207.1	211.1	7.5/7.8	-.3	Literature & Nonfiction
5th Grade	208.3/205.7	213.0	215.9	7.6/6.1	+1.5	Literature

**2018-2019
ILEARN Data
3rd Grade ELA Reporting Categories**

	Below	At/Near	Above
Key Ideas and Textual Support/Vocabulary	13	52	36
Structural Elements and Organization/Connection of Ideas/Media Literacy	15	58	27
Writing	16	66	17

4th Grade ELA Reporting Categories

	Below	At/Near	Above
Key Ideas and Textual Support/Vocabulary	15	56	29
Structural Elements and Organization/Connection of Ideas/Media Literacy	23	59	18
Writing	21	59	20

5th Grade ELA Reporting Categories

	Below	At/Near	Above
Key Ideas and Textual Support/Vocabulary	18	57	25
Structural Elements and Organization/Connection of Ideas/Media Literacy	15	63	22
Writing	15	51	34

3rd Grade Math Reporting Categories

	Below	At/Near	Above
Algebraic Thinking and Data Analysis	9	42	49
Computation	13	41	45
Geometry and Measurement	12	47	41
Number Sense	8	40	52

4th Grade Math Reporting Categories

	Below	At/Near	Above
Algebraic Thinking and Data Analysis	14	46	40
Computation	14	46	40
Geometry and Measurement	10	42	48
Number Sense	13	41	46

5th Grade Math Reporting Categories

	Below	At/Near	Above
Algebraic Thinking and Data Analysis	12	45	43
Computation	15	52	34
Geometry and Measurement	5	57	38
Number Sense	16	45	39

Fortville Elementary performed above the state average in all areas of ILEARN. In addition, Fortville Elementary students showed higher growth norms in Math compared to the national average. The same is true in reading with the exception of two grade levels that were just below the growth norms in reading.

An analysis of this data collected during the 2018-2019 school year reveals that computation and data analysis is a targeted stand in the area of math. In the area of reading, writing is a target area for primary grades, while 4th and 5th grade structural support and textual evidence is a target area for instruction. By targeting instruction and support in these identified strands, Fortville Elementary will improve reading and math proficiency in each grade level.

*2019-2020 NWEA and State Assessment Data not available.

Suspensions

In-School Suspension	Out-of-School Suspension	Total Suspensions
10.5	33.5	44
7 (5 students)	15 (9 students)	22

Referrals

Grade Level	Kdg	1st	2nd	3rd	4th	5th	Total
2018-2019	82	48	51	91	64	24	364
2019-2020	72	40	56	115	103	35	421

**Of the 421 offenses documented, 142 are attendance related. (19/20)*

**Of the 115 4th grade offenses, 61% are from the bus or attendance. (19/20)*

Fortville Elementary spent time as a PBIS team analyzing the above data further, looking at the number of students who made up the referrals, time of day, and location. This information was used in 2018 to create our level 1 PBIS expectations and lessons. Further preventative measures are necessary to reduce the current number of referrals. Beyond the full time Community Health School-Based Therapist, additional supports and resources are needed to support the mental health needs of our students.

In the summer of 2020, MVCSC began to scale TBRI training for all elementary staff. All staff will be trained by September 24, 2020.

- **Strategies, Programs, Services, and Activities**

- **Goal #1 (Math)**

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will provide students with weekly opportunities to engage in math proficiency instruction based on the math standard areas.	Students will be able to demonstrate proficiency on grade level math standards in which they received instruction.
Teachers will collaborate to determine appropriate math strategies. Teachers will then model and scaffold how to use these strategies with students.	Students will apply the strategies they learn during math instruction and practice.

Teachers will provide effective, specific feedback that leads to improved math proficiency.	Students will use feedback to evaluate, revise, and expand their depth of knowledge in math and improve their math proficiency.
Teachers will analyze data collected from Math Essential Learnings using a variety of platforms. Teachers will then use data to provide remediation or enrichment for specific Math Essential Learnings.	Students will score at or above proficiency on grade level post assessments showing mastery of the content that has been taught.

