

Highly Effective Schools Accreditation Plan

Mt. Comfort Elementary School

Mt. Vernon Community Schools

5694 W 300N

Greenfield, IN 46140



Maintenance Plan

The mission of the Mt. Vernon Community School Corporation and Mt. Comfort 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 Mt. Comfort Elementary operates 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 collaborative team's work is guided with what we term a grade level data 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. Professional Learning Community team members work collaboratively to track progress on developed common formative assessments and common summative assessments. These PLC teams use Instructional Planning 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. When students are identified as needing additional support, the PLC team establishes research-based interventions to implement at the Tier II level. This includes working with a math or reading specialist to provide differentiated instruction during non math and reading core instruction. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets. Mt. Comfort 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 collaborative culture at MVCSC and Mt. Comfort Elementary we have created leadership teams. Leadership team members are made up of 1 teacher from each grade level, special education/special area, and 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 will be made. The team comes to a consensus and leaves each meeting with clear messages to be shared with the staff. 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 Mt. Comfort Elementary School. This team has focused our building into places where all voices are heard and valued. There is not a top-down approach and appropriate transparency is paramount.

Collaborative teams regularly interact to address 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 2021-2022 school year, district wide collaborative teams will meet prior to the school year starting. During this meeting teams will review their essential learnings and common formative assessments. The district wide collaborative teams will meet at least two additional times throughout the 21-22 school year to review curriculum and assessments.

HRS Level 2: Effective Teaching in Every Classroom

Beginning in the 2021-2022 school year, MVCSC will introduce the New Art of Science of Teaching as a framework for high quality core instruction. This will become our instructional model. In July (2021) our reading and math specialists attended a full day of training over the (NASoT) framework. A second day is set for September (2021). Our specialists, in addition to our admin team, will support the launch of this framework. Additional webinars (6) will be available to support the teachers as they learn more about the three categories and design questions. The goal is that we implement a new walkthrough model that is directly related to the ten design questions in The New Art and Science of Teaching (NASoT). 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 should see in a classroom setting.

To monitor the effectiveness of our instructional model, 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.

2021-2022 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 schools and their leadership teams may choose to focus on one area of the NASoT Snapshot that is most closely related to their individual school improvement plan. In addition, as noted above, teachers will be 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. Last year MVCSC provided every Kindergarten teacher, and a handful of 1st and 2nd grade teachers, with Orton-Gillingham (OG) training. MVCSC has 30 additional primary teachers in queue, ready to attend OG training.

Last year, MVCSC launched Trust Based Relational Intervention (TBRI) at the elementary level. This year, that support was extended to all 6th grade teachers, with the plan to train 7th and 8th grade teachers next year. 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 and observe behaviors related to the NASoT Snapshot. Post observation(s) the small teams will discuss what they saw during their 10-15 minute visit. As the leader of the team (administration, or interventionist) 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.

As the purpose of an instruction round is to focus on what the observer learns, teachers will be asked to declare areas of their instruction they wish to improve as related to NASoT.

Data Reviews and Growth

With this school-year being the first where we have implemented instructional rounds, strategies for improvement will be more invitational. Cumulative data from rounds and from walkthroughs by administrators will be curated for each 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 throughout the year.

HRS Level 3: A Guaranteed and Viable Curriculum

Mt. Vernon Community School Corporation and Mt. Comfort 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. Teachers from all 3 elementary schools meet each summer to update their ELs and discuss if the ELs are viable and make changes as necessary. 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. Curriculum Collaborator committee members continue to meet periodically to unpack standards and adjust ELs as necessary. The elementary committee is scheduled to meet in the summer of 2021 to create proficiency scales for each of our ELs and to begin developing common formative assessments for each EL.

MCE HES Accreditation Plan 2021-2022

Our individual school PLC teams collect student pre, post, and post-post 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 went well and what they want to do similarly or differently in the future. We are in the process 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.

Mt. Comfort Elementary School has a tiered system for instruction to ensure all students can 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 an example daily schedule for 3rd grade.

7:30-7:50	Arrival
7:50-8:00	Circle Time
8:00-8:30	Writing
8:30-8:55	Social Studies & Science
8:55-9:30	Special Area/Unified Arts
9:35-10:05	Math Flexible Grouping (Rtl)
10:05-11:05	Math Block
11:05-11:25	Recess
11:30-11:55	Lunch
12:05-12:30	Reading Flexible Grouping/SUCCESS (Rtl)
12:35-2:05	Reading Block
2:10	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. Tier II instruction is often delivered by the teacher. Tier I.5 instruction 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.

Next year, we will have hired two additional faculty members serving as specialists. One will be for reading and one for math. These specialists will 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.

Mt. Comfort Elementary will also implement data review meetings each month to review tier II and tier III student data. During these data analysis discussions, teams may adjust the intervention, continue the intervention, or dismiss the intervention if the student has shown mastery. At this time, all progress monitoring will be reviewed.

Growth Plan

Growth Area #1: PLC Big Idea 1 - Focus on Learning - ILEARN

ILEARN

The first area of growth for Mt. Comfort Elementary is to increase our ILEARN passing rate for math back to up to the 2019 percent passing scores. Due to the pandemic we have seen a significant drop in our ILEARN scores at all three grade levels in math. Below are the scores from the 2019 ILEARN assessment and the most recent 2021 ILEARN assessment. As you can see all three grade levels dropped significantly in math but only one grade level dropped in percent passing in ELA. Because of this data we feel it is important to focus our goal specifically in math.

