

Mt. Vernon Intermediate School

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Mt. Vernon Community School Corporation

NCA/PL221

Profile Report and School Improvement Plan



Updated August 2010

OUR MISSION

The mission of Mt. Vernon Intermediate School is to promote lifelong learning by building a strong foundation in academics and citizenship within a safe, healthy, and caring environment.

OUR BELIEFS

- ❖ *We believe in providing a challenging and relevant curriculum based on state standards while recognizing technological advancements and a variety of instructional techniques.*
- ❖ *We believe that everyone is capable of learning and that all children have the right to learn in a positive, supportive, and safe environment.*
- ❖ *We believe in promoting good citizenship, manners, leadership skills, ethical behavior, respect for diversity, and self-discipline.*
- ❖ *We believe in helping students make successful transitions from the elementary to the middle school.*
- ❖ *We believe that students, teachers, family and community share in the responsibility for education and that parental support and community involvement are essential to student growth.*

Introduction to the School and Community

Mt. Vernon Intermediate School houses all fifth and sixth grade students in the Mt. Vernon Community School Corporation. Our school is fairly new, having opened in August of 2003. The Intermediate School was very carefully designed as a transition school for fifth and sixth graders. Several years of research and planning went into the design of the educational program and the facility in order to provide the best possible situation for our students ages 10 – 12. As a transition school, our purpose is to take students from the elementary and prepare them for the Middle School and the challenges of adolescence. We provide a more structured “elementary” environment, while slowly giving students more responsibility and choices. The Steering Committee and staff at Mt. Vernon Intermediate are proud to offer a first class educational program for the children of our community. In keeping with our mission, we support efforts towards educating the whole child. We are concerned about students’ academic growth, but are also concerned about the social, physical, and emotional development of our children. We believe it is the school’s role to provide education first, but it is also our responsibility to partner with the parents and the community to provide opportunities for students to develop socially, physically, and ethically.

The location of Mt. Vernon Intermediate is approximately two miles south of Fortville, Indiana, in Hancock County. Currently, the enrollment of Mt. Vernon Intermediate School is 584 students. Our staff of 55 includes 35 certified teachers, one full-time principal, one part-time assistant principal, and one full-time social worker. Our 20 non-certified staff includes instructional assistants, custodians, cafeteria personnel, secretaries, and a health room assistant.

The Mt. Vernon School’s community is growing. We have gone from a total corporation enrollment of 2601 in the year 2000 to a current enrollment of 3601. Historically, the Mt. Vernon Community School Corporation was primarily characterized by two-parent homes and agricultural activity. However, recent demographic studies indicate a shift to more single-parent homes and more of a “commuter” population with the largest percentage of the working population consisting of adults who are employed in the Indianapolis area. The attendance area of Mt. Vernon Intermediate is now considered a suburban “bedroom community” of Indianapolis.

Two Hancock County townships, Buck Creek and Vernon Townships, make up the Mt. Vernon Community School Corporation. In 2006, there were 13,553 people living within the corporation’s boundaries, or 24.5 percent of the total county’s population. Also in 2006, nearly 25.6 percent of the county’s population was under 18 years of age, while 11.5 percent was 65 or over. The under 18 percentage was about the same as the state percentage of 25.8 percent. The median age in Hancock County was 37.4 compared to a statewide median age of 35.5. Thus, the population of the county, in terms of median age, is an older population than the state average. Further, 87.8 percent of the county population has a high school diploma compared to 82.1 percent statewide, while 22.2 percent of the residents have four or more years of college compared to 19.4 percent of the statewide population.

In 2004, Hancock County's median household income was \$58,477 or about \$16,504 more than the state average, while per capita income in 2003 was \$34,016, or \$5,984 more than the state average. This suggests a rather affluent county in terms of household and personal economics. The county had 31,612 employed workers with a May 2005 unemployment rate of just 3.4 percent compared to 4.6 percent statewide. Thus, Hancock County’s population is slightly older, more educated, earning more money both in median household income and per capita income and has a lower unemployment rate than the state of Indiana. Eighty percent of the homes in the area are owner occupied. However, the approximate median per capita income of the Mt. Vernon Community School Corporation’s population is lower and reported at \$45,000 with 15% of the student population currently qualifying for free or reduced lunch/textbook benefits.

Due to the fact that there is virtually no community or town center within our school corporation boundaries, the Mt. Vernon Schools have become a gathering place for the extended community. The schools have a very good reputation, and the community has historically been quite supportive and proud of the schools.

The following chart reports demographic shifts in our school corporation since 1993:

Mt. Vernon Community School Corporation

| Year | Total School Enrollment K-12 | Minority Enrollment | Percent Minority Enrollment | Special Education Enrollment | Percent Special Education | Free or Reduced Lunch | Limited English Students |
|-------------|-------------------------------------|----------------------------|------------------------------------|-------------------------------------|----------------------------------|------------------------------|---------------------------------|
| 1993-94 | 2321 | 17 | 0.7% | 406 | 18.1% | | 0 |
| 1994-95 | 2322 | 21 | 0.9% | 424 | 18.7% | | 2 |
| 1995-96 | 2426 | 23 | 0.9% | 431 | 18.5% | | 0 |
| 1996-97 | 2431 | 18 | 0.7% | 413 | 17.3% | | 0 |
| 1997-98 | 2491 | 30 | 1.2% | 407 | 17.1% | 9.0% | 1 |
| 1998-99 | 2519 | 25 | 1.0% | 420 | 17.3% | 8.0% | 0 |
| 1999-00 | 2599 | 42 | 1.6% | 452 | 18.0% | 7.0% | 8 |
| 2000-01 | 2603 | 42 | 1.6% | 437 | 17.5% | 7.0% | 2 |
| 2001-02 | 2700 | 82 | 3.0% | 454 | 17.5% | 7.0% | 2 |
| 2002-03 | 2858 | 142 | 5.0% | 489 | 17.6% | 8.0% | 4 |
| 2003-04 | 3029 | 227 | 7.5% | 517 | 17.7% | 11.0% | 9 |
| 2004-05 | 3162 | 289 | 9.1% | 560 | 18.1% | 12.0% | 34 |
| 2005-06 | 3338 | 347 | 11.0% | 544 | 16.3% | 13.0% | 25 |
| 2006-07 | 3483 | 415 | 11.9% | 620 | 17.8% | 15.0% | 44 |
| 2007-08 | 3490 | 472 | 13.5% | 668 | 19.6% | 19.0% | 45 |
| 2008-09 | 3632 | 536 | 14.8% | 593 | 17.1% | 14.0% | 44 |
| 2009-10 | 3679 | 541 | 14.7% | 516 | 14.0% | 21.4% | 41 |

A study of this chart reveals the changing demographics of our school corporation. While our percentage of special education student has remained relatively stable over the years, we now have many more minority students than in the past. Our percentage of students qualifying for free/reduced lunch and textbooks has also increased in recent years. It is important that every staff member understands these changing demographics in order to develop appropriate goals and meet the needs of all of our students.

A unique characteristic of Mt. Vernon Intermediate School is the amount of community and parental involvement. Parents, community members, grandparents, and business representatives participate in a variety of school programs and events throughout the year. Mt. Vernon Intermediate School is fortunate to have a strong Parent Teacher Organization (PTO) that provides support and services year round. The PTO organizes volunteer programs and supports student events and special programs throughout the school year. The PTO also conducts one major fundraiser (a craft fair) and several minor fundraisers during the school year. These fundraisers help pay for needed school supplies, programs, convocations, equipment, and also provide moneys for teachers to purchase classroom materials for their students.