○ **Goal #2 (Reading)**

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will provide students with weekly opportunities to engage in reading proficiency instruction based on the reading standard areas.	Students will be able to read grade level text and demonstrate comprehension skills in fiction and non-fiction text.
Teachers will collaborate to determine appropriate reading strategies. Teachers will then model how to use these strategies across the five big areas of reading.	Students will apply the strategies they learn while reading on level and grade level text.
Teachers will provide effective, specific feedback that leads to improved reading proficiency.	Students will use feedback to evaluate, revise, and expand their thinking in reading and improve their reading proficiency.
Teachers will analyze data collected from Reading Essential Learnings using a variety of platforms. Teachers will then use data to provide remediation or enrichment for specific Reading Essential Learnings.	Students will score at or above proficiency on grade level post assessments showing mastery of the content that has been taught.

○ **Goal #3 (Discipline)**

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will establish and explain the expectations for the classroom setting.	Students will understand and follow the expectations within each classroom.
The school will establish and communicate the expectations for the school setting to include all areas of the school.	Students will understand and follow the expectations with the school setting.

Teachers will follow the PBIS 10-day plan for teaching school-wide procedures.	Students will understand and follow the expectations with the school setting.
Teachers will implement the TBRI framework with fidelity when working with all students. Teachers will implement circle time 4 days per week to reinforce skills. Teachers will implement Nurture Groups one time per week for skill practice and development.	Students will learn the language and expectations used in the TBRI framework and apply the skills they are taught.
Teachers will be trained in de-escalation strategies as provided by the Special Education Department. Teachers will watch for early signs of dysregulated behaviors and intervene appropriately.	Students will decrease the intensity of behaviors as staff intervene to provide behavioral support.

- **Evaluation on the impact of these activities**

- Fortville Elementary will monitor the progress of Goal #1 and Goal #2 through the PLC process. Staff members will cycle essential learnings in the area of math and reading to ensure standards are being taught at the highest level. In addition, staff will monitor student progress and make plans for reteaching as needed through the RtI process. Teachers will track student progress through frequent data collection and refine interventions as needed.
- Fortville Elementary will monitor the progress of Goal #3 through frequent data analysis. Staff will track referral data, suspension reports, as well as individual student behavior plans to monitor the effectiveness of the strategies above. In addition, administrators will participate in circle time and nurture groups to ensure implementation and monitor progress.

- **Assurances** - Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency & Parent Participation:

Fortville Elementary School is committed to cultural competency by respecting the uniqueness of each student as we engage, educate, and empower them to seize their futures as responsible members of society.

Staff members at Fortville Elementary believe that:

- All students can learn at high levels.
- Students want to do well academically and behaviorally.
- Teachers strive to meet the needs of all learners.
- The school is a safe and secure place for learning.
- Building positive relationships with students is key to learning.

- The collaboration between families, the community, and the school is imperative to learning.

Fortville Elementary takes pride in their relationships and outreach with families. Families participate in their student's IEP meetings, 504 meetings, and intake meetings. Parent/Teacher Conferences are held each fall with consistent attendance over 99%. The PTO is a strong organization with a detailed structure that provides financial and volunteer support to the school. The PTO has developed a strong "Dad's Club" to offer more male support in the school. Community partners, such as the local police, fire department, and physicians to name a few, are strong supports to our programming and curriculum.

