

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 675 students. We currently have 637 in-person students with 38 opting for virtual learning options.

Our largest population of students are white sitting at 74.4% 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 20.9% 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 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.




Data analysis occurs weekly in our PLC. Data analysis helps to inform instruction and student groups for Tier II and Tier III. In our PLC we determine what students are in which groups based upon lagging skills.





We will then meet monthly per grade level to determine student growth and drill further down due to time constraints in our weekly "Early Release."

In order to provide the time and opportunity for a collaborative culture and a collective responsibility for our students, MVCSC and McCordsville 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 collaborative team's work is guided with what we term an "MES 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, building 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.

The screenshot below is the front page that each grade level sees when they enter their folder. Everything in one place has been very helpful monitoring students.

Document Overview		
Tab Name (Do not change please)	Editing Guidelines	Tab Purpose
Table of Contents	Do not edit	Contains easy links to spreadsheet tabs in one location
 Norms	Full editing rights	Documents agreed upon PLC Norms
 Communication	Full editing rights	Location to capture celebrations, questions, feedback, and/or other relevant PLC items
 EL Planning	Full editing rights	Captures the dates of PLC EL milestones

 <p>EL Data</p>	<p>Edit teacher name, student names, and pre-post EL data. Ranges and grade level summaries autopopulate and do not need to be edited</p>	<p>Location for teachers to input pre and post assessment data and update post assessment data as students increase in proficiency over time</p>
 <p>EL Instructional Strategies</p>	<p>Full editing rights</p>	<p>Location for teams to capture all instructional strategies that worked and notes for future years</p>
 <p>Grade Level List</p>	<p>Sort to analyze; do not edit</p>	<p>A cumulative list of students in the grade level/team/course that teachers can use to sort and analyze data and guide flexible grouping and reteaching</p>
 <p>EL Percents</p>	<p>Do not edit</p>	<p>A prepopulated page that shows cumulative EL proficiency in a pie chart for quick visual reference</p>

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. Students receiving interventions are reassessed and their progress is monitored to determine if interventions have been effective in helping students master learning targets.

McCordsville 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.

To ensure that we maintain a safe, supportive collaborative culture at MVCSC and McCordsville 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 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.

Ultimately, the administration makes a decision based upon all communication.

Decisions are well informed, but at the end of the day building and district leaders must do what is best for students. Sometimes, these decisions are not well received by staff. The Leadership Team has been instrumental to the climate and culture at MVCSC and McCordsville Elementary. 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.

Teachers meet in collaborative teams weekly on Wednesday for 45 minutes Based upon our ELs(Essential Learnings) that were created using a district team, the teams set SMART goals, determine what we want students to learn.

All students assessment data is kept in a grade level folder that is accessible school wide.

All team members have access to this data and other resources within the google drive platform. This data is utilized to better inform instruction for all students to learn at high levels.

MVCSC will utilize this summer 2021 to create Common Formative Assessments that are aligned to the ELs to further ensure student achievement.

Although the Leadership Team has been integral in maintaining a safe, supportive and collaborative environment, we have work to do. Beginning with the 2021-2022 school year teachers will be completing Instructional Rounds with their peers. These visits will be guided by the MVCSC Instructional Model. The visiting team will have parameters to check off and make notes of what they observe, not what they do not observe.

Once Instructional Rounds are complete, we will meet as a team to debrief and share the Instructional Model sheet with the teachers we visited. These rounds are meant to really highlight what teachers are doing well and are non-punitive or evaluative in nature.

We can collect much data from Instructional Rounds to focus on our strengths while recognizing areas of growth.

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. We are currently looking at modifying the RISE Rubric we use to better align to teacher growth and not measurement.

Beginning in the 2021-2022 school year, MVCSC will 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.

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.

Rounds 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 specialist) 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 instructional 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.

Mt. Vernon Community School Corporation and McCordsville 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. 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 and scaled common formative assessments for each EL.

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.