Demographic Information on Mt. Vernon Intermediate School

| Year | Total School Enrollment | Percent Minority Enrollment | Percent Special Ed. | Free or Reduced Lunch | Limited English Students | Fifth grade Percent Passed ISTEP+ Math | Fifth grade Percent Passed ISTEP+ E/LA | Fifth grade Percent Passed ISTEP+ Social St. | Sixth grade Percent Passed ISTEP+ Math | Sixth grade Percent Passed ISTEP+ E/LA | Sixth grade Percent Passed ISTEP+ Science |
|---------|-------------------------|-----------------------------|---------------------|-----------------------|--------------------------|----------------------------------------|----------------------------------------|----------------------------------------------|----------------------------------------|----------------------------------------|-------------------------------------------|
| 2009-10 | 587 | 16.3% | 15% | 24.8% | 1.7% | 88% | 77% | 72% | 91% | 76% | 70% |

Educational Programs

Special Education

Working with Joint Services of Hancock County, our local special education collaborative, special education students are served in their core academic classes through various programs (levels of service) at the Intermediate School. These programs are provided based on the child's I.E.P., and can include a combination of services.

1. Inclusion program – The special education student is included in the regular classroom. The regular education teacher is aware that the student is a special education student, reviews the I.E.P., and provides individual assistance as needed. The special education teachers work with the regular education teachers in a consultative role and help the regular education teachers modify lessons or assignments, if needed. We currently have three special education teachers assigned to our building.
2. Collaborative program – The special education student is included in the regular classroom. However, a special education staff member is also in the classroom along with the regular teacher (two adults). The special education staff member works collaboratively with the regular education teacher in providing instruction, modifying lessons or assignments, and providing small group and individual assistance.
3. Pull-out program- The student receives direct instruction from the special education teacher in his/her classroom.
4. One-on-One program – Students with severe disabilities may need one-on-one instruction for most or part of the school day. We currently have one student at the Intermediate School receiving one-on-one.

Students can receive the level of services deemed appropriate and least restrictive by the case conference committee. Many times, a combination of the above are used with the goal of eventually returning the student to full-time inclusion status.

High Ability Program (Accelerated Program)

High Ability students are served in math, reading, and language through our Accelerated Program. We identify our High Ability students at each grade level by using the following: ISTEP+ scores, NWEA test scores, grades from the previous semester, and teacher recommendation. We then come up with a ranking list, take the top 75 students per grade level, and create three classrooms per grade level of each subject. For example, we have three accelerated math classes in fifth grade –one on each team. 150 students total per subject area participate in this program. When students switch classes for math, these students simply go to the accelerated teacher's classroom. These teachers have had training and/or background experience in working with High Ability students. The goal of the Accelerated Program is to provide enrichment and advance students to mastery of grade level standards one year ahead of their current grade level.

Chapter I/Title I

We are not a Chapter I school (Mt. Vernon Intermediate School does not qualify at this time).

Fine Arts Program – Music, Art, Health, Physical Education, Computer Applications

Our students attend 44 minute Fine Arts classes on a rotating basis. Students receive one Fine Arts class per day. We also offer Band or Choir as a 44 minute elective. We cover state standards in all Fine Arts classes.

Media Program

All students visit the library with their class once a week to check out books. We have a reading program called IREAD, which requires students to read a certain number of books per grading period. Also, students are welcome to come to the Media Center at other times, with permission of their teacher, to return/check out additional books, do research, or find reference materials.

Our Media Specialist teaches media standards to students such as use of the Media Center's reference section, how to use the computer to locate materials and do research, etc.

Our Media Specialist also works collaboratively with teachers in planning and/or delivering lessons that incorporate media services and in helping locate instructional materials for lessons.

Health Services

Health education is provided to all 5th graders by their homeroom teachers and physical education teacher. In 6th grade, health education becomes a part of the Fine Arts rotation and Mr. Stadler teaches these classes to all sixth graders. We follow the state standards and also use several community resources. We have D.A.R.E., provided by the Hancock County Sheriff's Dept., for fifth graders. We also use the Public Health Association for our 5th and 6th grade Growth and Development (puberty) series.

Health services for students are provided by a nurse's assistant housed in our building. One corporation nurse is shared by all MVCSC schools (housed at the Supt. Office and rotating to all the schools).

Guidance Services

We have one full-time social worker at the Intermediate School. She serves in a variety of roles including providing counseling on an as-needed basis to students, running small group counseling sessions, and going into each classroom to teach whole group counseling lessons based on state standards and character education. She also coordinates the services provided to special education and special needs students.

Extra curricular Program

The Intermediate School offers a large program of after-school activities designed to meet the interests of the students. All groups meet after school from 2:35 – 4:45 p.m. and students have the option to ride home on the extra-curricular buses.

Club and Extracurricular Activities offered

Student Council
Cheerleading, 6th grade
Art Club
Tutoring Program
Peer Helper
Walking Club
Computer Club
Yearbook Club
Intramurals
DARE to Succeed
Newspaper Club
Drama Club
YMCA After School Program
Volleyball – Girl's 5th and 6th
Basketball – Girl's 6th
Basketball – Boy's 6th
Cross Country – 6th
Track- 6th
Golf- 6th
Wrestling – 6th
Swimming – 6th

Description and Location of Curriculum

Mt. Vernon Intermediate School follows the Indiana Academic Standards as our curriculum in each subject area. Our goal is that our students master these standards at each grade level. Students in accelerated classes typically begin working on standards one year ahead of their current grade placement. All teachers have received copies of the Indiana Academic Standards and keep these in their classrooms. Additional sets are available in the office. All parents also receive copies of the Indiana Academic Standards for their child's grade level(s) yearly for the subject areas published by the State Department (Language arts, Math, Social Studies, and Science).

Assessment Instruments

In addition to the ISTEP+ testing program, Mt. Vernon Intermediate School participates in the NWEA assessment program and all students take MAP achievement tests twice per year (fall and spring). We use DIBELS school-wide and all our LEP students participate in LAS Links testing. Our teachers also use a variety of individual classroom assessments throughout the school year.

Parent Participation in the School

Parental participation is a valuable tool at Mt. Vernon Intermediate School. Parents are actively involved with the student body by volunteering for various tasks within the classroom, as well as serving as chaperones for field trips and other student programs. Parents also help supervise and staff special events such as field day and the Bouncing Ballooza Reward parties. Parents are coaches, sponsors, and supervisors at extra-curricular activities. The Market-Day program, Campbell's soup label program, and Boxtops for Education program are all solely run by parents. An enormous amount of parental help is used at the major fundraiser; the craft fair.

The PTO is a highly active parent group at Mt. Vernon Intermediate School. The PTO plans activities and purchases items for special events. Money is also given to staff members for purchasing classroom supplies from the PTO. The PTO also provides dinner for the staff on Parent-Teacher Conference Days. Registration for some conferences is also partially staffed by members of the PTO.

Role of the School in the Community

Mt. Vernon Intermediate School has a student population of 584 5th and 6th grade students. We are located in a rural community setting. The primary role of this school, understandably, would be to empower these students with the skills and knowledge recommended in the Indiana State Standards. Additionally, a role of our Intermediate School is to provide the needed stability and framework for developmental maturity that preteens need. We provide this with a staff of experienced leaders, and character building programs such those in our counseling education, Project Wisdom, D.A.R.E., our S.T.E.P. and YMCA programs, Science Fair, Art Fair, band concerts, culture experiences, etiquette programs, school newspaper, youth athletics, fitness clubs, scouts, and tutoring programs. Mt. Vernon Intermediate School has an active PTO which adds to the positive bonding of the school and the community. The community provides our school with many of its employees. Additionally, it generates numerous volunteers who willingly provide us with the needed help to run extra curricular programs. We are truly blessed here at Mt. Vernon Intermediate School with exceptional community cooperation and partnerships.

