



# FORTVILLE

## ELEMENTARY SCHOOL



Highly Effective Schools Accreditation Plan  
/ School Improvement Plan

Academic year 2023-2024



Fortville Elementary School

Mt. Vernon Community Schools

8414 N. 200 West  
Fortville, IN 46040

## **Maintenance Plan**

The mission of the Mt. Vernon Community School Corporation and Fortville 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 Fortville 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. Fortville 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 Fortville Elementary School. This team has created a framework and opportunity to ensure all voices are heard and valued. The leadership team at Fortville 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 Fortville 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.

Fortville Elementary 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 3rd grade schedule.

7:20-7:45	<b>Arrival</b>
7:45-8:10	<b>Community Time / Second Step</b>
8:10-9:15	<b>ELA</b>
8:55-9:15	<b>ELA RtI</b>
9:15-9:45	<b>WIN (Flexible Groups)</b>
9:45-10:10	<b>Soc. Studies / Science</b>
10:10-10:35	<b>Recess</b>
10:35-11:20	<b>ELA</b>
11:20-11:50	<b>Lunch</b>
11:55-12:30	<b>Related Arts Rotation</b>
12:35-2:05	<b>Math</b>
1:45-2:05	<b>Math RtI</b>
2:05-2:15	<b>Pack-up / Dismissal</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. This includes WIN (What I Need) time for flexible groupings based on individual learning needs where core intervention or enrichment is provided by our teams of grade-level teachers. 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. Tier II instruction is a separate time in the core instruction block where no instruction on Essential Learnings will be provided as identified students get pulled by content specialists. 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—typically during science/social studies times in the schedule. This support will be provided by trained specialists and students will be progress monitored to track the effectiveness of the intervention. 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. They also provide intensive remediation to students who do not respond to Tier I and Tier II instruction and are referred for Tier III support and/or intensified special education services which will provide an array of individualized instruction for identified students.

Fortville Elementary 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

### Summary of Performance on Prior Goals

Schools across the country continue to work to reach “normalcy” as we proceed post-pandemic, and Fortville Elementary is no exception. The goals set in last year’s plan were intended to help us pay attention to ILEARN results as well as our progress with district ELs (Essential Learnings).

Grade Level	2021 Math ILEARN	2022 Math ILEARN	1 Year Change	2023 Math ILEARN	1 Year Change
3rd	49%	53%	+4%	64%	+11%
4th	48%	60%	+12%	59%	-1%
5th	57%	43%	-14%	42%	-1%

The pass rates on the past three years of ILEARN Math for each grade level in our building are listed in the table above. In the prior year, we had a goal to address ILEARN math scores. We were able to surpass the goal for the 3rd grade cohort, were just 1% away from meeting the goal for 4th grade, and did not approach the goal level for 5th grade. We are introducing a new math resource for beginning with the 2023-24 school year (Reveal Math) on which our teachers received training. Our expectation is that in conjunction with a renewed focus on math in our PLC work, this new program will help support our efforts to provide a rigorous and well-differentiated math curriculum for our students.

Our second goal from last year was that we would have 70% of students demonstrate proficiency on each English/Language Arts EL. The table below shows a summary of those results. Four of our six grade levels met the goal. Interestingly, one of the grade levels that did not meet the goal, 4th Grade, had our strongest scores on the ILEARN ELA assessment this spring. Through our district curriculum collaborators, we continue to work on fine-tuning and aligning our proficiency

scales and common assessments of our ELs, and this type of misalignment is something we want to address.

Grade	% of Total Reading ELs with >70% of Students Proficient
K	71%
1	91%
2	73%
3	58%
4	47%
5	71%

### **Growth Area #1: PLC Big Idea 3 - Focus on Results – ILEARN ELA**

At the start of the 2022-2023 school year, the Mt. Vernon Community School Corporation adopted a new reading program. As we put a lot of time and effort into the implementation of this resource, we have already begun to see gains in achievement scores. Our focus for the 2023-2024 school year is to increase our ILEARN ELA assessment scores.