McCordsville Elementary 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. 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.

We have hired specific teachers who serve as specialists in reading and 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.

McCordsville 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

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 two areas of growth.

Administrators have collected data during PLC and have significant lagging data in regards to instructional practice discussion. We have also noted “What do we do when students don’t learn and grow?”

First Area of Growth

2.6: Teachers have opportunities to observe and discuss effective teaching

Although the Leadership Team has been integral in maintaining a safe, supportive and collaborative environment, we have work to do. Beginning with the 2021-2022 school year teachers will be completing Instructional Rounds with their peers. These visits will be guided by the MVCSC Instructional Model. The visiting team will have parameters to check off and make notes of what they observe, not what they do not observe.

Once Instructional Rounds are complete, we will meet as a team to debrief and share the Instructional Model sheet with the teachers we visited. These rounds are meant to

really highlight what teachers are doing well and are non-punitive or evaluative in nature.

We can collect much data from Instructional Rounds to focus on our strengths while recognizing areas of growth.

Due to our data gleaned from our observations, instructional practice discussion is an area of focus. Some teachers seem to struggle when discussing instructional practices. More specifically, some lack vulnerability and can fall into the trap of “I have done it this way for years...” Teachers do not currently have time for instructional rounds. However, these rounds are imperative to developing a climate in which staff can be vulnerable and break down instruction that works.

The first step for McCordsville to best implement instructional rounds, we must explain the “why” of these activities. The “why” behind rounds can be as simple as: teachers can get a true insight into what goes on in other classrooms and openly discuss what they see with each other.

Once we are done with these non-formal team lead meetings, we will begin training staff on the appropriate process for rounds.

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.

We will continue by signing up teachers that would appreciate visitors in January 2022, but all teams will be expected to visit at least once per semester. Teachers may also

request to visit anytime. Schedules will have to 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.

A schedule will be developed no later than November 2021 to make sure we are on track to meet our goals for the second semester 2021-2022. We must be mindful of absences due to illness and quarantine throughout this process. We must have some flexibility to ensure our climate and culture remain strong and that it never becomes “one more thing” for teachers.

Second 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 have been dampened by the pandemic. We have not been able to have additional small groups for social distancing purposes. What should be Tier III interventions have become Tier II in 2020-2021. Due to the pandemic and its restrictions we are now seeing significant learning gaps. We can track this using NWEA map, NWEA Fluency and EL skill attainment.

We have seen a significant special education referral spike as well.

Thankfully, we have built a master schedule that includes specific times for the reading and math specialists to provide Tier III instruction. The master schedule will coordinate all intervening staff at varying times to provide Tier II support that does not overlap.

5th Grade
<i>Reading Tier 2</i>
Michelle Anderson
Rose Dowden
Teresea Heckman
Abby Kern
Stephanie Stanley
Allyson Hamlin
Shelley Spencer

Referral for interventions has become quite the area of growth for McCordsville. We are establishing a clear, transparent process to meet student need. MVCSC is creating common formative assessment and proficiency scales that will help guide our instruction and interventions.

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 tiered instruction and remove them based upon post assessments and progression of skills. Tiered instruction in both

Reading and Math will occur outside of core instruction. Tier II will occur with flexible groupings in the grade level and Tier III will occur at a different time with Reading and Math specialists. The main goal is to meet student needs earlier in grades K-2 and filter out the need in the higher grades.

As we observe instruction and discuss it in a vulnerable way, we will progress with meaningful instruction in all tiers. Teachers have been trained to utilize Orton-Gillingham in Tier II and Tier III.

At MVCSC and McCordsville Elementary we believe all students can learn at high levels. With 2.5, 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.

Teachers are utilizing a data folder that helps them to organize and manipulate as students attain skills. This also stores instructional practices, grouping of students and communication.

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where students are engaged in rigorous, relevant and technologically-enhanced curriculum.

Reference

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving learning and teaching*. Cambridge, MA: Harvard Education Press

