



FORTVILLE

ELEMENTARY SCHOOL



School Improvement Plan

Academic year 2025-2026



Fortville Elementary School

Mt. Vernon Community Schools

8367 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" (ELs) 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 and shared agenda documents for planning and data / progress monitoring. 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 as part of our Core Intervention approach and may determine a need to move the student into interventions 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 at least 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. A PLC team leader facilitates 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.

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 meet quarterly at the elementary level and as needed at the secondary level throughout the school year to continue this work.

As mentioned above, our PLC teams use Essential Learning Data Sheets, a progress monitoring tool, to organize and 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 EL Data 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. As of the summer of 2024, we have aligned our teacher evaluation rubric and walkthrough tool with the NASoT research base.

MVCSC will use this new rubric for teacher evaluation while utilizing Education Advanced Evaluation 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. This walkthrough tool, where only practices that are observed are noted, provides an instructional snapshot of what we hope to see in the classroom. This walkthrough model, which can be seen below, will continue to be used to gather data on instructional practices and to target professional development for faculty. A district-level committee and our district-wide administrative leadership team were involved in reviewing our teacher evaluation rubric to simplify the process and align it better with the NASoT research base in the spring of 2024.

MVCSC Classroom Walkthrough Model

| Ten Design Areas | |
|--------------------------|--|
| ✓ YES | INSTRUCTIONAL PRACTICE |
| 1. Clear Learning Goals | |
| | - Learning objectives are clearly stated and visible to students. |
| | - Students demonstrate understanding of the learning goals for the lesson. |
| 2. Engagement Strategies | |
| | - Students actively participate in the lesson. |

FES School Improvement Plan 2025-2026

| | |
|--|--|
| | - Engagement strategies promote student involvement. |
| 3. Checking for Understanding | |
| | - The teacher checks for understanding at various points throughout the lesson. |
| | - Students respond to teacher's use of assessment related to class progress toward learning goals. |
| 4. Feedback and Support | |
| | - The teacher provides timely and specific feedback to students. |
| | - Students receive support or guidance when encountering difficulties. |
| 5. Teacher-Student Interactions | |
| | - Teacher-student interactions demonstrate mutual respect and support. |
| 6. Differentiated Instruction | |
| | - Instructional strategies are tailored to meet individual student needs. |
| | - The teacher provides additional support or challenges based on students' abilities. |
| 7. Instructional Materials | |
| | - Instructional materials are aligned with the learning objective and student needs. |
| | - The teacher effectively utilizes technology or instructional resources to enhance instruction. |
| 8. Student Collaboration | |
| | - Students are engaged in collaborative learning activities. |
| | - Students work together effectively to achieve learning goals. |
| 9. Classroom Management | |
| | - Disruptive behavior that impedes learning is addressed. |
| | - Clear expectations and routines are established. |
| 10. Technology Usage | |
| | - Technology is being used to enhance student learning |
| | - Technology use is balanced for active engagement |

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 or two areas of the NASoT Snapshot that are related to their individual school improvement plan during a given school year. In addition, as noted above, teachers have been provided professional development, via videos and 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 all of our K-2 teachers as well as specialists and special education teachers.

MVCSC has spent a few years launching Trust Based Relational Intervention (TBRI) at all levels K-12. This training supports the relationships and culture in the school, tying directly to the context category and relationships design question in the NASoT framework.

Instructional 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

Since 2022, 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 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 the levels of instruction are built into the daily master schedule and have designated times throughout the school day. Below is a sample 1st grade schedule.

| | |
|-------------|-------------------------------------|
| 7:15-7:35 | Arrival |
| 7:35-8:00 | Community Time / Second Step |
| 8:00-8:20 | ELA Tiers |
| 8:20-9:15 | ELA |
| 9:15-9:45 | WIN (Flexible Groups) |
| 9:45-10:05 | Recess |
| 10:05-10:30 | Soc. Studies / Science |
| 10:30-11:00 | Lunch |
| 11:00-11:35 | ELA |
| 11:40-12:15 | Related Arts Rotation |
| 12:20-12:40 | Recess |
| 12:40-1:00 | Math Tiers |
| 1:00-1:55 | Math |
| 1:55-2:05 | 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. This includes WIN (What I Need) time for flexible groupings based on individual learning needs where core intervention or

