Highly Effective Schools Accreditation Plan

Mt. Vernon Middle School

2022-2023

Mt. Vernon Community School Corporation

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Mt. Vernon Middle School Profile

Mt. Vernon Middle School is located in Fortville, Indiana and is part of the Mt. Vernon Community School Corporation. Mt. Vernon Middle School currently serves 1037 students. The building's population consists of 360 sixth graders, 322 seventh graders, and 355 8th graders. Our largest population of students are white, making up 76.8%. 13.7% of students qualify for special education services, and 0.08% of students qualify for English as a Second Language services. 23.9% of students are identified as economically disadvantaged.

Mt. Vernon Middle School is one of five schools in the Mt. Vernon Community School Corporation that participates in Professional Learning Communities. MVCSC and MVMS rebooted its PLC process at the beginning of the 2019-2020 school year. Over the past three years, MVCSC and MVMS have developed PLC teams which are focused on the three big ideas of a PLC. During collaborative team meetings, staff look at student data from formative and summative assessments and address the four essential questions of a PLC. School administrators visit PLC teams to observe PLC activities and engagement and to provide feedback. It is the belief of MVCSC and MVMS that all students can learn at high levels. This belief guides our PLC practices and is the driving force for our school growth and improvement.

Maintenance Plan

Professional Learning Communities: A Focus on Learning

The mission of the Mt. Vernon Community School Corporation and Mt. Vernon High School 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.

Work in this particular area has been curated on our district's curriculum website. This site contains all of the Essential Learnings for all courses across the entire corporation in organized documents, which makes the Essential Learnings easily accessible. Additionally, the Common Formative Assessments that have been developed to assess these Essential Learnings are also located in

these shared files (permissions are set for which groups can access particular materials in these shared files). Additionally, our curriculum team at the district level maintains a checklist document which is reviewed periodically to record which subjects, departments, and/or courses have fully-developed Essential Learning documents and Common Formative Assessments as well as where there are still areas under development. This checklist is in turn used by the curriculum team and administration to identify teams that may need additional support.

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. Professional Learning Community teams maintain documents recording students' progress toward mastery of the Essential Learnings identified for that subject or course. The analysis of this result data is vital in guiding instructional decisions to best help our students achieve their highest levels of learning.

Professional Learning Communities: A Collaborative Culture and Collective Responsibility

In order to provide the time and opportunity for a collaborative culture and a collective responsibility for our students, MVCSC and Mt. Vernon Middle School 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 collaborative team's work is guided with what we term an "PLC Data Sheet " which provides a framework for the teams to address each of the four essential questions of the PLC process, document norms, essential learning planning, communication, and instructional strategies. The data sheet is also a place for the teams to track individual teacher and group data. Our collaborative teams select an

essential learnings to focus upon and evaluate the curriculum to ensure that it will fully address that given learning target, building 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.

Professional Learning Communities: A Results Orientation

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. Professional Learning Community team members work collaboratively to track progress on developed common formative assessments and common summative assessments. These PLC teams use PLC Data Spreadsheets, 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. Specific times have been designated during the school day in order for these interventions to be implemented to support students that need them. Mt. Vernon Middle School has a daily Success period, which serves as one of those times where students can receive these supports. Additionally, students who might need tier 2 support can also receive these interventions during GOAL classes. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets. Mt. Vernon Middle School 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.

High Reliability Schools Level 1: A Safe, Supportive, and Collaborative Culture

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

To ensure that we maintain a safe, supportive collaborative culture at MVCSC, Mt. Vernon Middle School has created leadership teams. Leadership Team members are made up of teachers from grade level teams, special education/special area teachers, school counselors, 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 content area 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 Leadership Team also gets input from their colleagues which is shared with the team. Decisions are made based on data collection and staff input and feedback with the Leadership Team coming to a consensus.

The Leadership Team has been instrumental to the climate and culture at MVCSC and Mt. Vernon Middle 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.

Teachers meet in Professional Learning Communities weekly on Wednesday for 45 minutes. Based on our ELs (Essential Learnings that were created using a district team), the PLC teams set SMART goals, determine what they want students to learn, determine how they know if they learned the ELs, address student learning needs when students are not proficient in an EL, and address learning needs when students are proficient in an EL. Teachers track assessment data.