Provisions to Maintain a Safe and Disciplined Learning Environment:

Fortville Elementary School maintains a safe and orderly learning environment through:

- Emergency Drills - Fire, tornado, earthquake, and lockdown drills are conducted to ensure that students and staff understand safety procedures.
- School Resource Officers are present and monitor the school daily.
- Secure entrances and security cameras provide an extra measure of safety throughout the building.
- The school corporation has an electronic visitor check in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to wear while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Provisions for the Coordination of Technology Initiatives:

Mt. Vernon Community School Corporation classrooms utilize many tools and resources to foster and develop deep learning where students are engaged in rigorous, relevant, and technologically enhanced curriculum. MVCSC strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and communicate to staff that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work. All students in grades K-12 have access to a Chromebook. We believe that providing our students with these devices, and providing teachers with training on best practices for technology integration, will help us provide our children with personalized, rigorous, innovative, and immersive learning opportunities that empowers our students to be successful.

Statutory Requirements:

This plan was approved by the Mt. Vernon Community School Corporation's Board of Trustees on September 16, 2019.

It can be accessed easily and in an easily comprehensible language, online at www.mvcsc.k12.in.us.

Dr. Jack Parker, Superintendent
Mt. Vernon Community School Corporation

Date

Mrs. Desiray Scalf, CTA President
Mt. Vernon Community School Corporation

Date



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation
Fortville Elementary School
School Improvement Action Plan
2020-2021

Goal #1	All students at Fortville Elementary School will improve their reading proficiency as measured by NWEA.
Benchmarks	80% of the students at Fortville Elementary will meet their projected growth in NWEA as evidenced by the end-of-year NWEA Reading benchmark assessment.
Supporting Data	{See Data Sheet}
Targeted Subgroups	ENL and Special Education

Goal #2	All students at Fortville Elementary School will improve their math proficiency as measured by NWEA.
Benchmarks	85% of the students at Fortville Elementary will meet their projected growth in NWEA as evidenced by the end-of-year NWEA Math benchmark assessment.
Supporting Data	{See Data Sheet}
Targeted Subgroups	ENL, Special Education

Goal #3	Fortville Elementary will decrease the number of discipline referrals and suspensions during the 2020-2021 school year.
Benchmarks	The total number of discipline referrals and suspensions, made up by the total school population, will decrease by 15% as evidenced by the final discipline and suspension report for the 2020-2021 school year.
Supporting Data	{See Data Sheet}
Targeted Subgroups	Special Education, Free/Reduced, and Males, <i>Repeat Offenders</i>



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation
Fortville Elementary School
School Improvement Action Plan
2020-2021

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
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Teachers will collaborate to determine appropriate math and reading strategies. Teachers will then model and scaffold how to use these strategies with students.	Students will apply the math strategies they learn during math instruction and practice. Students will apply the reading strategies they learn while reading on level and grade level text.
Teachers will provide effective, specific feedback that leads to improved reading and math proficiency.	Students will use feedback to evaluate, revise, and expand their thinking in reading and improve their reading and math proficiency.
Teachers will analyze data collected from Math and Reading Essential Learnings using a variety of platforms. Teachers will then use data to provide remediation or enrichment for specific Math and Reading Essential Learnings.	Students will score at or above proficiency on grade level post assessments showing mastery of the content that has been taught.
The school will establish and communicate the expectations for the school setting to include all areas of the school.	Students will understand and follow the expectations with the school setting.
Teachers will be trained in de-escalation strategies as provided by the Special Education Department. Teachers will watch for early signs of dysregulated behaviors and intervene appropriately.	Students will learn the language and expectations used in the TBRI framework and apply the skills they are taught.
Teachers will be trained in de-escalation strategies as provided by the Special Education Department. Teachers will watch for early signs of dysregulated behaviors and intervene appropriately.	Students will decrease the intensity of behaviors as staff intervene to provide behavioral support.