Technology as a Learning Tool

Technology is a vital part of the educational process at Mount Vernon Intermediate School. A variety of hardware and software programs aid the students in their academic development each and every day. We select technology and software based on its alignment with state standards and school improvement goals. We also coordinate with the corporation's five year technology plan and the principal serves on the corporation technology committee.

The diverse software we have selected allows students to experience technology on a variety of ability levels. The software currently used at Mount Vernon Intermediate is as follows: Follet's Destiny (library catalog), Renaissance Learning Accelerated Reader (IREAD), MS notepad for HTML (Web Pages), Microsoft programs – Publisher, Photo Editor, Word, PowerPoint, Movie Player, and Excel, Internet Lifetouch.com website (yearbook), Internet (research), Internet(Webquests), Reading for Meaning, PrintMusic by Finale (song writing/composition

program), Timeliner, SkillsTutor, Drive of Your Life (Career guidance activity from the Indiana Youth Institute), Eye Q (reading program), and the e-instruction system.

Electronic hardware also plays an important role in the educational process. Examples of the hardware available to each teacher are as follows: DVD players, VCRs, televisions, video cameras, tape recorders, record players, CD players, microphones, over head projectors, computers in the individual rooms and in labs, a poster machine, a laminator, and projectors. These devices allow for more activities of differentiating types to occur, thus engaging the students on many different levels. In addition, MVI has a distance learning lab with the capability to connect electronically with other sites. We have used this lab to take students on electronic field trips and to partner with other schools regarding school projects and professional development.

Safe and Disciplined Learning Environment

Mt. Vernon Intermediate School staff is committed to creating a safe and disciplined learning environment for all students. The foundation for creating this environment is the commitment of our staff to the development of positive relations between students and staff and the development of positive peer relationships. In the event that these proactive strategies are unsuccessful, our teachers have classroom discipline procedures in place, and we have a school-wide discipline system that assist in creating our safe and disciplined learning environment. Our classroom and school-wide discipline rules emphasize a climate intolerant of bullying behaviors and include anti-bullying interventions. We participate in Project Wisdom and also Wonder Wheels BMX anti-bullying program. We have assessed the school climate in regards to bullying by surveying students about bullying occurrences. Our school encourages students, parents, or staff to report incidents of bullying, and we have procedures for responding and investigating any reports and dealing with both the bully and victim. Our staff conducts classroom discussions on bullying to increase awareness about what constitutes bullying and how bullying makes other students feel.

In addition, our building's design and special features contribute to a safe environment. We are a locked building during the school day and visitors have no choice but to enter through the front office. There is video surveillance of the delivery area and a buzzer system (with visual monitoring) for entrance. Built-in electric gates are lowered in the evenings to keep the public from accessing the academic wings. The student restrooms were designed for optimal supervision, while maintaining student privacy. Each wing of the building also has its own emergency exits and safe areas for tornado or other emergency. Overall, we feel MVI provides a very safe environment for our students and staff.

Curriculum and Instruction

For present-day students to be able to succeed in their endeavors, be it school, work, or in their communities, they will need more knowledge and skills than that of any previous generation. In an attempt to ensure that all students are able to acquire the knowledge and skills that they will need, the teaching staff at Mt. Vernon Intermediate School follows the guidelines set forth in the Indiana Academic Standards. While the standards outline what students should be able to do and what they should know, they leave the manner in which they are taught up to the expertise of the classroom teacher.

The staff at Mt. Vernon Intermediate School, using their skills, talents, and experience, employs a variety of teaching strategies in the instruction of students. A survey was conducted from Tuesday, February 19 to Friday, February 22 in an attempt to gain a representative sampling of strategies used for instruction by the teaching staff. Teachers were asked to record the method(s) used during each class period each the day. In addition to tallying the strategies, teachers were asked to list several of the academic standards covered each day.

In examining the results for that particular period of time, it is seen that whole group instruction, seat work, review, individualized instruction and use of audio/visual materials are among the most commonly used teaching strategies. Other strategies employed frequently include demonstration, small group instruction, projects, note taking, ability grouping, and brainstorming. Artistic expression, presentation, graphic organizers, drilling, and cooperative learning are also of significance. As shown by the data, a wide variety of instructional strategies are employed by the teaching staff.

In regards to the Indiana Academic Standards, the results show that in all subject areas, the standards are being taught. In viewing the scope of the standards being covered, it appears that even at this time during the school year, there is constant review as well as introduction of concepts to be taught to and mastered by the students. At Mt. Vernon Intermediate School, the Indiana Academic Standards create the framework for instruction which provides the opportunity for all students to receive an education that will help them succeed.

Mt. Vernon Intermediate School ISTEP+ TREND DATA (8 years) Grade 6

Grade 6

| <u>2003</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|-------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 72% | 27% | 195 | 74 | 270 |
| Math | 80% | 20% | 217 | 53 | 270 |
| <u>2004</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 77% | 23% | 174 | 57 | 250 |
| Math | 79% | 21% | 197 | 53 | 250 |
| <u>2005</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 77% | 23% | 199 | 59 | 258 |
| Math | 88% | 12% | 226 | 32 | 258 |
| <u>2006</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 81% | 19% | 199 | 47 | 246 |
| Math | 94% | 6% | 231 | 15 | 246 |

| <u>2007</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 82% | 18% | 245 | 54 | 300 |
| Math | 93% | 7% | 279 | 21 | 300 |
| <u>2008</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 80% | 20% | 208 | 52 | 261 |
| Math | 91% | 9% | 238 | 23 | 261 |
| <u>Spring 2009</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 82% | 18% | 219 | 47 | 268 |
| Math | 92% | 7% | 247 | 19 | 268 |
| Science | 73% | 26% | 195 | 71 | 268 |
| <u>Spring 2010</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 76% | 22% | 249 | 73 | 327 |
| Math | 91% | 7% | 298 | 24 | 327 |
| Science | 70% | 29% | 228 | 94 | 327 |

Mt. Vernon Intermediate School
ISTEP+ TREND DATA (8 years)
Grade 5

Grade 5

| <u>2003</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|-------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 81% | 19% | 192 | 45 | 237 |
| Math | 81% | 19% | 193 | 44 | 237 |
| <u>2004</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 74% | 26% | 188 | 65 | 253 |
| Math | 81% | 19% | 206 | 47 | 253 |
| Science | 66% | 34% | 166 | 87 | 253 |
| <u>2005</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 83% | 17% | 198 | 40 | 238 |
| Math | 92% | 8% | 220 | 18 | 238 |
| Science | 79% | 21% | 188 | 50 | 238 |
| <u>2006</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
| Eng/LA | 80% | 20% | 242 | 60 | 302 |
| Math | 86% | 14% | 261 | 41 | 302 |
| Science | 76% | 24% | 230 | 72 | 302 |

| <u>2007</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|-------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 82% | 17% | 211 | 44 | 256 |
| Math | 90% | 10% | 230 | 26 | 256 |
| Science | 76% | 23% | 195 | 60 | 256 |

| <u>2008</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|-------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 82% | 18% | 250 | 56 | 306 |
| Math | 90% | 10% | 275 | 31 | 306 |
| Science | 75% | 25% | 228 | 78 | 306 |

| <u>Spring 2009</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 77% | 22% | 239 | 69 | 310 |
| Math | 82% | 18% | 254 | 55 | 310 |
| Social Studies | 68% | 32% | 210 | 99 | 310 |

| <u>Spring 2010</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
| Eng/LA | 77% | 22% | 199 | 58 | 260 |
| Math | 88% | 11% | 229 | 28 | 260 |
| Social Studies | 72% | 27% | 188 | 69 | 260 |

