



# MT. VERNON HIGH SCHOOL

Highly Effective Schools Accreditation Plan

2023-2024

Mt. Vernon High School

Mt. Vernon Community School Corporation

8112 North 200 West, Fortville, Indiana 46040

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## **MT. VERNON HIGH SCHOOL SCHOOL PROFILE**

Mt. Vernon High School is located in Fortville, Indiana, and is part of the Mt. Vernon Community School Corporation which serves the northwest portion of Hancock County. Within the boundaries of the Mt. Vernon School Corporation are several small towns that make up the school community. To the north are the towns of Fortville, McCordsville, Woodbury, and Mohawk. The southern part of the district is made up of Mt. Comfort, Cumberland, and Philadelphia. The small-town atmosphere is one of the attractions, which brings families from the city to settle in the country. The Mt. Vernon School district is located near 3 major interstates, I-70, I-69, and I-465 which gives easy access for Hancock County residents to work in the surrounding cities such as Indianapolis, Muncie, and Anderson.

According to the most recent demographic data, Mt. Vernon High School has a current enrollment of 1477 students. Class cohort enrollment numbers are as follows: Cohort 2024 - 357 students; Cohort 2025 - 376 students; Cohort 2026 - 382 students; Cohort 2027 - 362 students. The current diversity statistics of our student population are as follows: White - 75.14%; Black/African-American - 12.4%; Multiracial - 5.76%; Hispanic - 4.54%; Asian - 1.56%. Mt. Vernon Community School Corporation has 1.4% of students qualify as English Language Learners. 22.1% of our student population qualify as economically disadvantaged and 12.2% of our student population qualify for special education services (Indiana Department of Education).

Mt. Vernon High School has committed to implementing Professional Learning Communities within our school along with all other schools in the Mt. Vernon Community School Corporation. We have committed to the vision that all students can and will learn at high levels, and have actively taken steps to make that vision a reality.

## **Maintenance Plan**

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 a 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. Vernon High School operate on an "Early Release" schedule each Wednesday throughout 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 by 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 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 in each course 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 can 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 must 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. Vernon High 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.

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

To ensure that we maintain a safe, supportive, and collaborative culture at MVCSC and Mt. Vernon High School, we have created leadership teams. Leadership team members, or department chairs, are made up of one teacher per content area, one special education teacher/special area teacher, a school counselor, and 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 content/department team to ensure all have a voice in the decision-making process. The leadership team is asked to provide feedback to the 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. Vernon High School. This team has created a framework and opportunity to ensure all voices are heard and valued. The leadership team at Mt. Vernon High School 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 toward 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 reviewed and scaled their essential learnings and built 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 must 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 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 from 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**

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 - The 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 a light on opportunities where growth is needed. For example, previous data support a need for increased support in core reading instruction at the primary level. Previous data support a need for increased support in core math and language arts instruction at the high school level.

Mt. Vernon High School is focused on providing reteaching to students through our Student Resource Time (SRT) period, our Success classes, taught by our specialists, and our resource classes, taught by our special education teachers.

MVCSC has spent a few years launching Trust Based Relational Intervention (TBRI) at the elementary and middle school levels. Administrators and counselors have received training at the high school level. 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 the 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 to understand 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 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 Indiana's SAT 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. Vernon High 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 has curated our curriculum on our curriculum website that all staff can access. The ELs 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 high school 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 ELs to cycle, they will use post-assessment data to target reteaching throughout the year. Teachers will provide reteaching on the ELs they cycle and reassess students for proficiency.

Mt Vernon High School has a tiered system for instruction to ensure all students learn at high levels. All four levels of instruction are built into the daily master schedule and have designated times throughout the school day. Below is a sample schedule:

<b>Period 1</b>	<b>Block 1 - Math</b>	<b>Tier I</b>
<b>Period 2</b>	<b>Block 2 - English</b>	<b>Tier 1</b>
<b>Period 3</b>	<b>Block 3 - Science or Elective</b>	<b>Tier 1</b>
<b>SRT</b>	<b>Student Resource Time</b>	<b>Tier I</b>
<b>Period 4</b>	<b>Block 4 - Success English (Tier II ) or Basic English (Tier III)</b>	<b>Tier II or Tier III</b>

