

# **McCordsville Elementary School**

School Improvement Plan

2025-2026

## **Mission and Vision**

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."

## **Introduction**

The 2025–26 School Improvement Plan outlines McCordsville Elementary's strategic priorities for the upcoming year. Building on our recent successes, we are refining our focus to address our most urgent academic priority—English Language Arts (ELA) proficiency—while continuing to strengthen instructional practices through collaborative teamwork, targeted professional development, and continuous data-informed refinement of our Essential Learnings (ELs).

## **Maintenance Plan**

Our commitment to a guaranteed and viable curriculum is sustained through the ongoing development of Essential Learnings (ELs), ensuring that all students have access to rigorous, relevant, and well-structured instruction. Weekly early release on Wednesdays is dedicated to Professional Learning Communities (PLCs), where teachers collaborate to plan instruction, review student work, and analyze data. Using our Instructional Planning Sheets and shared data tools, PLC teams determine which students have mastered ELs, who needs additional intervention, and who requires enrichment. Tiered intervention time, built into the master schedule, ensures that targeted instruction can be provided without loss of core instruction.

The leadership team, composed of representatives from each grade level, special education, and special areas, meets monthly to review data, provide feedback, and guide decision-making. This collaborative leadership approach ensures that the voices of all staff members are represented and that initiatives are implemented with clarity and shared commitment.

Our instructional framework is guided by the New Art and Science of Teaching (NASoT). Walkthroughs and instructional rounds are conducted to observe instructional practices, provide targeted feedback, and identify professional development needs. The rounding process occurs at least twice per year, with small teams observing lessons to gather evidence of alignment to priority standards and effective instructional strategies. Post-observation discussions encourage reflection and the sharing of practical strategies among colleagues.

Professional development is intentionally aligned with the needs identified through walkthrough and rounding data. In recent years, this has included expanding core reading instruction at the primary level through Orton-Gillingham training for all K-2 teachers, as well as targeted sessions on high-impact ELA instructional strategies.

ELs are continuously refined through a standard-by-standard analysis of ILEARN and Common Formative Assessment (CFA) data. This process allows us to prioritize standards that have the greatest impact on student learning and to develop proficiency scales and success criteria for each EL. PLC teams set SMART goals based on data, reteach as necessary, and reassess to monitor progress. Quarterly data review meetings guide adjustments to interventions, ensuring alignment with our Multi-Tiered Support System (MTSS) for academics.

## **Growth Plan**

For 2025–26, McCordsville Elementary has identified two primary growth areas:

### **Growth Area 1: ELA Proficiency**

By Spring 2026, at least 55% of 3rd and 4th grade students will achieve proficiency on the ILEARN ELA assessment. Instruction will focus on priority standards identified through standard-by-standard analysis, with targeted interventions for students who are not yet at mastery and enrichment for those who are ready for greater challenges.

## **Growth Area 2: Instructional Monitoring and EL Refinement**

Essential Learnings will be adapted across all subjects using ongoing analysis of ILEARN and CFA data. The rounding process will be used to ensure instructional alignment and to provide feedback that drives professional learning. The goal is to maintain instructional consistency and ensure that all students receive clear, effective instruction tied to identified priority standards.

## **Sustained Success in Behavior**

Behavioral growth is no longer a lagging indicator. Previous initiatives—PBIS, TBRI, and Second Steps—are now fully embedded into our daily routines and contribute to a positive, supportive school culture. These practices will be maintained and monitored through existing systems to ensure continued success.

## **Monitoring and Evaluation**

Progress toward our growth goals will be monitored through:

- ILEARN and CFA data reviews
- PLC action plans and meeting notes
- Rounding process feedback
- Quarterly data review meetings

Updates will be shared mid-year and at the end of the year with staff, families, and stakeholders to celebrate successes and guide next steps.