ISTEP+ ETHNICITY

Grade 5

| <u>Spring 2009</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Eng/LA | | | | | |
| Black | 84% | 16% | 16 | 3 | 19 |
| White | 77% | 22% | 207 | 60 | 269 |

| | | | | | |
|-------|-----|-----|-----|----|-----|
| Math | | | | | |
| Black | 89% | 11% | 17 | 2 | 19 |
| White | 82% | 17% | 221 | 47 | 269 |

| <u>Spring 2010</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|

| | | | | | |
|--------|-----|----|-----|----|-----|
| Eng/LA | | | | | |
| Black | 58% | 42 | 14 | 10 | 24 |
| White | 80% | 20 | 172 | 42 | 214 |

| | | | | | |
|-------|-----|-----|-----|----|-----|
| Math | | | | | |
| Black | 75% | 25% | 18 | 6 | 24 |
| White | 91% | 9% | 194 | 20 | 214 |

Grade 6

| <u>Spring 2009</u> | <u>% passing</u> | <u>% below standard</u> | <u># passing</u> | <u>#below</u> | <u>Total number tested</u> |
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|
|--------------------|------------------|-------------------------|------------------|---------------|----------------------------|

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Eng/LA | | | | | |
| Black | 40% | 60% | 6 | 9 | 15 |
| White | 85% | 14% | 188 | 32 | 222 |

| | | | | | |
|-------|-----|-----|-----|---|-----|
| Math | | | | | |
| Black | 73% | 27% | 11 | 4 | 15 |
| White | 95% | 4% | 211 | 9 | 222 |

| Spring 2010 | % passing | % below standard | # passing | #below | Total number tested |
|-------------|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | |
| Black | 68% | 32% | 17 | 8 | 25 |
| White | 78% | 21% | 217 | 59 | 277 |
| Math | | | | | |
| Black | 76% | 16% | 21 | 4 | 25 |
| White | 94% | 6% | 259 | 17 | 277 |

ISTEP+ SPECIAL EDUCATION

Grade 5

| Spring 2009 | % passing | % below standard | # passing | #below | Total number tested |
|-------------|-----------|------------------|-----------|--------|---------------------|
|-------------|-----------|------------------|-----------|--------|---------------------|

| | | | | | |
|---------|-----|-----|----|----|----|
| Eng/LA | | | | | |
| Sp. Ed. | 40% | 58% | 21 | 30 | 52 |
| Math | | | | | |
| Sp. Ed. | 48% | 50% | 25 | 26 | 52 |

| Spring 2010 | % passing | % below standard | # passing | #below | Total number tested |
|-------------|-----------|------------------|-----------|--------|---------------------|
|-------------|-----------|------------------|-----------|--------|---------------------|

| | | | | | |
|---------|-----|-----|----|----|----|
| Eng/LA | | | | | |
| Sp. Ed. | 49% | 51% | 21 | 22 | 43 |
| Math | | | | | |
| Sp. Ed. | 63% | 33% | 29 | 14 | 43 |

Grade 6

| Spring 2009 | % passing | % below standard | # passing | #below | Total number tested |
|-------------|-----------|------------------|-----------|--------|---------------------|
|-------------|-----------|------------------|-----------|--------|---------------------|

| | | | | | |
|---------|-----|-----|----|----|----|
| Eng/LA | | | | | |
| Sp. Ed. | 41% | 59% | 13 | 19 | 32 |
| Math | | | | | |
| Sp. Ed. | 66% | 34% | 21 | 11 | 32 |

| Spring 2010 | % passing | % below standard | # passing | #below | Total number tested |
|-------------|-----------|------------------|-----------|--------|---------------------|
|-------------|-----------|------------------|-----------|--------|---------------------|

| | | | | | |
|---------|-----|-----|----|----|----|
| Eng/LA | | | | | |
| Sp. Ed. | 41% | 54% | 19 | 25 | 46 |
| Math | | | | | |
| Sp. Ed. | 70% | 26% | 32 | 12 | 46 |

ISTEP+ SES

Grade 5

| Spring 2009 | | % passing | % below standard | # passing | #below | Total number tested |
|--------------------|-----|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | | |
| Paid lunch | 79% | | 19% | 196 | 48 | 248 |
| Free/Red lunch | 65% | | 35% | 41 | 22 | 63 |
| Math | | | | | | |
| Paid lunch | 83% | | 16% | 205 | 16 | 248 |
| Free/Red lunch | 76% | | 24% | 48 | 15 | 63 |

| Spring 2010 | | % passing | % below standard | # passing | #below | Total number tested |
|--------------------|-----|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | | |
| Paid lunch | 83% | | 38% | 159 | 32 | 192 |
| Free/Red lunch | 61% | | 17% | 39 | 24 | 64 |
| Math | | | | | | |
| Paid lunch | 91% | | 8% | 175 | 16 | 192 |
| Free/Red lunch | 81% | | 17% | 52 | 11 | 64 |

Grade 6

| Spring 2009 | | % passing | % below standard | # passing | #below | Total number tested |
|--------------------|-----|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | | |
| Paid lunch | 83% | | 17% | 181 | 36 | 218 |
| Free/Red lunch | 74% | | 23% | 35 | 11 | 47 |
| Math | | | | | | |
| Paid lunch | 93% | | 6% | 203 | 14 | 218 |
| Free/Red lunch | 87% | | 11% | 41 | 5 | 47 |

| Spring 2010 | | % passing | % below standard | # passing | #below | Total number tested |
|--------------------|-----|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | | |
| Paid lunch | 81% | | 19% | 196 | 45 | 243 |
| Free/Red lunch | 63% | | 34% | 52 | 28 | 82 |
| Math | | | | | | |
| Paid lunch | 94% | | 5% | 229 | 12 | 243 |
| Free/Red lunch | 83% | | 15% | 68 | 12 | 82 |

ISTEP+ GENDER

Grade 5

| Spring 2009 | | % passing | % below standard | # passing | #below | Total number tested |
|--------------------|-----|-----------|------------------|-----------|--------|---------------------|
| Eng/LA | | | | | | |
| Male | 71% | | 28% | 109 | 43 | 153 |
| Female | 81% | | 17% | 128 | 27 | 158 |

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Math | | | | | |
| Male | 83% | 16% | 127 | 25 | 153 |
| Female | 80% | 19% | 126 | 30 | 158 |

Spring 2010 % passing % below standard # passing #below Total number tested

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Eng/LA | | | | | |
| Male | 75% | 23% | 102 | 31 | 136 |
| Female | 78% | 22% | 97 | 27 | 124 |

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Math | | | | | |
| Male | 87% | 11% | 118 | 15 | 136 |
| Female | 90% | 10% | 111 | 13 | 124 |

Grade 6

Spring 2009 % passing % below standard # passing #below Total number tested

| | | | | | |
|--------|-----|-----|----|----|-----|
| Eng/LA | | | | | |
| Male | 77% | 22% | 86 | 31 | 138 |
| Female | 87% | 12% | 76 | 16 | 130 |

| | | | | | |
|--------|-----|----|-----|----|-----|
| Math | | | | | |
| Male | 91% | 9% | 125 | 12 | 138 |
| Female | 94% | 5% | 122 | 7 | 130 |

Spring 2010 % passing % below standard # passing #below Total number tested

| | | | | | |
|--------|-----|-----|-----|----|-----|
| Eng/LA | | | | | |
| Male | 66% | 33% | 105 | 53 | 160 |
| Female | 86% | 12% | 144 | 20 | 167 |

| | | | | | |
|--------|-----|----|-----|----|-----|
| Math | | | | | |
| Male | 91% | 8% | 145 | 13 | 160 |
| Female | 92% | 7% | 153 | 11 | 167 |

Triangulation of Data Leading to Student Performance Goals

Target Area One: Mathematics ***Problem solving and critical thinking***

1) Goal: All students will improve their achievement in the areas of math concepts and math applications.