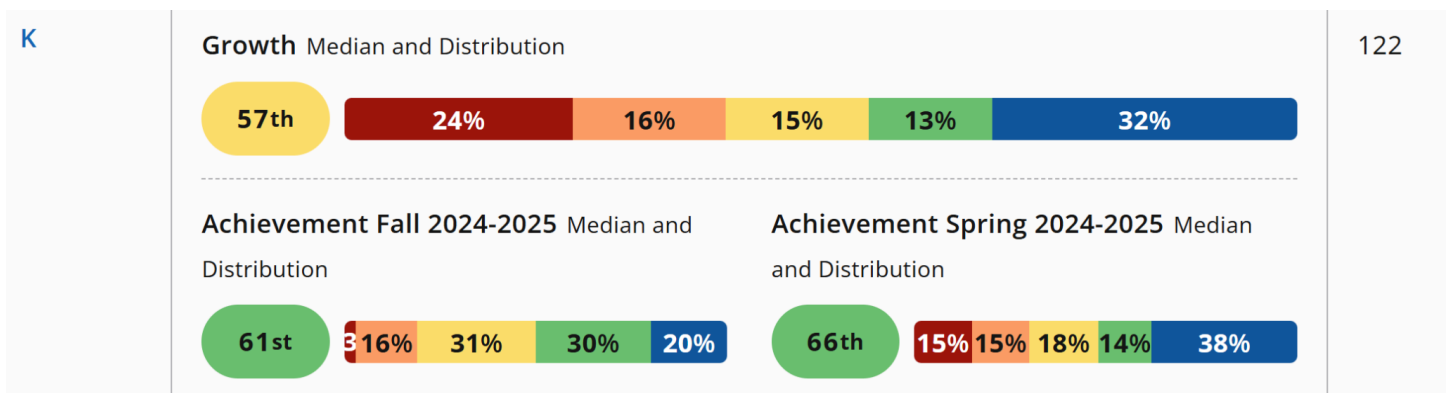
enrichment is provided by our teams of grade-level teachers. Tier II instruction is supplemental instruction that is provided to students whose data shows a need for more intense instruction. Students in Tier II are given additional time to practice the strategies and skills with content specialists. 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 as a part of our MTSS (Multi-Tiered Support System) for academics. During these data analysis discussions, teams may adjust the intervention tier, continue with the current intervention tier, or dismiss the intervention tier placement if the student has shown mastery. In those meetings, all progress monitoring will be reviewed including standardized assessments, assessments on district EL mastery, and assessments as a part of the intervention provided.

Growth Plan

Growth Area #1: PLC Big Idea 3 - Focus on Results – NWEA MAP Reading Growth

Our first goal for the 2024-25 school year was improving the NWEA Reading median growth score from the 52nd percentile to the 55th percentile. We selected this goal because we believe it will correlate with an increase in ILEARN and IREAD scores in grades 3-5 and can be directly measured for every grade level. The outcome of that goal for the 2024-25 school year was that we increased our NWEA Reading median growth from a 52nd percentile to the 53rd percentile. Although we did not meet our goal of the 55th percentile, we did show an increase in our median growth percentage. We celebrated that we had some grade levels meet and surpass the growth median goal of 55th percentile. As the graphic shows, Kindergarten through 2nd grade scored above our goal of 55th percentile. As we analyzed the results for our school, we saw that the primary grades achieved more growth than the upper elementary grades. We are curious if testing fatigue could have been a factor in the upper grades having a lack of growth. This year we piloted the 3 ILEARN Checkpoints throughout the year and the Summative ILEARN Assessment as well as continuing to give NWEA 3 times throughout the year. April and May were particularly heavy testing periods due to testing windows, and students expressed testing fatigue. We had also been tracking to meet our goal (56th percentile growth) at the winter NWEA assessment. The median growth for each grade level is listed in the graphic below.



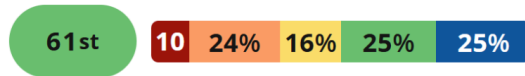
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Grade 1

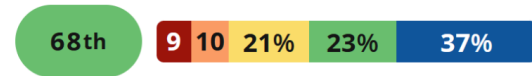
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



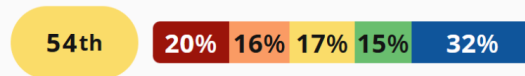
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Grade 2

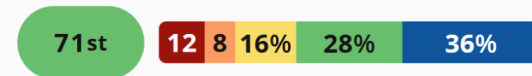
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



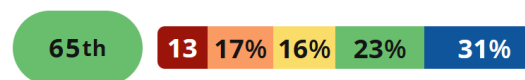
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Grade 3

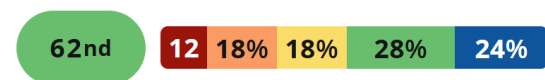
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



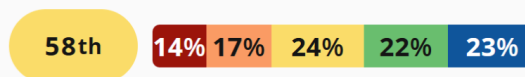
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Grade 4

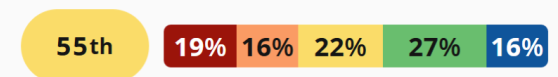
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



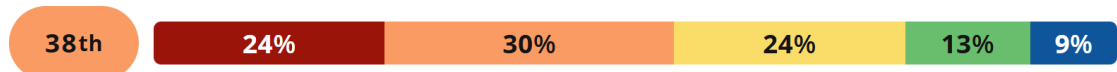
Achievement Spring 2024-2025 Median and Distribution



