

Highly Effective Schools Accreditation Plan

Mt. Comfort Elementary School

Mt. Vernon Community Schools

5694 W 300N

Greenfield, IN 46140



Maintenance Plan

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

In order to provide our students with a rigorous, relevant, and technology-enhanced curriculum, our staff has worked to set learning goals through developing "essential learnings" which provide a guaranteed and viable curriculum for all our students. Staff have also developed common formative 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 Mt. Comfort 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. Mt. Comfort Elementary will maintain performance in this area by continuing to designate 45 minutes weekly for PLC team meeting time. Additionally, school administrators will continue to monitor the work of the teams and provide instructional support to teachers to ensure that all students achieve at high levels.

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 Mt. Comfort Elementary School. This team has created a framework and opportunity to ensure all voices

are heard and valued. The leadership team at Mt. Comfort 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 2023-2024 school year, district-wide collaborative teams met over the summer to review proficiency scales and success criteria and to update CFAs to align with the recently adopted Math and ELA curriculum. 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

We will continue to build our collective understanding of 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. MVCSC implements a walkthrough model that is directly related to the ten design areas 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. A district-level committee is currently reviewing our teacher evaluation rubric to potentially further align NASoT and our teacher evaluation.

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 school leadership teams have chosen to focus on one area of the NASoT Snapshot that is related to their individual school improvement plan during a given school year. In addition, as noted above, teachers have been 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. For the past couple of years, MVCSC has focused on providing Orton-Gillingham training to our K-2 teachers as well as specialists and special education teachers. This school year MVCSC has 67 elementary staff members trained in OG, 4 currently training, and 6 more who will train this summer.

MVCSC has spent a few years launching Trust Based Relational Intervention (TBRI) at the elementary and middle school levels. 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 or view pre-recorded lessons with a goal to observe behaviors related to the NASoT Snapshot. Post observation(s), the small teams will discuss what they saw during their approximately 10 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.

Data Reviews and Growth

We have implemented the NASoT instructional strategies as a means of invitational improvement. Cumulative data from rounds and from walkthroughs by administrators have been curated for 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 and building newsletters 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 Mt. Comfort Elementary have developed a system for creating our Guaranteed and Viable Curriculum. We have a committee of teachers representing grade levels, teaching teams, and schools who volunteer to be a part of our Curriculum Collaborators committee. This committee's work started by identifying essential standards deemed by teachers to be critical for students to learn from each content area and grade level. These essential standards we termed "essential learnings" or ELs and these ELs have resulted in the design of our Guaranteed and Viable Curriculum. 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 or success criteria for each of our ELs and to begin developing common formative assessments for each EL.

Our individual school PLC teams collect student 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. Our district has been exploring the possibility 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.

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

7:30-7:50	Arrival
7:50-8:00	Circle Time
8:00-8:30	WIN (Flexible Groups)

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8:30-8:55	Social Studies & Science
8:55-9:30	Special Area/Unified Arts
9:35-10:05	Math Flexible Rtl
10:05-11:05	Math Block
11:05-11:25	Recess
11:30-11:55	Lunch
12:05-12:30	Reading Rtl
12:35-2:05	ELA Block
2:10	Dismissal

Tier I instruction is the uninterrupted high quality classroom instruction that all students receive. This core instruction is standards based, differentiated, and offers a variety of assessments that are used to monitor student progress toward mastery as well as guide instruction. Tier II instruction is supplemental instruction that is provided to students whose data shows a need for more intense instruction. Students in Tier II are given additional time to practice the strategies and skills with content specialists. Instruction in Flexible Groups 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.

All buildings have 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.

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

Growth Plan

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

ILEARN

The first area of growth for Mt. Comfort Elementary is to increase our ILEARN passing rate for ELA by 6 percentage points for the 23-24 school year. In 2023 our ILEARN ELA scores did not grow in all 3 grade levels and were not as high as our math ILEARN scores. Below are the scores from the last 3 assessments and the most recent 2023 ILEARN assessment. Last year we adopted MyView as a resource for teaching our reading ELs. This summer our curriculum collaborators worked to align our ELs and CFAs with our reading program so that the sequence makes sense for teachers. They also updated our proficiency scales to make sure that they could stand alone (without the resource) but used examples from MyView as a guide. Our teachers are also working on a must do and can do list

when it comes to using the resource. Another way we are working on this goal is to continue to get all of our K-2 teachers trained in OG and that be used in all tier 1 reading blocks as the phonics instruction. We also purchased Heggerty Phonemic Awareness materials for all of our K-2 teachers to use during tier 1 instruction for phonemic awareness.

Grade Level	2019 ELA	2021 ELA	2022 ELA	2023 ELA
3rd	38%	46%	40%	48%
4th	41%	42%	54%	37%
5th	44%	33%	43%	39%

Our PLC process is designed to address 4 questions. Question 3 of our process is “how will we respond when students do not learn?” Students are assessed on our ELA ELs using our newly created common formative assessments that align to our ELs and our reading series, My View. Reteaching will continue to occur to students who are scoring below a 3 on our CFAs that are being cycled. This year we tweaked our master schedule to allow for a WIN time that is separate from Tier 2 or Tier 3. This WIN time is designed so that ALL students are given the time and opportunity for reteaching.

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

PLC Big Idea 3 - Results Orientation NWEA Growth

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

If we are growing in our ELs, and if we are growing in our CFAs, then we should be growing in our NWEA scores as well. In order to track growth of our students, we will be measuring our percentage of students who met or exceeded their projected RIT score on NWEA reading.

The goal for the 23-24 school year is to have 70% of our students meet or exceed their projected RIT scores from fall to spring in reading. We determined that 70% was adequate since students could still grow towards or grow past grade level proficient, but still fall below projected score. In order to monitor our progress throughout the year, we will have data meetings to discuss NWEA results and we will look at past reports as well to see where students need assistance. Those meetings coupled with our EL proficiency reports will provide a path as to what interventions or reteaching students may or may not need.