We have chosen to have an area of focus for growth for this year to increase our ILEARN passing rate for English Language Arts (ELA). There was a 7% decrease for the 3rd grade for the 2022 ILEARN ELA assessment to the 2023 ELA ILEARN assessment, but a significant increase of 18% for the 4th grade and an increase of 11% for the 5th grade. The ILEARN scores from the 2021, 2022, and 2023 ILEARN ELA assessments are listed in the table below. Since our long-term goals are to have even higher pass rates than 2019, we are initially focused on getting the pass rates back up to those levels. We also want to base our goal targets off of the performance of the cohort as they

move year to year through the building. This means that our goal for 2023-24 is to have Grade 3 pass at 55% rate, Grade 4 pass at 60% rate, and Grade 5 pass at 65% rate on the ELA ILEARN.

Grade Level	2021 ELA	2022 ELA	1 Year Change	2023 ELA	1 Year Change
3rd	43%	48%	+5%	40%	-8%
4th	43%	44%	+1%	62%	+18%
5th	48%	35%	-13%	46%	+11%

In addition to the adoption of a new reading program, we have addressed learning gaps by using data from our NWEA assessments taken 3 times per year, and Common Formative Assessments (CFAs) for our ELs to track progress and target students for remediation based on this data. Teachers meet each Wednesday in collaborative teams to look at math EL data in order to support and enrich students based on their common formative assessment data. Our PLC process is designed to address all 4 questions, but much of our efforts have been on Question 3 of our process which is “how will we respond when students do not learn?” Students are assessed on our reading ELs using our most recently created common formative assessments from the newly adopted reading curriculum. Each grade level team is reporting all of their EL data on our data dashboard document (screenshots of this tool are included at the end of this document). This will allow us to monitor progress in reading. Our district reading specialists also received training by Sam Fritz in the New Art and Science of Teaching framework in order to provide coaching opportunities to teams during our collaborative time each Wednesday.

**Growth Area #2: PLC Big Idea 1 - Focus on Learning - Math NWEA**

The second area of growth for Fortville Elementary is growing our math NWEA scores. NWEA MAP Growth is a nationally-normed, standardized achievement test which measures what students know and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. Fortville Elementary students take it three times a year—in the fall, winter, and spring.

Most grade levels have increased their NWEA math mean score from 2021 to 2023. As you can see in the chart below, K/1 went from 70.5% meeting or above the mean score in Fall 2021 to 74.4% meeting or above the mean score in Spring 2023. Some grades increased dramatically, like 4th/5th grade. In Fall 2021, 59.5% met or exceeded their grade level mean RIT. In Spring 2023, 69.4% met or exceeded their grade level mean RIT. The only grade level that did not see this kind of sustained growth was the cohort that went 1st to 2nd grade, and we have typically seen a dip in scores when students move to 2nd grade due to the actual test changing and no longer being read aloud to students.

Students who are not meeting the math NWEA mean score often also show gaps in their math Essential Learnings. These students might be pulled for Rtl services, targeted small groups in math WIN time, or receive extra support from IAs or a teacher in the classroom setting through small groups, one on one, etc. Teachers collaborate in data meetings each quarter to discuss strategies and ways to meet these students' needs.

The table below shows the percentage of each grade level meeting the mean score or above their mean math NWEA score. This table tracks a cohort over the course of the past two academic years across each row. The bottom row shows the total percentage of students who were at or above the Mean RIT score. We saw a 4.5% increase from Spring 2022 to Spring 2023. With additional

focus on our Math curriculum this coming year and by following the PLC process with fidelity, our goal for the 2023-2024 school year is to have at least 73% of all students meet or exceed the mean score.

