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Engage, Educate, & Empower Today's Students

Highly Effective Schools Accreditation Plan
/ School Improvement Plan

Academic year 2025-2026



Mt. Vernon Intermediate School

Mt. Vernon Community Schools

8414 N. 200 West
Fortville, IN 46040

Maintenance Plan

The mission of Mt. Vernon Community School Corporation (MVCSC) and Mt. Vernon Intermediate School is to *Engage, Educate, and Empower* today's students to embrace tomorrow's opportunities. Our vision is that MVCSC will be a district where families choose to send their children, students thrive, talented educators aspire to work, and the community takes pride in its support. We are committed to serving a diverse population within a safe, challenging, and supportive environment. Students experience a rigorous, relevant, and technology-rich curriculum, delivered through diverse instructional strategies and strengthened by strong partnerships among families, schools, and the community. We respect the individuality of each student and strive to prepare them to be responsible and successful members of society.

To ensure every student has access to a guaranteed and viable curriculum, our staff has developed *Essential Learnings (ELs)*—clear learning goals aligned with state standards. Teachers also design common formative and summative assessments to monitor mastery of these targets, ensuring that all students progress toward high levels of learning. Student data is analyzed to guide instruction, identify when interventions are needed, and provide enrichment opportunities for those who have already demonstrated mastery. This data-driven process also informs professional development, allowing us to focus on strategies that most effectively impact student achievement.

To foster collaboration and collective responsibility, MVCSC follows an *Early Release* schedule each Wednesday (except for the first and last days of the school year). Students are dismissed 45 minutes early, giving teachers dedicated time to engage in Professional Learning Communities (PLCs). Using an *Instructional Planning Sheet*, PLC teams address the four essential questions of the PLC process: What do we want students to learn? How will we know if they've learned it? How will we respond if they haven't? How will we extend learning for those who have? Teams collaborate to review curriculum, design assessments, analyze achievement data, and identify effective instructional practices that ensure success for every student.

At both grade levels, teachers identify essential learning targets and align them with state standards. Through shared data tools and collaborative planning, PLC teams and students track student progress on interim

assignments and common assessments. Data is used to determine which students have mastered targets, which need additional support, and which require enrichment. When interventions are needed, PLC teams implement research-based strategies within our *Core Intervention* approach and, when necessary, provide Tier II support with specialists in math or reading. Student progress is closely monitored, and interventions are adjusted as needed to ensure growth.

Mt. Vernon Intermediate School will continue to prioritize this work by protecting weekly PLC time and ensuring administrators provide ongoing instructional support. Through this collaborative, student-centered approach, we remain committed to ensuring that *all students achieve at high levels*.

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

To maintain a safe, supportive, and collaborative culture at MVCSC and Mt. Vernon Intermediate School, we have established a leadership team. Each team includes at least one teacher from every PLC planning group, one special education or special area teacher, and building administrators. Leadership teams meet monthly—and as needed—to support and communicate district and school initiatives. After each meeting, representatives share updates with their subject area teams, ensuring that all voices contribute to the decision-making process. Feedback from leadership team members is used by administration to guide supportive and collaborative decisions, often reached through consensus. When decisions are made, the team identifies the problem or need, applies guiding principles, and makes a declaration. Leadership teams also review key data, such as surveys, behavior trends, and school improvement goals.

These teams have been vital to shaping the climate and culture of MVCSC and will shape Mt. Vernon Intermediate School. They provide a structure where every voice is valued and have also taken the

lead during Wednesday PLC time. During these sessions, PLC team leaders facilitate discussions, uphold established norms, and guide work with clear agendas.

In addition to leadership teams, collaborative teams meet weekly in PLCs for 45 minutes to focus on curriculum, instruction, assessment, and student achievement. Teams analyze common formative assessments, reflect on effective instructional practices, and ensure that all students are learning at high levels. Data from pre-assessments, post-assessments, and extended post-post assessments are collected and recorded for all Essential Learnings (ELs). Even when an EL is not being cycled, post-assessment data is still tracked to monitor ongoing progress toward mastery.

District-wide collaborative teams also meet quarterly at the elementary level (and as needed at the secondary level) to extend this work. For example, over previous summers, these teams reviewed proficiency scales, refined success criteria, and updated common formative assessments to align with the newly adopted Math and ELA curriculum. This process included scaling essential learnings and building aligned assessments.