Grade Level	2019 Math	2021 Math	2019 ELA	2021 ELA
3rd	69%	44%	38%	46%
4th	62%	47%	41%	42%
5th	58%	39%	44%	33%

One way that we are addressing the learning loss, specifically in math, is by hiring a math specialist. This certified teacher will work with all grade levels to provide support to students and teachers. We will use our math NWEA assessment that is taken 3 times per year and math EL data to track progress and target students for remediation based on this data. This year we added in a 30 minutes math RTI time for each grade level. This time is dedicated to answering questions 3 and 4 of the PLC process. Teachers will 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. We will continue to cycle back to students who need additional reteaching during our daily 30 minute math RTI time. Our PLC process is designed to address 4 questions. Question 3 of our process is “how will

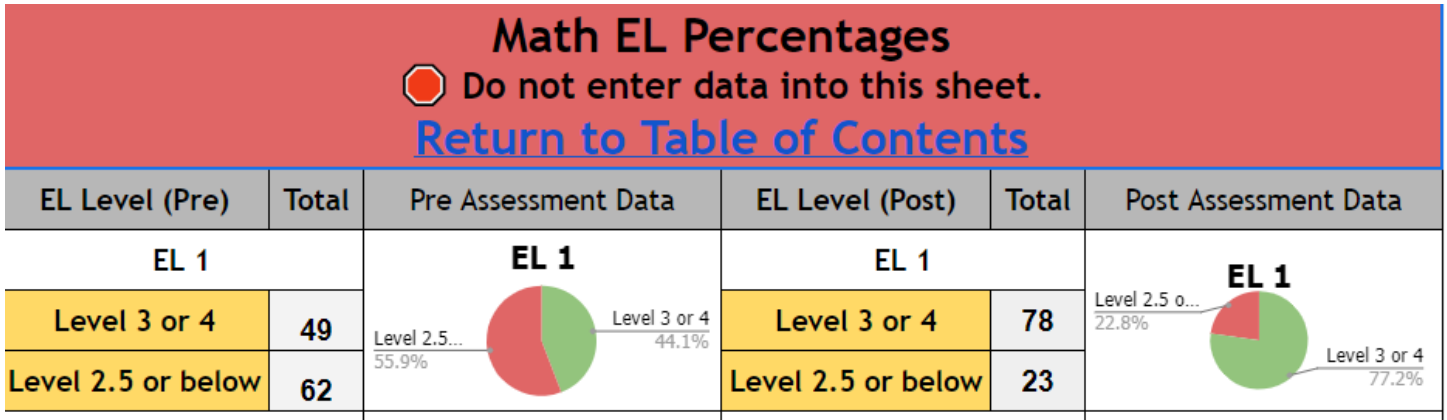
we respond when students do not learn?” Students are assessed on our math ELs using our newly created common formative assessments. Reteaching will continue to occur to students who are scoring below a 3 on our CFAs that are being cycled. Students are given a post post test after reteaching has occurred in order to ensure that students are proficient. Each grade level team is reporting all of their EL math data on our data dashboard document. This will allow us to monitor progres in math. Our math specialists are also going to be trained 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. For the 21-22 school year the coaching will be more for the entire team based on conversations, observations, and data that occur during our PLC time each Wednesday. We anticipate the majority of coaching centering around best practices in teaching and learning and the NASOT model to support the reteaching of ELs in order to ensure that All students are learning at high levels.

Growth Area #2: PLC Big Idea 3 - Results Orientation - EL Data

PLC Big Idea 3 - Results Orientation

The second area of growth for Mt. Comfort Elementary is the third big idea of a PLC at work - Results Orientation. This area was chosen as a growth opportunity because we want to focus on student learning. Our current focus is something we call the triple all. We will teach ALL ELs to ALL students and use a CFA to assess ALL ELs. The last two years we have worked on creating a guaranteed and viable curriculum to ensure that all students learn at high levels. In order to ensure that all students are learning we need to create a system of accountability. Our grade level teams, across the district, worked together to determine essential learnings (ELs) for reading, math, and writing. This summer, our teams will begin creating scaled common formative assessments to assess each EL in reading, math, and writing. In order to track student progress we have created a data dashboard where we will report student proficiency by each EL for grades K-5. Each grade level has

a shared document that lists all of their ELs. Each time they assess an EL they record their data on the document. Below are snapshots of the EL dashboard that we are using this school year.



Math Essential Learning Data

[Return to Table of Contents](#)

		GRADE LEVEL PRE-ASSESSMENT DATA (These columns auto-populate)																															
		EL 1		EL 2		EL 3		EL 4		EL 5		EL 6		EL 7		EL 8		EL 9		EL 10		EL 11		EL 12		EL 13		EL 14					
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
		2	4				4																										
		2.5					4																										
		1	2				3																										
		2					2.5																										
		1.5					1																										

The goal for the 21-22 school year is to increase our overall math and reading EL proficiency by 5 percentage points from the end of the first semester to the end of the second semester. In order to monitor our progress throughout the year we will report our EL proficiency at the end of each quarter. The goal is to increase the percentage of students who are proficient during the first semester vs. the second semester. As teams cycle ELs throughout the year they develop SMART goals for each EL. They also meet weekly with their collaborative teams to discuss this data and the progress students have made toward proficiency in each EL. This year our focus will be on our reading and math essential learnings.

