

MOUNT VERNON SCHOOL DISTRICT NO. 320

2019-20 Priority Actions and Evidence of Impact

Strategy 1 - Early Learning	Promote school readiness for kindergarten and foster successful transitions throughout grades K-3, ensuring students meet grade level standards, especially in reading, by the end of 3 rd grade.	
Theory of Action	As we work in collaboration with community-based agencies focused on birth through five, develop options for entering kindergarten students with no prior preschool experience, and facilitate kindergarten teachers working closely together to maintain a shared understanding of how young children develop and learn, children in our community will enter kindergarten better prepared to succeed and will receive kindergarten instruction preparing them to be on track to reach grade level standards in literacy and math by the end of 3rd grade.	
2019-20 Priority Actions	<ul style="list-style-type: none"> ● Collaborate with United Way, health care organizations and other agencies participating in the Children’s Council of Skagit County on their efforts to provide services to preschool age children and their families in support of early literacy. (T1) ● Develop a Kindergarten Readiness checklist and video, focused on early literacy, for families and distribute through community child care and preschool providers. (T1) ● Meet with K teachers to focus on early learning literacy skills and standards that contribute to strong vertical curricular alignment. (T1) ● Evaluate options for providing summer or school year programming to increase early literacy skills, including transportation, for entering kindergarten students with no prior preschool experience. (T2) ● Provide coaching support for K-3 teachers in strategies that promote English language development. (T1) ● Provide opportunities for cross grade level (K-3) teacher collaboration focused on literacy. (T1) ● Provide funding and other support for teachers who elect to continue with training in <i>Language Essentials for Teachers of Reading and Spelling</i>. (T1) ● Ensure that school improvement plans specifically address the need to improve early literacy skills. (T1) 	
Evidence of Impact	By June 2020: <ul style="list-style-type: none"> ● The number of students demonstrating proficiency in reading and math in grades k, 1, 2 and 3 will increase by 3% from the fall benchmark to the spring STAR benchmark. 	
Progress Measures	Capacity Building Measures	Outcome Measures
	<ul style="list-style-type: none"> ● Contacts with community based childcare and preschool providers ● Engagement with United Way ● Grade level and cross grade level teacher collaboration opportunities 	<ul style="list-style-type: none"> ● STAR

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Strategy 2 - Powerful Teaching & Learning	Inspire every student to develop critical thinking and problem solving skills, through high expectations and instruction that is engaging, research-based, and relevant.	
Theory of Action	When teachers collaborate to deliver high quality and engaging instruction using proven strategies and quality instructional materials, make the content relevant to students' lives and interests, challenge students to apply their learning in creative ways to solve real world problems, and identify and support students needing additional help, students achieve at higher levels.	
2018-19 Priority Actions	<ul style="list-style-type: none"> ● Support teachers in their collaborative decision making around implementing, with fidelity, research based strategies common to the Marzano Instructional Framework and the AVID, and GLAD instructional models, to enhance student learning. (T1) ● Enhance awareness, understanding, and use of culturally responsive teaching practices, consistent with the Marzano Instructional Framework and the AVID, and GLAD instructional models, to promote student learning. (T1) ● Implement curriculum renewal processes to identify current, high quality instructional materials, relevant to students' ethnicities and cultures and including supports for learners with special needs in: <ul style="list-style-type: none"> ▪ Elementary Language Arts and, subject to passage of the Supplemental Levy, Elementary Science (T1) ▪ High School Language Arts (T1) ● Support the implementation of a K-12 system of tiered interventions, including: <ul style="list-style-type: none"> ▪ an early warning system to identify students needing additional intervention (T2, T3) ▪ instructional support, within the school day, for math at K-12 and Language Arts at 6-12 (T2) ▪ equitable student management practices (T1) ▪ assessments to screen and monitor student progress (T1, T2, T3) ▪ specific, trauma informed practices, including Zones of Regulation, district wide (T1, T2, T3) ▪ Identify a comprehensive system of positive behavioral supports for use district-wide. (T1) 	
Evidence of Impact	By June 2020: <ul style="list-style-type: none"> ● The number of students demonstrating proficiency in reading and math in grades 4-10 will increase by 3% from the fall benchmark to the spring STAR benchmark. ● ELA, Math, and Science proficiency as measured by SBA will increase by 3% each year. Progress will be monitored in grades 3, 5, 8 and 10 and will be disaggregated by White, Hispanic/ Latinx. ● The percentage of students transitioning out of TBIP will meet or exceed the state average based on the spring ELPA21 results. ● The percentage of students earning a C or Better in Algebra 1 by the end of 9th grade will increase by 5%. 	
Progress Measures	<u>Capacity Building Measures</u> <ul style="list-style-type: none"> ● Progress reports from coaches ● Progress reports from equity leads and principals ● Progress reports from curriculum materials adoption committees 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● STAR ● SBA disaggregated by White and Hispanic/Latinx student groups ● Algebra I grades