PLC teams also utilize *Instructional Planning Sheets*—a progress monitoring tool—to organize and analyze assessment data. These sheets help teams determine which students have mastered ELs, which need intervention, and which require enrichment. Teachers use this information to adjust instructional practices as needed. Instructional Planning Sheets are shared with key stakeholders, including specialists, special education staff, and administrators, ensuring that progress can be monitored, feedback provided, and support aligned for all students.

HRS Level 2: Effective Teaching in Every Classroom

We will continue deepening our collective understanding of *The New Art and Science of Teaching* (NASoT) framework, with the goal of developing an instructional model grounded in research-based strategies. In July 2021, newly hired district specialists spent a full day training on the framework, followed by training for all administrators and selected teacher leaders in the fall of 2021. By summer 2024, our teacher evaluation rubric and walkthrough tool were fully aligned with the NASoT research base.

MVCSC now uses this updated rubric for teacher evaluations, supported by *Standards for Success* as the platform for collecting observations and evaluations. As part of the evaluation process, teachers receive brief “walkthrough” observations from their evaluators throughout the year. These walkthroughs are directly connected to the ten design areas outlined in NASoT and serve as instructional snapshots, documenting only the practices observed. The data collected through this process is then used to guide professional development and strengthen instructional practices.

In spring 2024, a district-level committee, along with our principal leadership team, reviewed and refined the teacher evaluation rubric. This revision streamlined the process while ensuring alignment with the NASoT framework, allowing us to maintain a consistent, research-driven approach to supporting teacher growth and student learning.

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.
	- 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 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 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 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 schedule at least two instructional round opportunities each year. During these rounds, small groups of teachers will either visit a set number of classrooms or review pre-recorded lessons, focusing on instructional practices aligned to the NASoT Snapshot. Following each 10-minute observation, the team will debrief together. With facilitation from an administrator or specialist, teachers will reflect on what they observed and explore how colleagues applied strategies connected to NASoT elements. To support this process, every faculty member will receive a personal copy of *The Handbook for the New Art and Science of Teaching*.

Data Reviews and Growth

Since 2022, we have implemented NASoT instructional strategies as a tool for continuous improvement. Data collected from instructional rounds and administrator walkthroughs is shared with faculty to highlight collective strengths and guide growth. Throughout the year, opportunities to explore the 43 elements within the ten NASoT design questions will be embedded in staff meetings and building newsletters.

Building administrators will also use walkthrough and round data to deliver short, targeted professional development sessions during faculty meetings. For example, English and math teachers are currently participating in a professional development series designed to better align curriculum with Indiana's transition to the SAT as the state exam. Additionally, our schools will continue offering professional development focused on designing stronger assessments, ensuring we generate high-quality data to drive effective instructional decisions.

HRS Level 3: A Guaranteed and Viable Curriculum

Guaranteed and Viable Curriculum

Mt. Vernon Community School Corporation and Mt. Vernon Intermediate School has established a structured system for developing a *Guaranteed and Viable Curriculum (GVC)*. A volunteer *Curriculum Collaborators Committee*—made up of teachers from every grade level, teaching team, and school—led this work. The committee began by identifying the most critical standards across content areas and grade levels, which became our *Essential Learnings (ELs)*. These ELs form the foundation of the GVC.

To ensure pacing and alignment, the committee organized ELs into nine-week quarter views and published them on the district curriculum website for staff access. This organization helps teachers deliver the intended curriculum within the time available during the school year. The committee continues to meet periodically to refine standards, update ELs, and create proficiency scales (success criteria). Elementary collaborators have also started developing common formative assessments (CFAs) aligned to each EL.

At the school level, PLC teams collect student data for their grade-level and content-area ELs to monitor progress. Teams use this data to set SMART goals, adjust instruction, and design interventions for students who need additional support. They also celebrate student success, reflect on instructional practices, and refine strategies for future cycles. To further enhance this process, the district is exploring the creation of a data dashboard to display and monitor progress toward the vision that *all students will learn at high levels*. As PLC teams cycle through ELs, they use post-assessment data to identify reteaching needs, provide targeted instruction, and reassess students until proficiency is reached.

Tiered System of Instruction (MTSS)

Mt. Vernon Intermediate School uses a tiered instructional model to ensure every student learns at high levels. This system is embedded in the daily master schedule, with dedicated times for core instruction, intervention, and enrichment.