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

## **GROWTH PLAN**

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 High School has built its core belief that all students can learn at high levels. As a staff and school community, Mt. Vernon High School recognizes that while we certainly have areas of strength, we also have areas where we can continue to improve. For the purposes of this plan, we have identified two specific areas to focus on for the 2023-2024 school year. Two areas of growth for Mt. Vernon Middle School are 2.6 *Teachers have opportunities to observe and discuss effective teaching* and 3.4 *The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.*

**First Area of Growth**

*2.6 Teachers have opportunities to observe and discuss effective teaching.*

***Goal: 100% of teachers at Mt. Vernon High School will observe another teacher, reflect on the observation, and discuss the observation and reflection with peers during the 23-24 school year.***

Due to several leadership changes, the high school staff has had preliminary discussions about observing and discussing effective teaching practices. However, the staff has not had the opportunity to observe others via instructional rounds. Marzano emphasizes the importance of this process when he states, “This process has the potential to expand individual teacher practice schoolwide and cultivate collaboration regarding instructional practice” (2018). John Hattie notes that collective teacher efficacy and teacher self-efficacy have a significant impact on student achievement. Instructional rounds provide the opportunity for teachers to observe, reflect, and discuss teaching, which in turn supports their own self-efficacy and collective efficacy benefiting students (2009). During the instructional rounds, teachers will reflect on what they observe that affirms what they do in the classroom, what they observe that they would like to know more about, and what they observe that they would like to try in their own classrooms. Additionally, teachers will use *The Handbook for The New Art and Science of Teaching* as a resource for a common instructional language and research-based instructional practices (2019). *The Handbook for The New Art and Science of Teaching* will also be used as a foundation for classroom walkthroughs, providing additional opportunities for teachers and administrators to discuss research-based instructional practices (2019). Finally, all teachers will have opportunities to discuss student data and effective instructional practices during weekly PLC meetings.

## Second Area of Growth

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

***Goal: 100% of teachers will establish measurable essential learning goals with their PLC teams related during the 2023-2024 school year.***

PLC teams will establish SMART goals for each Essential Learning. Teachers will review data common assessment data to determine achievement gaps. Teachers will work collaboratively with their PLC teams to determine which students need reteaching, interventions, or enrichment. Additionally, teachers will work collaboratively to determine the most effective instructional strategies that support student learning.

***School-Wide Goals:*** The work of the PLC teams will support school-wide achievement goals to improve SAT scores in EBRW and math by 5% in overall EBRW, math, and special education.

***SAT Passrate EBRW - 63%, Math 43%, Special Education EBRW 17%, Special Education Math 7%.***

SAT Results 2022-2023					
MVHS EBRW					State Average
EBRW Below Benchmark	EBRW Approaching Benchmark	EBRW At Benchmark	EBRW Total Tested	EBRW Benchmark %	EBRW Benchmark %
114	43	222	379	58.60%	50.50%
MVHS Math					State Average
Math Below Benchmark	Math Approaching Benchmark	Math At Benchmark	Math Total Tested	Math Benchmark %	Math Benchmark %
131	103	145	379	38.30%	30.70%



<b>Student Demographic</b>	<b>MVHS EBRW</b>	<b>State Average EBRW</b>	<b>MVHS Math</b>	<b>State Average Math</b>
American Indian	***	50.30%	***	30.20%
Asian	75%	63.70%	66.70%	53.00%
Black	46.30%	26.20%	19.50%	9.20%
Hispanic	41.20%	34.10%	17.60%	16.20%
Multiracial	66.70%	46.90%	50.00%	24.70%
Native Hawaiian or Other Pacific Islander	***	36.00%	***	22.70%
White	60.10%	57.70%	39.90%	36.90%
Paid meals	63.10%	61.20%	44.00%	40.80%
Free/Reduced price meals	45.40%	34.20%	21.60%	15.40%
General Education	65.10%	55.50%	43.40%	34.20%
Special Education	12.80%	15.70%	2.10%	6.60%
Non-English Language Learner	59.50%	52.40%	37.30%	31.80%
English Language Learner	35.70%	7.60%	64.30%	5.10%
Female	65.50%	53.00%	37.60%	28.20%
Male	51.40%	48.10%	38.90%	33.20%
<b>All Students</b>	<b>58.60%</b>	<b>50.50%</b>	<b>38.30%</b>	<b>30.70%</b>

## CONCLUSION

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. By working on the identified indicators throughout this next school year, Mt. Vernon High School staff will be able to promote and ensure high levels of learning for all students.

## REFERENCES

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