Data Sources:

1. Disaggregated ISTEP+ scores – Fifth and sixth grade black students scored below the rest of the population in math.
2. Disaggregated ISTEP+ scores – Special education students scored below the rest of the population in math.
3. Our lowest 5th grade Mathematics Academic Standards score by comparison to the Indiana Performance Index at standard is computation.
4. Our lowest 6th grade Mathematics Academic Standards score by comparison to the Indiana Performance Index at standard is Algebra & Function.

Target Area Two: Language Arts and Reading ***Communication***

2) Goal: All students will demonstrate improvements in their language arts skills, including vocabulary, reading comprehension and written expression.

Data Sources:

1. Disaggregated ISTEP+ scores – Fifth and sixth grade black students scored below the rest of the population in language arts.
2. Disaggregated ISTEP+ scores – Fifth and sixth grade special education students scored below the rest of the population in language arts.
3. Our lowest 5th grade Language Arts Academic Standards score by comparison to the Indiana Performance Index at standard are Writing Process and Writing Applications.
4. Our lowest 6th grade Language Arts Academic Standards score by comparison to the Indiana Performance Index at standard are Writing Applications and Language Conventions.

Mt. Vernon Intermediate School

Mt. Vernon Community School Corporation

NCA/PL221

School Improvement Plan

Updated August 2010

Target Area One: Mathematics

Problem solving and critical thinking

Target Area Goal: All students will improve their achievement in the areas of math concepts and math applications.

Data Sources: ISTEP+ Math Scores – Group Scores and Dissaggregated by Student Population Subgroups

ISTEP+ Math Scores - Analyzed by Academic Standards
NWEA Math Scores
Student's Math Grades

ISTEP+ Benchmarks for Mathematics - Grade 5

2010 ISTEP+ percentage of fifth grade students who passed mathematics **was** 88%
2011 ISTEP+ percentage of fifth grade students passing mathematics - benchmark = 90%
2012 ISTEP+ percentage of fifth grade students passing mathematics - benchmark = 91%
2013 ISTEP+ percentage of fifth grade students passing mathematics - benchmark = 92%

ISTEP+ Benchmarks for Mathematics - Grade 6

2010 (Spring) ISTEP+ percentage of sixth grade students who passed mathematics **was** 91%
2011 ISTEP+ percentage of sixth grade students passing mathematics - benchmark = 92%
2012 ISTEP+ percentage of sixth grade students passing mathematics - benchmark = 93%
2013 ISTEP+ percentage of sixth grade students passing mathematics - benchmark = 94%

1.1 Intervention One:

The “Introduction to Algebra” program will be expanded and improved as an important component of the sixth grade math curriculum.

Activities:

- Teachers will examine algebra standards for sixth, seventh, and eighth grade students.
- Teachers will meet with seventh and eighth grade math teachers to determine their expectation for incoming seventh grade students’ algebra skills.
- Sixth grade teachers will determine improvements in the content for the algebra course for sixth grade students.
- Teachers will continue to implement ‘Introduction to Algebra,’ including basic algebra terminology and concepts, at sixth grade.
- Classes for “Highly Able” math students will be expanded in order to challenge more students at a higher level.

Person(s) Responsible:

- Classroom teachers
- Parents
- Students
- Teaching assistants
- Administrators
- Math Goal Team

Resources/Best Practices:

- Indiana Academic Standards, IDOE
- Adopted Series Mathematics Teacher's Resources (Saxon)
- Best Ideas for Math, From America's Blue Ribbon Schools, The Society for Developmental Education
- Standards for Quality Elementary and Middle Schools, NAESP
- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- What Works: Research About Teaching and Learning, 2nd Edition, U.S. Dept. of Education
- Handbook of Research on Improvement of Student Achievement, 2nd Edition, Gordon Cawelti
- Bringing the NCTM Standards to Life, Yvelyne Germain-McCarthy
- Upper Elementary School Mathematics, Charlotte Danielson

Staff Development:

- Teachers will meet to discuss improvements to the pre-algebra program for sixth grade students.
- Teachers will meet in cross-grade level groups to discuss and plan curricular needs for each grade level.
- Teachers will meet in cross-grade level groups to discuss alignment of the curriculum and to share ideas and successes.
- Teachers will receive any professional development needed to assist in improving this program.
- Teachers will receive training on any new math software to be integrated into the algebra program.
- If funding permits, teachers will be encouraged to attend math workshops held outside the corporation.
- Ongoing support will be provided by the Math Goal Committee.

Timeline:

- School year 2010-2011 – Interventions, with possible revisions, continue to be implemented.
- School year 2010-11 – Sixth grade teachers will continue to implement the “Pre-Algebra” program.
- During school year 2010-2011 – Math Goal Committee will collect the results of math assessments and will make adjustments to improve the program as needed.
- End of school year 2010-2011 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2011-2012 – Interventions, with possible revisions, continue to be implemented.
- School year 2011-2012 – Sixth grade teachers will continue to implement the “Pre-Algebra” program.
- During school year 2011-2012 – Math Goal Committee will collect the results of math assessments and will make adjustments to improve the program as needed.
- End of school year 2011-2012 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2012-2013 – Interventions, with possible revisions, continue to be implemented.
- School year 2012-2013– Sixth grade teachers will continue to implement the “Pre-Algebra” program.

- During school year 2012-2013 – Math Goal Committee will collect the results of math assessments and will make adjustments to improve the program as needed.
- End of school year 2012-2013 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.

Resources:

- Indiana Academic Standards for mathematics
- MVCSC Curriculum Guide for mathematics
- Adopted math textbooks
- Indiana Curriculum Framework for mathematics
- Indiana State Department of Education
- North Central Association
- Internet math programs, like AAA math.com., and/or other math software
- Technology Associate
- Surrounding School Corporations
- I.C.E. or other computer oriented conferences

Assessments:

- ISTEP+ Math Scores
- NWEA Math Scores
- Student's Math Grades

1.2 Intervention Two:

Fifth grade students will increase math computation skills with the use of supplementary skills activities.

Activities:

- All fifth grade classroom teachers will give students additional practice on basic facts.
- Fifth grade students will complete timed math computation practice sheets and quizzes on a regular basis.
- Parents will be asked to assist their students in practicing and mastering computation skills and will be provided with flashcards to use at home.
- Students who are identified as needing math remediation will receive additional help from an instructional assistant during the school day.
- Summer remedial programs will be made available to all identified students.
- Additional math remediation will be available to identified students.

Person(s) Responsible:

- Classroom teachers
- Parents
- Students
- Teaching assistants
- Administrators
- Math Goal Team

Research/Best Practices:

- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone

- Best Ideas for Math, From America's Blue Ribbon Schools, The Society for Developmental Education
- Bringing the NCTM Standards to Life, Yvelyne Germain-McCarthy
- Indiana's Academic Standards for Mathematics
- Indiana's Academic Standards Resources, Curriculum Frameworks and Classroom Assessments.
- Mathematics Teacher's Resource Guide for Newly Adoption Series.
- Math at Hand, A Mathematics Handbook. Great Source Education Group.
- Mt. Vernon Community School Corporation Math Curriculum Guide, 2004.
- Standards for Quality Elementary and Middle Schools, NAESP
- Teaching with the Brain in Mind, Eric Jensen
- What Works: Research About Teaching and Learning, 2nd Edition, United States Dept. of Ed.