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.

Although the Leadership Team has been integral in maintaining a safe, supportive and collaborative environment, we have work to do. During the 2021-2022 school year, teachers participated in Instructional Rounds with their peers. These visits were guided by the MVCSC Instructional Model. The visiting team had parameters to check off and make notes of what they observed, not what they did not observe. Instructional Rounds will continue during the 2022-2023 school year.

Once Instructional Rounds are complete for each team, we will meet as a team to debrief and share the Instructional Model sheet with the teachers we visited. These rounds are meant to really highlight what teachers are doing well and are non-punitive or evaluative in nature.

We can collect much data from Instructional Rounds to focus on our strengths while recognizing areas of growth. These areas can then be further drilled down for our leadership and administrative teams.

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. MVCSC uses the RISE Rubric to identify teachers' instructional strengths and areas of growth. District and building administrators work with teachers to support growth by developing highly effective instructional practices through professional development. 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.

      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.

2022-2023 MVCSC Classroom Walkthrough Model

Ten Design Areas	
✔ YES	INSTRUCTIONAL PRACTICE
Feedback	
	1 - Learning goals are clearly communicated (*RISE 2.1)*
	2 - Assessments are used to inform instruction and/or differentiation *(RISE 2.5)*
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) *(RISE 2.6)*
	5 - Conducting knowledge application lessons (cognitively complex tasks, providing resources/guidance, and/or generating and defending claims) *(RISE 2.6)*
	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 *(RISE 2.3)*
	8 - Implementing rules and procedures *(RISE 2.7)*
	9 - Building relationships *(RISE 2.8)*
	10 - Communicating high expectations *(RISE 2.9)*

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.

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 specialist) 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 <u>The Handbook for the New Art and Science of Teaching</u>. 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 more intentional. 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, mini-professional development opportunities will be provided based on walkthrough tool data which will be targeted to instructional areas from the 43 elements of the *New Art and Science of Teaching*.

HRS Level 3: A Guaranteed and Viable Curriculum

Mt. Vernon Community School Corporation and Mt. Vernon Middle School 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. Curriculum Collaborator committee members continue to meet periodically to unpack standards and adjust ELs as necessary.

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. Smart goals are set to help students master the Essential Learnings (curriculum developed by teachers based on state standards). Students mastering this content will perform better on NWEA and state assessments.

PLC teams 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. Vernon Middle 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. 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 during the school day daily. Tier I.5 instruction is the differentiated instruction that students receive based on their individual learning needs or path during core instruction and daily during students' Success period. 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.

Sample Schedule for Students receiving Tier I, II, and III		
Period 1	Success Period	Tier 1.5 and Tier II
Period 2	English/Language Arts	Tier I
Period 3	Science	Tier I
Period 4	Math	Tier I

Period 5	Social Studies	Tier I
Period 6	United Arts Elective Course	
Period 7	GOAL Math and/or ELA (tier II) or Resource Support (tier III)	Tier II or Tier III

We have hired specific teachers who serve as intervention specialists. 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 during a GOAL period. 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.The math and reading specialists work with students to set individualized and targeted goals.

 Mt. Vernon Middle School 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.

MVCSC and Mt. Vernon Middle School recognizes that keeping class sizes low benefits all learners. In an effort to keep the student-to-teacher ratio lower, Mt. Vernon Middle School is adding two sixth grade teachers and two unified arts teachers. Additionally, the master schedule has been adjusted in 7th and 8th grades to lower student numbers in core classes. We believe this will give students more opportunity to ask questions, get support, and contribute to the class in a meaningful way.

Growth Plan

The mission of the Mt. Vernon Community School Corporation is to "Engage, Educate, and Empower today's students to seize tomorrow's opportunities." This mission is the foundation on which Mt. Vernon Middle School has built its core belief that all students can learn at high levels. While the staff members of Mt. Vernon Middle School have many successes to celebrate, they also recognize opportunities for growth and improvement. It is important to MVCSC and Mt. Vernon Middle School to continually grow and improve, as we believe that all students can learn at high levels. Two areas of growth for Mt. Vernon Middle School are 2.5 "The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals." and 3.6 "*The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.*."