8:15-8:35	Arrival and Breakfast
8:40-9:10	WIN Time
9:15-9:55	Specials
9:55-11:30	Core Instruction
11:30-11:55	Tier II Instruction
11:55-12:25	Lunch
12:25-12:35	Organizational Time
12:35-12:50	Second Steps
1:00-1:25	Tier III

1:25-1:40	Recess
1:45-2:25	Core
2:25-2:45	Tier II
2:45-3:10	Core
3:10-3:25	Organizational Time
3:25-3:35	Dismissal

- **Tier I:** High-quality, standards-based classroom instruction that all students receive. Instruction is differentiated, progress is monitored with multiple assessments, and learning is supported through *WIN (What I Need) time*—flexible groupings where teachers provide intervention or enrichment based on student needs.
- **Tier II:** Supplemental instruction for students whose data indicates the need for more targeted support. Tier II occurs within the core block but outside of direct EL instruction, with students receiving additional practice and support from content specialists.
- **Tier III:** Intensive, individualized support for students who need more than Tier I and Tier II provide. This wraparound approach includes increased frequency and/or duration of instruction, often during science or social studies blocks. Tier III services are delivered by trained specialists and progress is closely monitored to ensure effectiveness.

To support this model, each building employs two specialists—one in reading and one in math—who collaborate with grade-level teams to provide Tier II support and deliver Tier III interventions when

needed. These specialists also work with students referred for intensified special education services, offering highly individualized instruction.

Data Review and MTSS Process

As part of our Multi-Tiered Support System (MTSS) for academics, Mt. Vernon Intermediate holds quarterly data review meetings. During these meetings, teams examine multiple sources of progress monitoring, including standardized assessments, EL mastery assessments, and intervention-based measures. Based on the data, teams make decisions to adjust, continue, or exit students from Tier II or Tier III supports. This process ensures that instructional decisions remain responsive, data-driven, and aligned with the goal of helping all students achieve mastery of essential learning.

Growth Plan

Summary of Performance on Prior Goals

Schools across the country continue to work to reach “normalcy” as we proceed post-pandemic, and the merging of fifth and sixth-grade students in Mt. Vernon Intermediate School is no exception.

We chose to have an area of focus for growth for increasing our ILEARN passing rate for English Language Arts (ELA) and Mathematics. Since our long-term goals are to have even higher pass rates than in 2019, we are initially focused on getting the pass rates back up to those levels. We also wanted to base our goal targets on the performance of the cohort. We chose goals to support steady and sustainable growth. We chose the goal to have Grade 5 and 6 pass at 45% on the ELA ILEARN. In mathematics, we set a goal to increase student scores by 3% in both grade

levels. Fifth grade would have a passing percentage of 58% and sixth grade would have a passing percentage of 48%. As we look in-depth at our curriculum during the continued transition with new data provided on the ILEARN Checkpoints, we want to identify ways we can better align our instruction with the state testing and better ensure all students are learning at high levels—including across all grade levels.

Growth Area #1: PLC Big Idea 3 - Focus on Results – ILearn Reading Achievement

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, the district has already begun to see gains in achievement scores. This coming year, we are doing some substantial realignment of our ELA curriculum as we prepare for ILEARN Checkpoints and ILEARN, and as we seek to continue to improve our instructional practices.

Our first goal for the 2025-2026 school year will be improving student reading scores on ILearn. We selected this goal because we believe that through Professional Learning Communities, looking at interim CFA data, CFA data, Super Cycling High Essential Learning Standards, students tracking their data, monitoring ILearn Checkpoint data, and effective use of W.I.N. time, we have the capacity to increase student achievement.

English/Language Arts									
Grade	Number of Students Tested	MV % Proficient	State Ave.	MV/state diff.	FES	MES	MCE	MV Diff. 2024-25	24-25 Change in Comparison to State Ave.
2025									
Grade 4	356	42%	42%	0%	35%	45%	48%	1%	-1%%
Grade 5	424	42%	41%	1%	47%	41%	38%	-4%	-5%%
2024									
Grade 3	328	44%	39%	5%	36%	59%	35%	0%%	1%%
Grade 4	403	43%	42%	1%	50%	46%	32%	3%	-5%%
2023									
Grade 3	378	44%	40%	4%	40%	44%	48%	-3%%	-2%

We intend to address learning gaps by using data from our Common Formative Assessments (CFAs) for our ELs to track progress and target students for remediation based on this data. Students

who show gaps in their Essential Learnings might be pulled for RtI services, targeted small groups in ELA 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 in addition to the flexible groupings and core interventions provided by each grade level team. This will allow us to monitor progress in reading and promote the growth we desire to see in our ILearn reading scores.

Growth Area #2: PLC Big Idea 1 - Focus on Learning - ILearn Math Achievement

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. 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?” Each grade level team is reporting all of their EL data on our data dashboard document, as well as interim CFA data, and Super Cycled EL data. 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 math proficiency and respond throughout the year.

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