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation
Fortville Elementary School
School Improvement Action Plan
2020-2021

Research Supporting Instructional Strategies	<p>Dufour, R., DuFour, R., Eaker, R., Many, T., (2017) Learning By Doing. Bloomington: Solution Tree</p> <p>Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016) Collaborative Teams That Transform Schools: The Next Steps in PLCs. Bloomington: Marzano Research Laboratory</p> <p>Wright, J., (2007) RTI Toolkit, A Practical Guide for All Schools</p> <p>Boushey, G., Moser, J., (2006) The Daily 5: Fostering Literacy Independence in the Elementary Grades</p> <p>Honigsfeld, A., Dove, M., (2010) Collaboration & Co-Teaching: Strategies for English Learners: Corwin</p> <p>Abell, A., (2019) Trust-Based Relational Intervention: Karyn Purvis Institute of Child Development, Texas Christian University, HopeAlign LLC, TBRI</p>
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Professional Development	
Action	Timeline
PLCs will review and revise unit curriculum and Essential Learnings using a Learning By Doing and Understanding by Design process to further align desired results and evidence with desired reading skills.	Ongoing through weekly PLC collaboration.
PLCs will receive professional development to increase understanding, repertoire, and use of effective formative assessment strategies to generate formative assessment data through the ILEARN assessment.	Ongoing through weekly PLC collaboration, staff meetings, staff resources, grade level, building, district level PD
All staff will be trained in TBRI.	July-September
Teachers will receive ongoing support from Amy Abell and the behavior specialist to monitor the implementation of the TBRI practices in which they have been trained.	Weekly and Quarterly
Collaboration will occur to increase teachers' ability to use and model appropriate and effective reading strategies.	Ongoing through weekly PLC collaboration, staff meetings, staff resources, grade level,



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation
Fortville Elementary School
School Improvement Action Plan
2020-2021

	building, district level PD.
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Monitoring System

Action	Review and Revision
Professional observation, walk-through, evaluation feedback.	Ongoing
PLC data analysis and planning	Weekly
RTI (SUCCESS) Intervention	Daily
TBRI Consultations	Weekly & Quarterly



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation Fortville Elementary School Data Sheet

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Letter Grade	C	A	B	B	B
Points	77.0	92.3	89.8	<i>Hold Harmless</i>	<i>Hold Harmless</i>
Growth Points	84.4	109.2	107.3	<i>Hold Harmless</i>	<i>Hold Harmless</i>

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
ISTEP+ Passing Both	54.9%	64.1%	62.7%		
ISTEP+ Math	65.0%	73.3%	71.0%		
ISTEP+ Math 3	61.4%	64.4%	69.5%		
ISTEP+ Math 4	67.6%	67.5%	72.2%		
ISTEP+ Math 5	66.3%	88.8%	71.2%		
ISTEP ELA	71.7%	74.2%	72.0%		
ISTEP+ ELA 3	71.1%	69.8%	74.7%		
ISTEP+ ELA 4	76.1%	78.2%	71.3%		
ISTEP+ ELA 5	68.7%	74.7%	70.3%		
IREAD Grade 3	89.3%	98.9%	94.8%	98%	n/a
Science	73.2%	78.2%	65.7%	64% ILEARN	n/a
Social Studies	74.7%	77.5%	63.1%	48% ILEARN	n/a
ILEARN Math - 3rd				72%	n/a
ILEARN Math - 4th				69%	n/a
ILEARN Math - 5th				65%	n/a
ILEARN ELA - 3rd				61%	n/a
ILEARN ELA - 4th				58%	n/a
ILEARN ELA - 5th				61%	n/a



FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation Fortville Elementary School Data Sheet

Attendance Data

School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Attendance Rate	97.2%	96.5%	96.7%	96.3%	96.4%	94.74%
Enrollment	472	438	444	466	665	704

Discipline Data

Suspensions

	In-School Suspension	Out-of-School Suspension	Total Suspensions
2018-2019	19 (16 students)	26 (19 student)	45
2019-2020*	7 (5 students)	15 (9 students)	22

*Quarters 1-3 only

of Referrals

Grade Level	Kdg	1st	2nd	3rd	4th	5th	Total
2018-2019	82	48	51	91	64	24	364
2019-2020	72	40	56	115	103	35	421