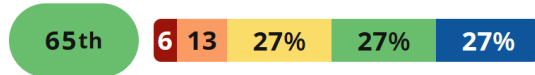
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Grade 5

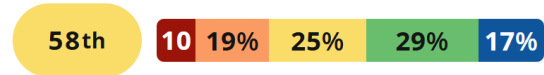
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



134

Looking ahead, we want to continue to focus on this area as we transition to being a K-4 building due to the opening of an intermediate school within our district which will house Grades 5-6. Our first goal for the 2025-2026 school year will be improving the NWEA Reading median growth score from the 53rd percentile to the 56th percentile. In order to help us achieve this goal, we will create intentional groups of students for core reading instruction. We feel that by doing this students' needs will be better met, and we anticipate their growth trajectory will increase. Also, to address the testing fatigue, we will administer the now state-mandated ILEARN Checkpoints and the NWEA tests being intentionally cognizant of testing windows to help reduce testing fatigue. We will continue to address learning gaps by using data from our NWEA assessments taken 3 times per year, and our district-level and building-level Common Formative Assessments (CFAs) for our ELs to track progress and target students for remediation based on this data. Students who are not demonstrating progress on NWEA Reading often also show gaps in their ELA Essential Learnings. These students will be pulled for Rtl services, targeted small groups in ELA WIN time, and/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 in addition to the flexible groupings and core interventions provided by each grade level team. This will allow us to monitor progress in reading through the year and promote the growth we desire to see in our NWEA Reading scores.

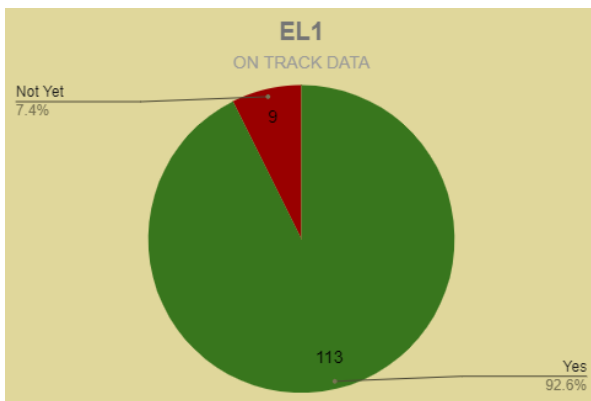
Growth Area #2: PLC Big Idea 1 - Focus on Learning - Number Sense ELs

For the 2024-25 school year, each grade level, K-5, had at least one Essential Learning (EL) in Number Sense for math, and some grade levels had multiple Number Sense ELs. This is a very important concept in grades Kindergarten through Fifth grade as it is a foundational skill that builds each year and in each grade level.

Our second goal for the 2024-25 school year was to have an average of 90% of students show proficiency on their grade-level Number Sense ELs. We chose this goal based on the average across grades K-5 in the prior year, which was 83% mastery in number sense. Number Sense is a common and recurring area on NWEA, which all grade levels take, as well as on ILEARN, which our 3rd-5th graders take. We want to base our goal off of the performance of the cohort as they move to the next grade level in our building. The outcome of our goal was that we increased our percentage of students who reached mastery from 83% to 88%. Although we did not meet our goal, we did show a sizable increase. Analyzing the data further, we had some grade levels meet and surpass the growth goal of 90%. The table below shows the percentage of students who were assessed as proficient on all Number Sense ELs in grades K-5. Kindergarten, First, and Second grades scored above our goal of 90%.

| | Proficiency on Number Sense ELs (May 2025) |
|----------|---|
| K | 92% |
| 1 | 93% |
| 2 | 96% |
| 3 | 80% |
| 4 | 88% |
| 5 | 76% |

Our second goal for the 2025-2026 school year is to have an average of 90% of students show proficiency on their grade-level Number Sense ELs. While we saw strong improvement over one year, since we did not meet our goal from the previous plan across all grade levels, we want to continue to focus on this goal. Using the data collected throughout the year from Common Formative Assessments (CFAs) for our ELs, each grade level team will track progress and target students for remediation based on this data. In particular, all collaborative teacher teams will specifically write goals around Number Sense ELs and fully cycle them in the PLC process. 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?” Our content specialists participate in discussions and help identify interventions that will be most appropriate at building the basic mathematical understanding of struggling students. This recurring process will allow us to monitor progress in Number Sense proficiency and respond throughout the year. The graphics below show how grade level teams input data into the District Data Sheet. This allows us to accurately track student progress and achievement towards our targeted goal.



| EL #1: Number Sense | | EL #2: Place Value | |
|---------------------|-------------|--------------------|-------------|
| ON TRACK | PROFICIENCY | ON TRACK | PROFICIENCY |
| Yes | 4 | Yes | 3 |
| Yes | 4 | Yes | 4 |
| Yes | 3 | Yes | 3 |
| Yes | 4 | Yes | 3 |
| Yes | 3 | Yes | 4 |
| Yes | 4 | Yes | 4 |
| Yes | 4 | Yes | 3 |

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