First Area of Growth

2.5 The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.

Data collected from walkthroughs and from feedback after instructional rounds will be used to guide professional development. With this school-year being the second where we have implemented instructional rounds, strategies for improvement will be more intentional. 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, mini-professional development opportunities will be provided based on walkthrough tool data which will be targeted to instructional areas from the 43

elements of the *New Art and Science of Teachin*g. The impact of the professional development will be tracked through the new Walkthrough tool.

Second Area of Growth

3.6 The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

Through Tier I instruction and Tier II interventions, Mt. Vernon Middle School seeks to improve NWEA growth scores in math, Reading, and Language Arts by 10% and passing scores on ILEARN by 5%.

NWEA Fall/Spring 2021-2022 Data

RIT Scores

	Fall 2021	Spring 2022
6th Math	215.7	226.8
7th Math	225.8	232.6
8th Math	228.2	235.8

6th Reading	212.1	216.0
7th Reading	216.9	219.3
8th Reading	218.1	220.9

6th LA	210.1	215.5
7th LA	215.3	220.9
8th LA	218.3	221.3

Percentage of Students Achieving Growth Goal

	Fall 2021	Spring 2022
6th Math	61%	66%
7th Math	80%	51%

8th Math	68%	56%

6th Reading	66%	54%
7th Reading	70%	47%
8th Reading	54%	48%

6th LA	60%	54%
7th LA	71%	57%
8th LA	70%	49%

ILEARN 2020-2021 and 2021-2022 Data

ILEARN	Grade 6			Grade 7			Grade 8		
ILEARN Math	Math Total Proficient	Math Total Tested	Math Proficient %	Math Total Proficient	Math Total Tested	Math Proficient %	Math Total Proficient	Math Total Tested	Math Proficient %
2020-2021	138	294	46.9%	118	329	35.9%	89	338	26.3%
2021-2022	156	350	44.6%	137	314	43.6%	152	348	43.7%
ILEARN Eng/LA	ELA Total Proficient	ELA Total Tested	ELA Proficient %	ELA Total Proficient	ELA Total Tested	ELA Proficient %	ELA Total Proficient	ELA Total Tested	ELA Proficient %
2020-2021	124	284	43.7%	160	329	48.6%	155	337	46.0%
2021-2022	131	349	37.5%	171	314	54.5%	167	348	48.0%

Mt. Vernon Middle School recognizes the importance for all students to learn critical content at a tier 1 level. Providing a strong Tier 1 instruction is the basis for all learners to learn at high levels. At the same time, having interventions for students who need additional support is critical. Mt. Vernon Middle

School's approach to making sure appropriate school and classroom programs and practices is three-fold.

First, Mt. Vernon Middle School will focus on tier 1 support for all learners. Teachers will participate in weekly PLCs to discuss proven instructional strategies and to look at data to determine if interventions are needed for students. Additionally, teachers will participate in instructional rounds, reflection, and discussion to further develop their tier 1 instruction.

Secondly, interventions will be determined by leading and lagging data. NWEA, ILEARN, PLC data, and classroom performance data will be used to identify students needing tier 2 interventions in reading and math. Identified students will be placed in GOAL classes, taught by reading and math specialists.

Additionally, all students will receive opportunities for interventions, reteaching and/or enrichment by working on individualized growth strategies through IXL during Success. Finally, PLC data and classroom performance will be used to identify students who need reteaching, preteaching, and/or enrichment in math and reading/language arts during Success period. All students have Success periods four days a week.

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Period 5	Social Studies	Tier I
Period 6	United Arts Elective Course	
Period 7	GOAL Math and/or ELA (tier II) or Resource Support (tier III)	Tier II or Tier III

Finally, teachers, PLC teams, and at-risk teams will monitor student progress and make adjustments to student programming based on individual student needs. PLC and teacher teams meet weekly. At-risk teams meet quarterly and student programming changes are documented in a shared spreadsheet.

Resources

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