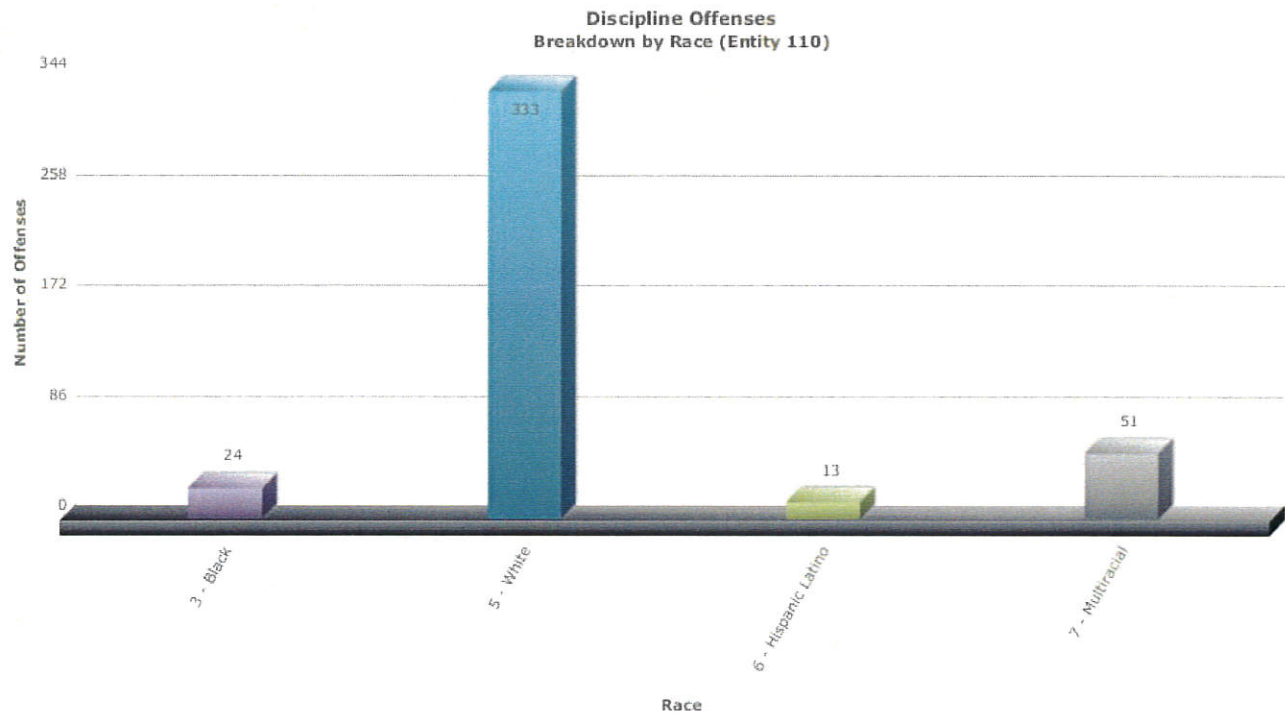
*See chart below for breakdown.