Staff Development:

- Fifth grade teachers will meet to develop strategies for consistent implementation of weekly timed tests on basic facts.
- Teachers will meet to share successful practices and discuss students' progress in math.
- Fifth, sixth, seventh, and eighth grade math teachers will meet to discuss articulation of the math curriculum and the skills students need to be successful in all math classes.
- If funding permits, teachers will be encouraged to attend workshops held outside the corporation.
- Ongoing support will be provided by the Math Goal Committee.

Timeline:

- School year 2010-2011 – Interventions, with possible revisions, will continue to be implemented.
- School year 2010-2011 – During the school year and summer, remediation and enrichment programs for identified students will be made available.
- School year 2010-2011 - Teachers will meet in cross-grade level groups to discuss articulation of curriculum and student needs.
- School year 2010-2011 – Under the direction of the Math Goal Committee, fifth grade math teachers will continue to implement and improve the program of math computation practice and review for students.
- During school year 2010-2011 – Math Goal Committee will collect the results of math assessments.
- End of school year 2010-2011 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2011-2012 – Interventions, with possible revisions, will continue to be implemented.
- School year 2011-2012 – During the school year and summer, remediation and enrichment programs for identified students will be made available.
- School year 2011-2012 - Teachers will meet in cross-grade level groups to discuss articulation of curriculum and student needs.
- School year 2011-2012 – Under the direction of the Math Goal Committee, fifth grade math teachers will continue to implement and improve the program of math computation practice and review for students.
- During school year 2011-2012 – Math Goal Committee will collect the results of math assessments.
- End of school year 2011-2012 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2012-2013 – Interventions, with possible revisions, will continue to be implemented.
- School year 2012-2013 – During the school year and summer, remediation and enrichment programs for identified students will be made available.
- School year 2012-2013 - Teachers will meet in cross-grade level groups to discuss articulation of curriculum and student needs.

- School year 2012-2013 – Under the direction of the Math Goal Committee, fifth grade math teachers will continue to implement and improve the program of math computation practice and review for students.
- During school year 2012-2013 – Math Committee will collect the results of math assessments.
- End of school year 2012-2013 – Math Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.

Resources:

- Indiana Academic Standards for mathematics
- MVCSC Curriculum Guide for mathematics
- Adopted math textbooks
- Indiana Curriculum Framework for mathematics
- Indiana State Department of Education
- North Central Association
- Internet math programs, like AAA math.com., and other math software
- Math pentathlon games

Assessments:

- ISTEP+ Math Scores
- NWEA Math Scores
- Student's Math Grades

1.3 Intervention Three:

Students will keep math journals to keep track of and practice math vocabulary and example problems.

Activities:

- Teachers will meet to discuss and improve the implementation of math journals.
- Teachers will use math journals on a weekly basis with their students.
- Any student who has a financial need will have a journal provided by the school.
- Teachers will meet periodically to discuss and evaluate the effectiveness of the journals.
- Parents will receive information and see examples of journal entries at parent/teacher conferences.
- Journals will be sent home with students at the end of the school year.

Person(s) Responsible:

- Classroom teachers
- Parents
- Students
- Teaching assistants
- Technology Associate
- Professional Development Coordinator
- Administrators
- Math Goal Team

Resources/Best Practices:

- Adopted Series Mathematics Teacher's Resources
- Indiana Academic Standards, IDOE
- Best Ideas for Math, From America's Blue Ribbon Schools, The Society for Developmental Education

- Standards for Quality Elementary and Middle Schools, NAESP
- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- What Works: Research About Teaching and Learning, 2nd Edition, U.S. Dept. of Education
- Upper Elementary School Mathematics, Charlotte Danielson

Staff Development:

- Teachers will meet to develop strategies for consistent weekly implementation and improvement of journaling in math classes.
- Teachers will meet to share successful practices and discuss students' progress with math journaling.
- Fifth, sixth, seventh, and eighth grade math teachers will meet to discuss articulation of the math curriculum and the skills students need to be successful in all math classes.
- If funding permits, teachers will be encouraged to attend workshops held outside the corporation.
- Ongoing support will be provided by the Math Goal Committee.

Timeline:

- School year 2010-2011 – Any revisions or additions to the intervention will be implemented.
- School year 2010-2011 - Teachers will meet to discuss the continued implementation of math journals.
- School year 2010-2011 - Teachers will continue using math journals on a weekly basis with students.
- School year 2010-2011 - Teachers will meet periodically to discuss and evaluate the effectiveness of the journals
- School year 2010-2011 – Training will be provided on an “as needed basis” for any teacher needing assistance integrating journaling into the math instructional program.
- End of school year 2010-2011 – Math Goal Committee will collect the results of math assessments.
- School year 2011-2012 – Any revisions or additions to the intervention will be implemented.
- School year 2011-2012 - Teachers will meet to discuss the continued implementation of math journals.
- School year 2011-2012 - Teachers will continue using math journals on a weekly basis with students.
- School year 2011-2012 - Teachers will meet periodically to discuss and evaluate the effectiveness of the journals
- School year 2011-2012 – Training will be provided on an “as needed basis” for any teacher needing assistance integrating journaling into the math instructional program.
- End of school year 2011-2012 – Math Goal Committee will collect the results of math assessments.
- School year 2012-2013 – Any revisions or additions to the intervention will be implemented.
- School year 2012-2013 - Teachers will meet to discuss the continued implementation of math journals.
- School year 2012-2013 - Teachers will continue using math journals on a weekly basis with students.
- School year 2012-2013 - Teachers will meet periodically to discuss and evaluate the effectiveness of the journals
- School year 2012-2013 – Training will be provided on an “as needed basis” for any teacher needing assistance integrating journaling into the math instructional program.
- End of school year 2012-2013 – Math Goal Committee will collect the results of math assessments.

Resources:

- Indiana Academic Standards for mathematics
- MVCSC Curriculum Guide for mathematics
- Adopted math textbooks
- Indiana Curriculum Framework for mathematics
- Indiana State Department of Education

Assessments:

ISTEP+ Math Scores
NWEA Math Scores
Student's Math Grades

Target Area Two: Language Arts and Reading *Communication*

Target Area Goal: All students will demonstrate improvements in their language arts skills, including vocabulary, reading comprehension, and written expression.

Data Sources: ISTEP+ English/Language Group Scores and Dissaggregated by Student Population Subgroups

ISTEP+ Language Arts Scores – Analyzed by Academic Standards
ISTEP+ Writing Assessments
NWEA Reading Scores
NWEA Language Arts Scores
Student's Grades in Reading and Language Arts

ISTEP+ Benchmarks for Language Arts - Grade 5

2010 (Spring) ISTEP+ percentage of fifth grade students passing Language Arts **was** = 77%
2011 ISTEP+ percentage of fifth grade students passing Language Arts - benchmark = 82%
2012 ISTEP+ percentage of fifth grade students passing Language Arts - benchmark = 86%
2013 ISTEP+ percentage of fifth grade students passing Language Arts - benchmark = 90%

ISTEP+ Benchmarks for Language Arts - Grade 6

2010 (Spring) ISTEP+ percentage of sixth grade students who passed Language Arts **was** - 76%
2011 ISTEP+ percentage of sixth grade students passing Language Arts - benchmark = 80%
2012 ISTEP+ percentage of sixth grade students passing Language Arts - benchmark = 85%
2013 ISTEP+ percentage of fifth grade students passing Language Arts – benchmark = 90%

2.1 Intervention One:

A school-wide writing program will be implemented across the curriculum.

