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 696 students..
Our largest population of students are white sitting at 71.6% 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 24.8% 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

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. 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

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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 McCordsville 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. McCordsville 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 McCordsville Elementary School. This team has created a framework and opportunity to ensure all voices are heard and valued. The leadership team at McCordsville 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

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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 (*RISE 2.1)*
	2 - Assessments are used to inform instruction and/or differentiation *(RISE 2.5)*
Content	
	3 - Direction instruction provided (chunking content, processing content, and/or recording and representing content)
	4 - Practicing and deepening lessons (structured practice sessions, examining similarities and differences, and/or examining errors in reasoning) *(RISE 2.6)*
	5 - Conducting knowledge application lessons (cognitively complex tasks, providing resources/guidance, and/or generating and defending claims) *(RISE 2.6)*
	6 - Using effective strategies (previewing, highlighting critical information, reviewing content, revising knowledge, reflecting on learning, assigning purposeful homework, elaborating on information, and/or organizing students to interact)
Context	
	7 - Teacher notices when students are not engaged and adapts behavior to re engage students *(RISE 2.3)*
	8 - Implementing rules and procedures *(RISE 2.7)*
	9 - Building relationships *(RISE 2.8)*
	10 - Communicating high expectations *(RISE 2.9)*

To orchestrate growth in teaching practices at the classroom level, the walkthrough tool (Instructional Snapshot) will also be utilized as a framework for instructional rounds. The Instructional Snapshot approach to instructional rounds is different from the problem based

approach touted by [Elizabeth City](), but 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 McCordsville 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.

McCordsville 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	**Arrival**
7:45-8:05	**Community Time**
8:05-8:30	**Math RtI**
8:30-9:30	**ELA**
9:30-9:40	**Break**
9:40-10:35	**Math**
10:35-11:00	**Soc. Studies / Science**
11:00-11:30	**Recess**
11:30-12:00	**Lunch**
12:00-12:30	**Reading RtI**
12:30-1:05	**Related Arts Rotation**
1:05-1:35	**ELA**
1:35-2:05	**WIN (Flexible Groups)**
2:05-2:15	**Pack-up / 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.

McCordsville 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

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.

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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 is 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 meet their projected NWEA goals from fall to spring for the 2023-2024 school year.**

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 begin in-person observation of 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. MVCSC has implemented a walk-through process via Standards for Success that aligns to NASoT. This process gives immediate and meaningful feedback.

We will continue signing up teachers that would appreciate visitors. 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 RtI 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, our master schedule 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 have established 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 RtI as needed. The main goal is to meet student needs earlier in grades K-2 and filter out the need in the higher grades.

We will begin the PAL program by pairing up young students with older role models.we will begin this process with a convocation to share schoolwide expectations. We will provide a 10 day roll-out so that we are all on the same page.

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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