FORTVILLE ELEMENTARY SCHOOL



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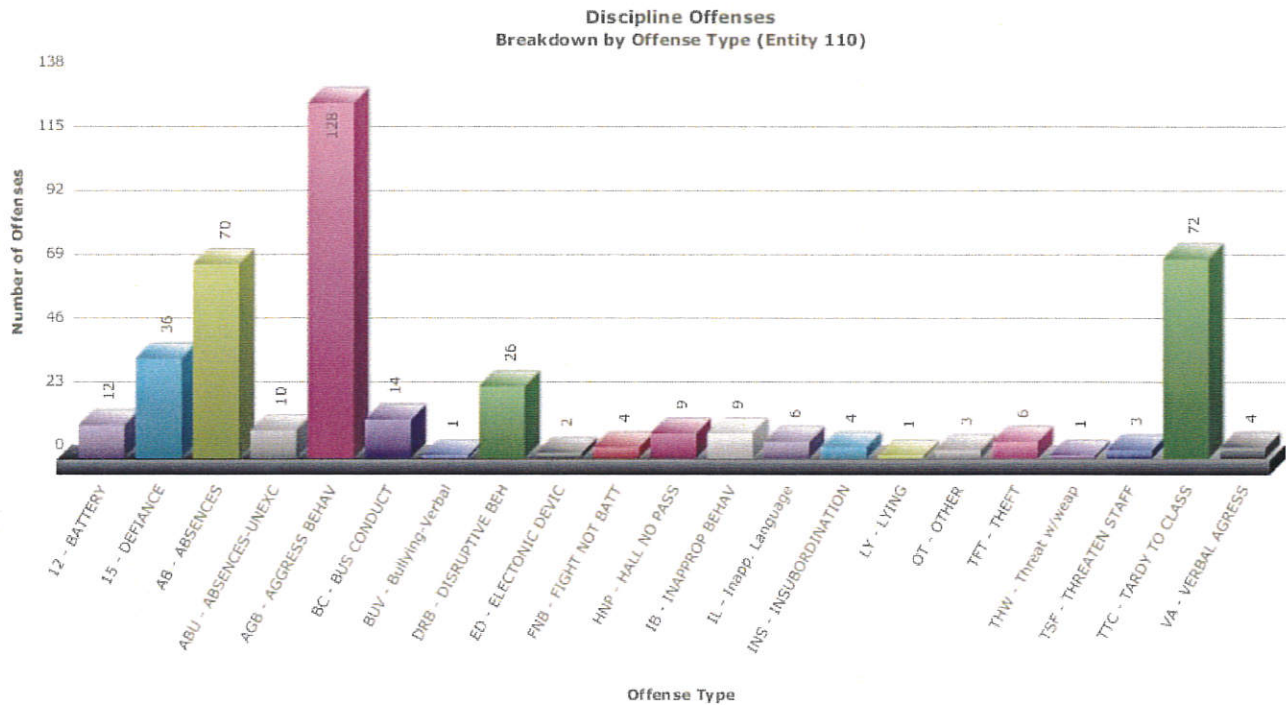


FORTVILLE

ELEMENTARY SCHOOL



Mt.Vernon Community School Corporation Fortville Elementary School Data Sheet





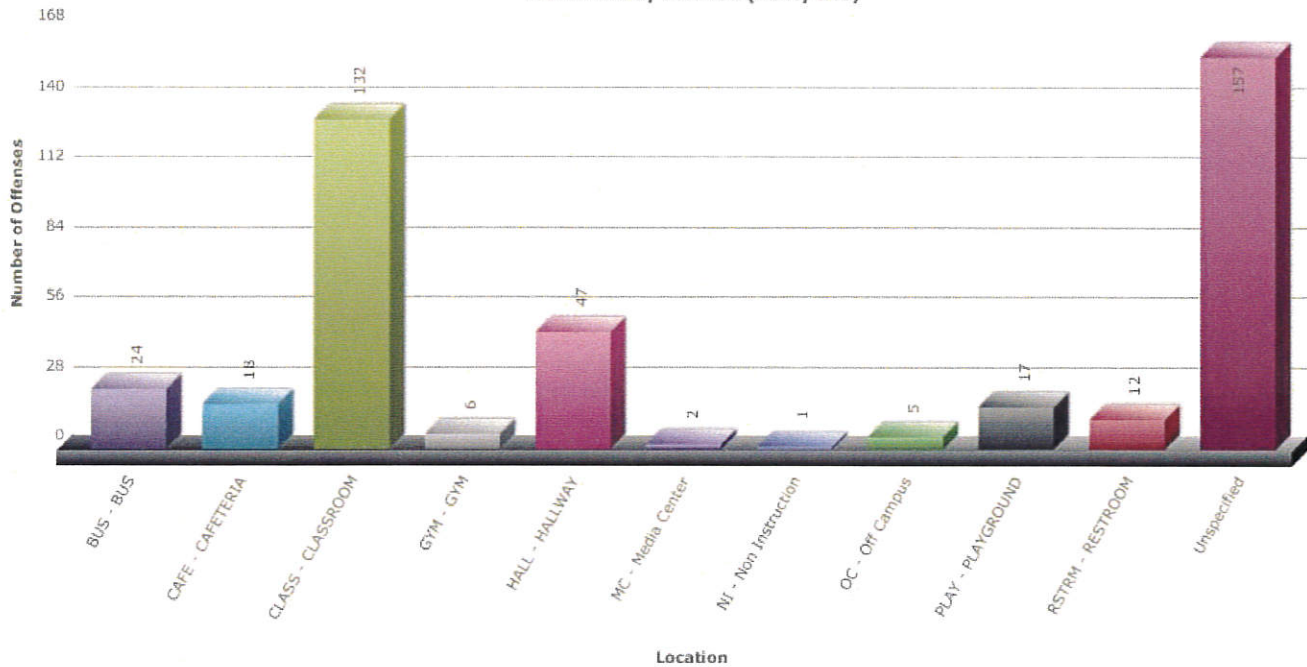
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ELEMENTARY SCHOOL