Activities:

- All teachers receive continued training on the “6+1 Traits Writing Program.”
- Teachers will meet to plan improvements for the program.
- Teachers will receive support materials and follow-up training for the program.
- Teachers will tie 6+1 Traits Writing in with our character education program (Project Wisdom)
- Teachers will give students practice and support with the writing program for a variety of purposes across all curricular areas.
- Teachers and students will evaluate selected writing samples using writing development rubrics and use the results to promote student growth.
- Teachers will meet periodically to discuss ways to improve the writing program.

Person(s) Responsible:

- Teachers
- Parents
- Students
- Teaching assistants
- Administrators
- Language Arts Goal team

Research/Best Practices:

- 6+1 Traits of Writing, by R. Culham.
- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- Creating Classrooms for Authors, by J. Harste, K. Short, and C. Burke.
- What Works: Research About Teaching and Learning, 2nd Edition, United States Department of Education
- Handbook of Research on Improvement of Student Achievement, 2nd Edition, Gordon Cawelti
- Indiana’s Academic Standards for Language Arts
- Indiana’s Academic Standards Resources, Curriculum Frameworks and Classroom Assessments.
- Making Connections: Teaching and the Human Brain. ASCD.
- Mt. Vernon Community School Corporation Language Arts Curriculum Guide
- Standards for Quality Elementary and Middle Schools, NAESP
- Teacher to Teacher: A Professional’s Handbook on Literacy Development. D.C. Heath.
- Teaching with the Brain in Mind, Eric Jensen
- What Works: Research About Teaching and Learning, 2nd Edition, United States Department of Education

Staff Development:

- Teachers will receive release time to meet and continue improving the 6+1 Writing Traits program.
- Representative teachers from each team will receive additional outside training on 6+1 Writing to become our school “experts.”
- Follow-up support and additional assistance will be provided by the trained “6+1 expert” teachers and the Language Arts Goal Committee.

Timeline:

- School year 2010-2011 – Any revisions or additions to the intervention will be implemented.
- School year 2010-2011 - Teachers will receive ongoing support and assistance with the 6+1 Traits Writing program from the Language Arts Goal Committee and the “expert” peers. Professional Development will continue.
- End of school year 2010-2011– Language Arts Goal Committee will collect the results of assessments and will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data
- School year 2011-2012 – Any revisions or additions to the intervention will be implemented.
- School year 2011-2012 - Teachers will receive ongoing support and assistance with the 6+1 Traits Writing program from the Language Arts Goal Committee and the “expert” peers. Professional Development will continue.
- End of school year 2011-2012– Language Arts Goal Committee will collect the results of assessments and will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data
- School year 2012-2013 – Any revisions or additions to the intervention will be implemented.
- School year 2012-2013 - Teachers will receive ongoing support and assistance with the 6+1 Traits Writing program from the Language Arts Goal Committee and the “expert” peers. Professional Development will continue.
- End of school year 2012-2013– Language Arts Goal Committee will collect the results of assessments and will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data

Resources:

- Indiana Academic Standards for language arts
- School Media Center
- Indiana Curricular Frameworks for language arts
- Indiana State Department of Education
- North Central Association
- Libraries at other locations
- Surrounding school corporations

Assessments:

ISTEP+ English/Language Arts Scores

ISTEP+ Writing Assessments

NWEA Reading Scores

NWEA Language Arts Scores

Student’s Grades in Reading and Language Arts

2.2 Intervention Two:

The school-wide reading incentive program (IREAD) that promotes increased reading time for all students will be continued and improved.

Activities:

- A meeting will be held to discuss improving the IREAD program.
- The incentive program for IREAD will be implemented.
- Teachers will receive additional training on the IREAD program.
- Parents will receive information on the reading incentive program as well as listings of appropriate books and ideas for encouraging independent reading at home.

- If funding is available, additional multi-cultural, advanced, and remedial books will be purchased for the media center.
- Students' progress in the reading incentive program will be charted and recognized.

Person(s) Responsible:

- Classroom teachers
- Parents
- Students
- Media Specialist
- Administrators
- Language Arts Goal team

Resources/Best Practices:

- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- Creating Classrooms for Authors, by J. Harste, K. Short, and C. Burke.
- What Works: Research About Teaching and Learning, 2nd Edition, United States Department of Education
- Handbook of Research on Improvement of Student Achievement, 2nd Edition, Gordon Cawelti
- Indiana's Academic Standards for Language Arts
- Indiana's Academic Standards Resources, Curriculum Frameworks and Classroom Assessments.
- Making Connections: Teaching and the Human Brain. ASCD.
- Mt. Vernon Community School Corporation Language Arts Curriculum Guide
- Standards for Quality Elementary and Middle Schools, NAESP
- Teacher to Teacher: A Professional's Handbook on Literacy Development. D.C. Heath.
- Teaching with the Brain in Mind, Eric Jensen
- What Works: Research About Teaching and Learning, 2nd Edition, United States Department of Education

Staff Development:

- A committee of teachers, including the Media Specialist, will meet to develop an appropriate reading incentive program as a component of our current IREAD program.
- All teachers will be asked to provide input and suggestions into the improvement of the reading incentive program.
- Teachers will receive ongoing support and assistance with the reading incentive program from the Language Arts Goal Committee and selected peers.
- A follow-up meeting will be held to discuss the reading incentive program.
- Reading development strategies will be pursued, as funding permits, such as hosting an outside speaker or sending teachers to reading conferences.
- Ongoing support will be provided by the Language Arts Goal Committee.

Timeline:

- School year 2010-2011 – Any revisions or additions to the intervention will be implemented.
- School year 2010-2011 - The Language Arts Goal Committee and Media Specialist, with input from all other teachers, will meet to discuss methods of improving the IREAD program.
- School year 2010-2011 – Teachers will receive information and training regarding any improvements in the reading incentive program.
- End of each grading period – Students will be recognized for reaching their IREAD goals.
- End of school year 2010-2011 – Students' will be recognized for their year-end reading achievements.

- End of school year 2010-2011 – The Language Arts Goal Committee will collect the results of reading assessments.
- End of School year 2010-2011– The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2011-2012 – Any revisions or additions to the intervention will be implemented.
- School year 2011-2012 - The Language Arts Goal Committee and Media Specialist, with input from all other teachers, will meet to discuss methods of improving the IREAD program.
- School year 2011-2012 – Teachers will receive information and training regarding any improvements in the reading incentive program.
- End of each grading period – Students will be recognized for reaching their IREAD goals.
- End of school year 2011-2012 – Students’ will be recognized for their year-end reading achievements.
- End of school year 2011-2012 – The Language Arts Goal Committee will collect the results of reading assessments.
- End of School year 2011-2012– The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2012-2013 – Any revisions or additions to the intervention will be implemented.
- School year 2012-2013 - The Language Arts Goal Committee and Media Specialist, with input from all other teachers, will meet to discuss methods of improving the IREAD program.
- School year 2012-2013 – Teachers will receive information and training regarding any improvements in the reading incentive program.
- End of each grading period – Students will be recognized for reaching their IREAD goals.
- End of school year 2012-2013 – Students’ will be recognized for their year-end reading achievements.
- End of school year 2012-2013 – The Language Arts Goal Committee will collect the results of reading assessments.
- End of School year 2012-2013– The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.

Resources:

- Indiana Academic Standards for language arts
- MVCSC Curriculum Guide for reading/language arts
- School Media Center
- Indiana Curricular Frameworks for language arts
- Indiana State Department of Education
- North Central Association
- Libraries at other locations
- Surrounding school corporations

Assessments:

ISTEP+ English/Language Arts Scores
 ISTEP+ Writing Assessments
 NWEA Reading Scores
 NWEA Language Arts Scores
 Student’s Grades in Reading and Language Arts

2.3 Intervention Three:

The “word of the week” academic vocabulary program will be expanded and improved.