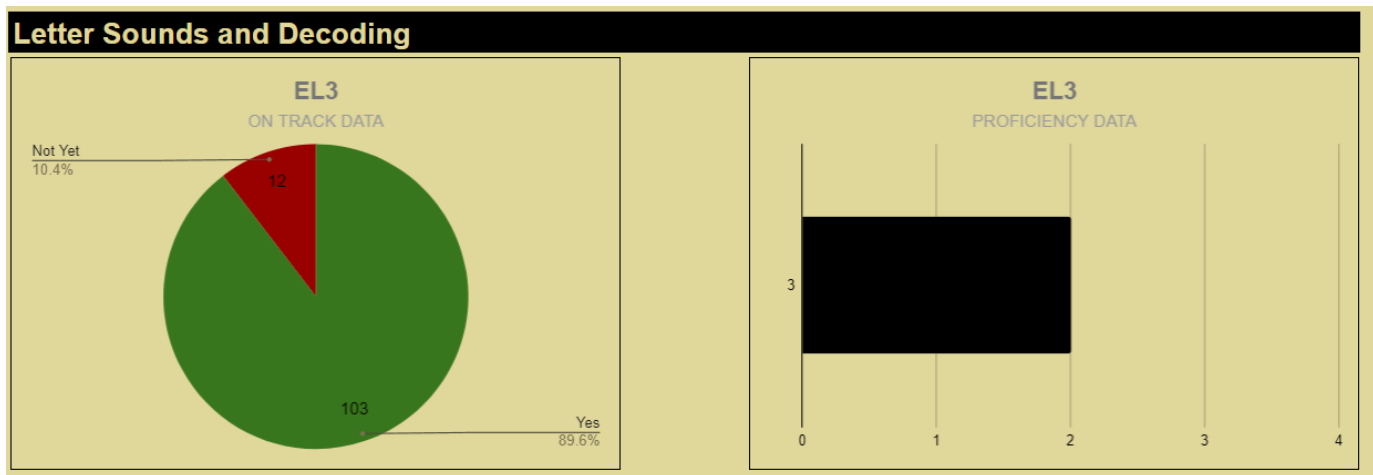
Math NWEA Data						
Number of Students At or Above Grade Level Mean RIT						
Grade Level	Fall 2021	Winter 2021	Spring 2022	Fall 2022	Winter 2022	Spring 2023
K	---	---	---	75/108= <b>69.4%</b>	81/110= <b>73.6%</b>	77/116= <b>66.3%</b>
K/1	79/112= <b>70.5%</b>	75/117= <b>64.1%</b>	94/120= <b>78.3%</b>	89/123= <b>72.3%</b>	95/124= <b>76.6%</b>	93/125= <b>74.4%</b>
1/2	72/106= <b>67.9%</b>	61/104= <b>58.6%</b>	74/103= <b>71.8%</b>	58/110= <b>52.7%</b>	74/111= <b>66.6%</b>	67/115= <b>58.2%</b>
2/3	65/119= <b>54.6%</b>	51/119= <b>42.8%</b>	56/121= <b>46.2%</b>	69/121= <b>57%</b>	88/122= <b>72.1%</b>	89/125= <b>71.2%</b>
3/4	73/118= <b>61.8%</b>	63/115= <b>54.7%</b>	62/114= <b>54.3%</b>	76/112= <b>67.8%</b>	81/115= <b>70.4%</b>	76/115= <b>66%</b>
4/5	75/126= <b>59.5%</b>	68/124= <b>54.8%</b>	84/126= <b>66.6%</b>	70/132= <b>53%</b>	78/131= <b>59.5%</b>	91/131= <b>69.4%</b>
<b>Total</b>	364/581= <b>62.6%</b>	318/579= <b>54.9%</b>	370/584= <b>63.3%</b>	437/706= <b>61.8%</b>	497/713= <b>69.7%</b>	493/727= <b>67.8%</b>



# FES HES Accreditation Plan 2023-2024

Screenshots of our “data dashboard” tracking tool that each grade level uses

EL #1: Blending and Segmenting		EL #2: Beginning, Middle, and Final Sounds		EL #3: Letter Sounds and Decoding		EL #4: High Frequency Words		EL #5:
ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	ON TRACK	PROFICIENCY	
▼		▼		Yes ▼		Not Yet ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Not Yet ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Not Yet ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Yes ▼		
▼		▼		Yes ▼		Not Yet ▼		
▼		▼		Yes ▼		Not Yet ▼		
▼		▼		Yes ▼		Yes ▼		



## **References**

Marzano, R. J., Warrick, P. B., Rains, C. L., & DuFour, R. (2018). Leading a high reliability school.

Bloomington, IN: Solution Tree Press.

Marzano, R. J., (2017). The new art and science of teaching handbook. Bloomington, IN: Solution Tree Press

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009). Instructional rounds in education: A network approach to improving learning and teaching. Cambridge, MA: Harvard Education Press.