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Discipline Offenses
Breakdown by Location (Entity 110)

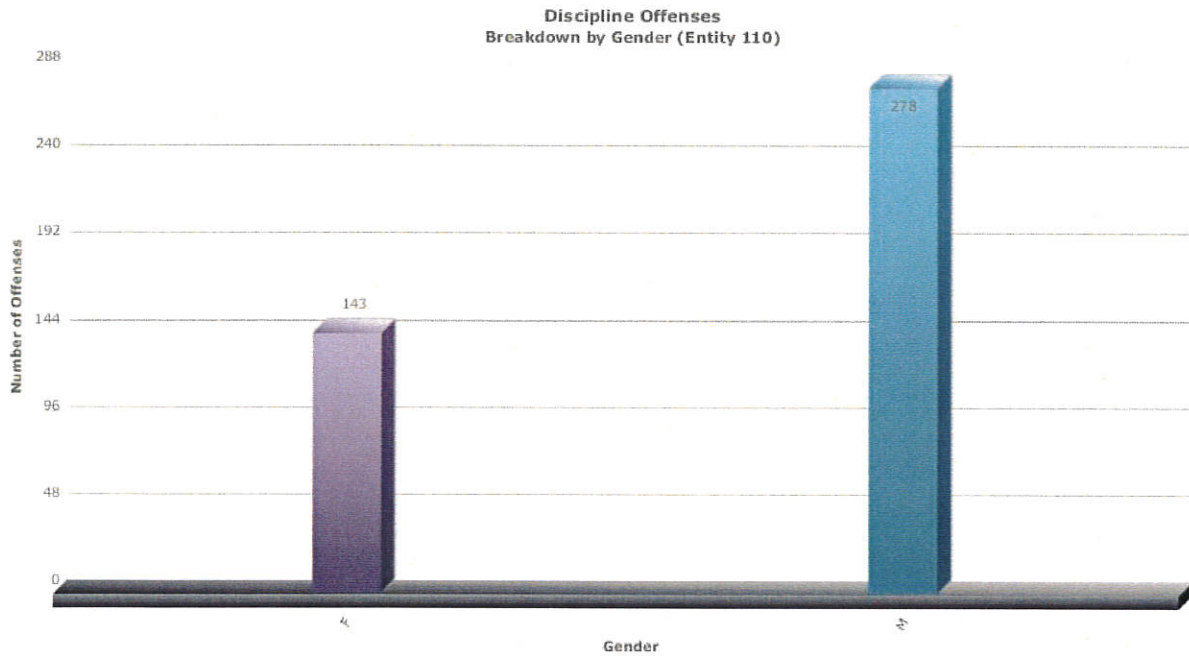




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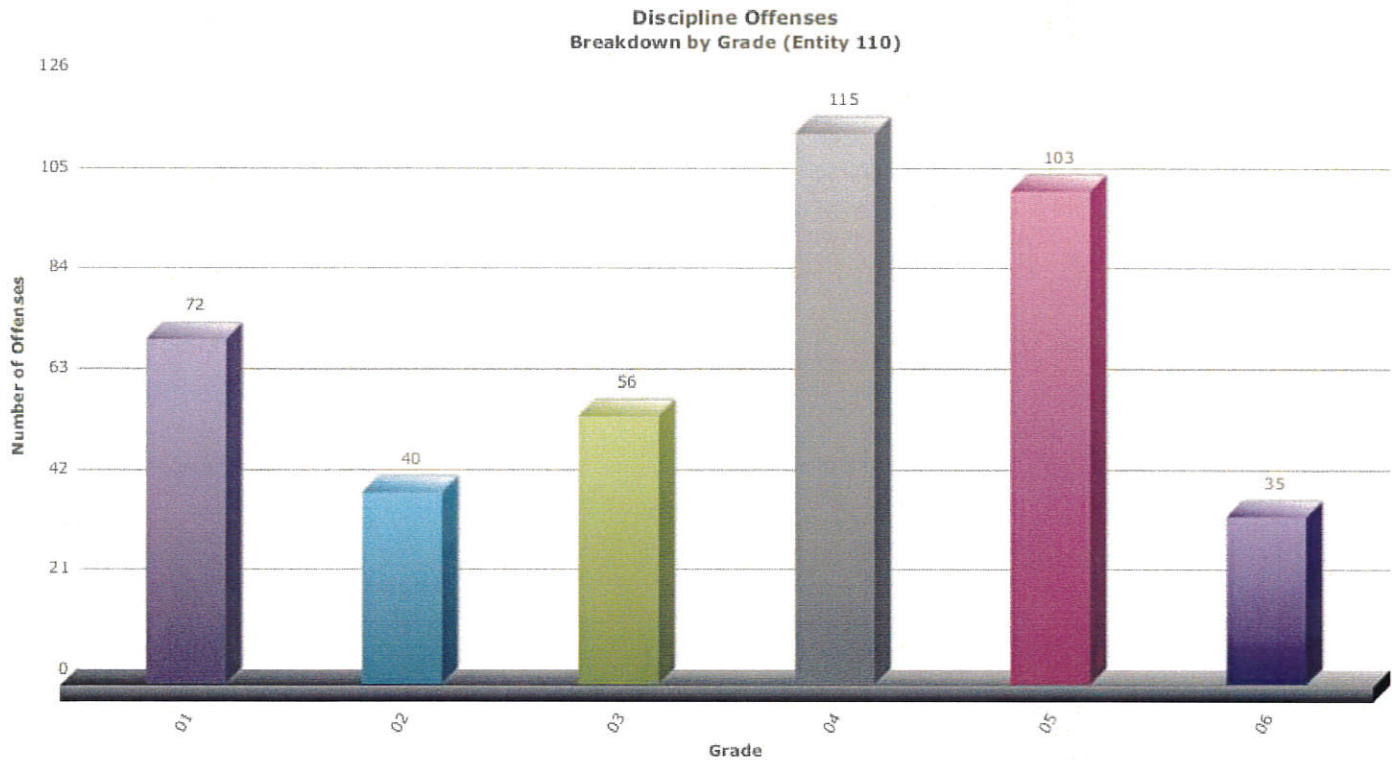


FORTVILLE

ELEMENTARY SCHOOL



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**Of the 421 offenses documented, 142 are attendance related.*

**Of the 115 4th grade offenses, 61% are from the bus or attendance.*