Activities:

- A meeting will be held to discuss improving and expanding the current “word of the week” program.
- The words for the “word of the week” program will be coordinated with academic vocabulary words used in the classroom.
- Teachers will receive information and training on the improved “word of the week” program.
- The “word of the week” will be announced and explained on the morning MVIS News program.
- The words and definitions will be shared with parents each week so that they can reinforce words at home.
- Teachers will challenge students to use, know the meaning of, and remember the “words of the week” by incorporating the words into their classroom vocabulary.

Person(s) Responsible:

- Classroom teachers
- Parents
- Students
- Teaching assistants
- Administrators
- Language Arts Goal team

Best Practices:

- Academic Vocabulary, ASCD
- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- Creating Classrooms for Authors, by J. Harste, K. Short, and C. Burke.
- What Works: Research About Teaching and Learning, 2nd Edition, United States Dept. of Ed.
- Handbook of Research on Improvement of Student Achievement, 2nd Edition, Gordon Cawelti
- Indiana’s Academic Standards for Language Arts
- Indiana’s Academic Standards Resources, Curriculum Frameworks and Classroom Assessments.
- Making Connections: Teaching and the Human Brain. ASCD.
- Mt. Vernon Community School Corporation Language Arts Curriculum Guide
- Teaching with the Brain in Mind, Eric Jensen

Staff Development:

- All teachers will receive information and training on the improved “word of the week” program before implementation.
- Teachers will receive ongoing support and assistance with the “word of the week” program from the Language Arts Goal Committee.
- A follow-up meeting will be held to discuss the “word of the week” program.
- Ongoing support will be provided by the Language Arts Committee.

Timeline:

- School year 2010-2011 – Any revisions or additions to the intervention will be implemented.
- School year 2010-2011 – Teachers will reinforce the program and use the words daily in the classroom.

- End of school year 2010-2011 – The Language Arts Goals Committee will collect the results of assessments.
- End of School year 2010-2011 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2011-2012 – Any revisions or additions to the intervention will be implemented.
- School year 2011-2012 – Teachers will reinforce the program and use the words daily in the classroom.
- End of school year 2011-2012 – The Language Arts Goals Committee will collect the results of assessments.
- End of School year 2011-2012 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2012-2013 – Any revisions or additions to the intervention will be implemented.
- School year 2012-2013 – Teachers will reinforce the program and use the words daily in the classroom.
- End of school year 2012-2013 – The Language Arts Goals Committee will collect the results of assessments.
- End of School year 2012-2013 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.

Resources:

- *Indiana Academic Standards for Language Arts*
- MVCSC Curriculum Guide for Reading/Language Arts
- School Media Center
- Indiana Curricular Frameworks for Language Arts
- Indiana State Department of Education
- North Central Association
- Libraries at Other Locations
- Surrounding School Corporation

Assessments:

ISTEP+ English/Language Arts Scores
 ISTEP+ Writing Assessments
 NWEA Reading Scores
 NWEA Language Arts Scores
 Student's Grades in Reading and Language Arts

2.4 Intervention Four:

Read Now Power Up reading intervention program will be developed to provide remediation as part of our RtI program during the school day to identified students.

Activities:

- The Language Arts Goal Committee and the Guidance Counselor have implemented a reading intervention/remediation program “Read Now Power Up”.
- Meetings were held to plan the implementation of the reading intervention program.
- The principal and selected teachers have received training on use of the selected program.

- The trained staff members will train the remaining teachers on the use of the reading intervention program.
- Students identified with reading difficulties will be selected for the program based on a review of selected reading assessments and teacher recommendation. Parent permission will be obtained.
- The reading intervention program for identified students will be scheduled during the school day, a minimum of twice per week, for one period.
- A pre-test will be administered to all participating students at the start of the program.
- Teachers will collect assessment data periodically and will administer a post-test at the end of the school year to participating students.
- A meeting will be held at the end of the year to evaluate the program based on the results of student reading assessments.
- Ongoing support will be provided by the Language Arts Committee and Roll Team Committee.

Person(s) Responsible:

- Classroom teachers
- Guidance Counselor
- Parents
- Students
- Teaching assistants
- Administrators
- Language Arts Goal team

Best Practices:

- Best Classroom Practices: What Award Winning Elementary Teachers Do, Randi Stone
- Creating Classrooms for Authors, by J. Harste, K. Short, and C. Burke.
- What Works: Research About Teaching and Learning, 2nd Edition, United States Dept. of Ed.
- Indiana’s Academic Standards for Language Arts
- Indiana’s Academic Standards Resources, Curriculum Frameworks and Classroom Assessments.
- Making Connections: Teaching and the Human Brain. ASCD.
- Mt. Vernon Community School Corporation Language Arts Curriculum Guide
- Teaching with the Brain in Mind, Eric Jensen

Staff Development:

- The Language Arts Goal Committee and selected teachers will receive release time to investigate recommended reading intervention/remediation programs.
- The principal and selected teachers will receive training on use of the program.
- The trained staff members will train the remaining teachers on the use of the reading intervention program, or an outside expert will be brought in.
- Release time will be needed for teachers for training and to collect and evaluate student assessment data.
- Meetings will be held throughout the school year to monitor progress. A final meeting will be held at the end of the year to evaluate the program based on the results of student assessment data.

Timeline:

- School year 2010-2011 – Any revisions or additions to the intervention will be implemented.
- School year 2010-2011- Students at-risk of reading difficulties will be selected for the program based on a review of selected reading assessments and teacher recommendation.
- School year 2010-2011 – Pre and post-reading assessments will be administered to the participating students.
- School year 2010-2011 – Student progress will be monitored regularly. Teachers will continue to receive support and follow-up training.

- End of school year 2010-2011– The Language Arts Goals Committee will collect the results of all assessments.
- End of School year 2010-2011 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2011-2012 – Any revisions or additions to the intervention will be implemented.
- School year 2011-2012- Students at-risk of reading difficulties will be selected for the program based on a review of selected reading assessments and teacher recommendation.
- School year 2011-2012 – Pre and post-reading assessments will be administered to the participating students.
- School year 2011-2012 – Student progress will be monitored regularly. Teachers will continue to receive support and follow-up training.
- End of school year 2011-2012– The Language Arts Goals Committee will collect the results of all assessments.
- End of School year 2011-2012 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.
- School year 2012-2013 – Any revisions or additions to the intervention will be implemented.
- School year 2012-2013- Students at-risk of reading difficulties will be selected for the program based on a review of selected reading assessments and teacher recommendation.
- School year 2012-2013 – Pre and post-reading assessments will be administered to the participating students.
- School year 2012-2013 – Student progress will be monitored regularly. Teachers will continue to receive support and follow-up training.
- End of school year 2012-2013– The Language Arts Goals Committee will collect the results of all assessments.
- End of School year 2012-2013 – The Language Arts Goal Committee will meet to analyze assessment data and determine any revisions to the intervention based on the results of student achievement data.

Resources:

- Reading Specialist from Joint Services
- Indiana Academic Standards for Language Arts
- MVCSC Curriculum Guide for Reading/Language Arts
- School Media Center
- Indiana Curricular Frameworks for Language Arts
- Indiana State Department of Education
- North Central Association
- Surrounding School Corporation

Assessments:

ISTEP+ English/Language Arts Scores
 ISTEP+ Writing Assessments
 NWEA Reading Scores
 NWEA Language Arts Scores
 Student's Grades in Reading and Language Arts