

Highly Effective Schools Accreditation Plan
McCordsville Elementary

Mt. Vernon Community School Corporation

7177 North 600 West, McCordsville, Indiana 46055

McCordsville Elementary School Profile

McCordsville Elementary School is located in McCordsville, Indiana and is part of the Mt. Vernon Community School Corporation.

McCordsville has a current enrollment of 695 students..

Our largest population of students are white sitting at 74.4% of our overall enrollment. McCordsville has a population of 3.8% of students who qualify for English as a Second Language.

McCordsville has a population of 20.9% of students that qualify as economically disadvantaged. We have a population of 15.6% that qualify for special education services.

McCordsville Elementary has committed to Professional Learning Communities as part of Mt. Vernon Community Schools. We commit to our vision that all students can learn at high levels each and every day. However, our time is focused each Wednesday when students are released early to allow teams to come together.

During this time, teams focus only on the activities of a PLC. Administrators poll each collaborative team and provide feedback to teams in a timely manner.

From this data collection administrators can focus on what individual teams are doing well and focus on areas of growth.

Maintenance Plan

Professional Learning Communities: A Focus on Learning

The mission of the Mt. Vernon Community School Corporation and McCordsville 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. Due to the fact that these essential learnings are created based upon

the most important standards at each grade level, teachers and administrators consider this to be guaranteed and viable. 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 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 McCordsville 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 “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, 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 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. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets. McCordsville 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

To ensure that we maintain a safe, supportive collaborative culture at MVCSC and McCordsville 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 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. Collaborative decisions are made with the Leadership Team. Administrators may help guide the decision making process, but all team members' input is truly valued. The Leadership Team has been instrumental to the climate and culture at MVCSC and McCordsville Elementary. 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 collaborative teams weekly on Wednesday for 45 minutes Based upon our ELs(Essential Learnings) that were created using a district team, the teams set SMART goals, determine what we want students to learn.

All students assessment data is kept in a grade level folder that is accessible school wide.

All team members have access to this data and other resources within the google drive platform. This data is utilized to better inform instruction for all students to learn at high levels.

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. Beginning with the 2021-2022 school year, teachers will be completing Instructional Rounds with their peers. These visits will be guided by the MVCSC Instructional Model, The New Art and Science of Teaching. The visiting team will have parameters to check off and make notes of what they observe, not what they do not observe.

Once Instructional Rounds are complete, 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.

High Reliability School 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.

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.

Rounds 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 The Handbook for the New Art and Science of Teaching.

As the purpose of an instructional 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

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.

High Reliability Schools Level 3: A Guaranteed and Viable Curriculum

Mt. Vernon Community School Corporation and McCordsville 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. The elementary committee is scheduled to meet in the summer of 2021 to create proficiency scales and scaled 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 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.

McCordsville Elementary 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. 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.

We have hired specific teachers who serve as specialists in reading and 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.

McCordsville 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

McCordsville Elementary school's vision is that All Students Can Learn at High Levels.

As a staff, McCordsville recognizes that while we have many areas of greatness, we have recognized we have three areas of growth.

Administrators have collected data using our EL tracking sheet and have identified lagging data in regards to overall EL achievement. It is highly important that we continue to process through Instructional Rounds to solidify best practices to support student learning.

We have also noted “What do we do when students don’t learn and grow?”

3.4 The school established clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.

The first indicator that we have identified in 3.4. McCordsville identified 3.4 to ensure we are focused on common, measurable goals to ensure all students are learning at high levels.

As we have slowly returned back to normal after the impacts of the pandemic, we have realized learning loss and the need to focus on students learning at high levels. The team has identified E/LA Essential Learning as our focus.

Our overall scores in NWEA, ILEARN and on I-READ 3 show a significant gap between E/LA and Math. In order to begin to address our E/LA gap, we have adopted a new E/LA series that will be aligned with our targeted ELs.

The teams will track EL data through rotating data and leadership team meetings.

Teachers will use PLC time to set SMART goals and to discuss instruction that worked.

The district dashboard will help all stakeholders to stay affront of the data reported.

Goal Area 1

English Language Arts	70% of all students will be proficient in the reported E/LA ELs for the 2022-2023 school year.
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Second Area of Growth

2.6: Teachers have opportunities to observe and discuss effective teaching

We have utilized a tracking tool to observe collaborative teams on Wednesday early release. Due to our data gleaned from our observations, instructional practice discussion is a lagging indicator. Administrators will continue to make time for instructional rounds. These rounds are imperative to preserving a climate in which staff are vulnerable and can break down instruction that works.

McCordsville will continue filming teachers for ease of the rounds process. Teachers will continue to utilize their prep time to observe peers at least twice per year.

We will use the checklist from NASoT and give specific examples, so that staff are all up to speed . It is very important that teachers understand this is not an evaluative process. These rounds are meant to facilitate the conversations that are lacking as determined by data collected.

We will continue signing up teachers that would appreciate visitors, but all teams will be expected to visit at least once per semester. Teachers may also request to visit anytime. Schedules will be strategic in order to provide coverage and teams will most likely have to split in two for coverage purposes. This could really help to facilitate the conversation in regards to comparison of the NASoT checklists from the separated team.

Third 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 indicates interventions are needed.

McCordsville has chosen this indicator because our Rtl efforts in the area of behavior are lagging. While we were able to meet our academic goals in Tier II and Tier III, behavior intervention has come to the forefront.

Thankfully, we are building a new master schedule that includes specific times for Second Steps instruction. Second Steps aligned closely with TBRI, but will be a daily lesson in social skills school wide. Classroom teachers will facilitate these lessons along with supplemental support from our behavior intervention staff.

Referral for behavior interventions has become quite an area of growth for McCordsville. We are establishing a clear, transparent process to meet student needs. We will have a grade level data tracking sheet that is available to all. Data meetings will be held monthly and as needed to place students in behavior Rtl as needed. The main goal is to meet student needs earlier in grades K-2 and filter out the need in the higher grades.

As we observe instruction and discuss it in a vulnerable way, we will progress with meaningful academic and behavioral instruction that helps all students to learn at high levels.

At MVCSC and McCordsville Elementary we believe all students can learn at high levels. With 3.4, 2.6 and 3.6, teachers and staff will be equipped with the knowledge, strategies and will feel empowered to reach students where they are.

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Reference

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