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Strategy 3 - Family and Community Engagement	Embrace the strengths of the District’s various communities and organizations. Work together with families and other partners to provide students with powerful learning experiences that lead to their success.	
Theory of Action	Engaging families and other community partners in creative and effective ways to support our children and youth strengthens student academic, career, and social-emotional learning.	
2019-20 Priority Actions	<ul style="list-style-type: none"> ● Establish community-based experiences for students, including internships and job shadows that will assist in enhancing their career awareness and readiness. (T1) ● Provide opportunities for community members to provide mentorship support for students. (T1, T2, T3) ● Look at alternative ways to facilitate access for students and parents to information on academic progress and behavior through contacts with teachers using a variety of strategies and tools. (T1) ● Evaluate opportunities for partnering with local community health care providers to establish a school-based clinic to improve student access to health care. (T1) ● Enhance a district and community-wide culture of celebrating our schools’ accomplishments by involving students, staff, and families in collecting and sharing stories within the district and community. (T1) ● Involve families and other community members in the process of developing a district equity policy. (T1) 	
Evidence of Impact	By June 2020: <ul style="list-style-type: none"> ● Percentage of middle school and high school families accessing Skyward Family Access will increase by 5% ● The number of community members who engage with schools to mentor students will increase by 5% ● The percentage of High School parents who access teachers at conference time will increase by 10% 	
Progress Measures	<u>Capacity Building Measures</u> <ul style="list-style-type: none"> ● Report to Board on investigation of school-based health clinic ● Increased frequency of positive stories being shared across the district and community 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● Frequency of Skyward access by families ● Participation in family-teacher conferences ● Increase in internship, job shadowing, and other mentorship opportunities ● Completion of equity policy

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Strategy 4 – Individual Determination and Creativity	Encourage, develop, and strengthen student independence, perseverance, creativity, and a willingness to take risks and embrace new ideas, laying the foundation for continuous learning.	
Theory of Action	Providing students with opportunities to engage in independent, creative and higher level thinking and problem solving will prepare them for future challenges in learning, careers, and life.	
2018-19 Priority Actions	<ul style="list-style-type: none"> ● Identify potential classrooms for a project based learning pilot at Jefferson Elementary. (T1) ● Increase recognition and celebration of student perseverance and creativity in all schools. (T1) ● Ensure that the AVID schoolwide system is implemented with quality and fidelity as determined by the AVID schoolwide checklist (T1) ● Create additional opportunities for student voice on issues pertaining to their own education. (T1) ● Increase equitable access to accelerated learning opportunities (e.g., highly capable programs, Advanced Placement, and college in the high school courses) for all students, especially those from underrepresented groups. (T1) ● Further develop implementation of research-based strategies to support students in improving their attendance including identification and removal of barriers to regular attendance and inclusion of students and families in this work. (T1, T2, T3) 	
Evidence of Impact	By June 2020: <ul style="list-style-type: none"> ● On time and extended graduation rate of students in Mount Vernon Schools will increase by 3% for all students, while the rate for Hispanic/Latinx students will increase by 5%. ● The percentage of Latinx students identified for the district’s elementary and middle school HiCap programs will increase by 5%. ● The percentage of Hispanic/Latinx students earning the honors designation and the percentage of Latinx students enrolled in AP/college in the high school classes will increase by 5%. 	
Progress Measures	<u>Capacity Building Measures</u> <ul style="list-style-type: none"> ● Increase in advanced learning opportunities for students ● Report of Jefferson project based learning pilot ● Emphasis on implementing AVID with quality and fidelity 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● Percentage of underrepresented students enrolled in advanced courses and in the District’s HiCap programs ● Percentage of daily student attendance ● Percent of AP test score at 3 or above ● Number of college academic credits earned in high school classes ● Percentage of on-time graduation by student group