

# MOUNT VERNON SCHOOL DISTRICT NO. 320

## 2018-19 Priority Actions and Evidence of Impact

<b>Strategy 1 - Early Learning</b>	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 <sup>rd</sup> grade.
<b>Theory of Action</b>	If community-based preschool providers and teachers in grades K-3 work closely together and have a shared understanding of how young children develop and learn, children will enter kindergarten prepared to succeed and will reach grade level standards in literacy and math by the end of 3rd grade.
<b>2018-19 Priority Actions</b>	<ul style="list-style-type: none"> <li>● Implement Jump Start programs in August for entering kindergarten students who have not participated in preschool. (T2)</li> <li>● Increase district collaboration with early learning providers and the Mount Vernon High School Preschool program with a focus on skills needed for kindergarten readiness (T1).</li> <li>● Provide professional learning opportunities for community-based early learning providers in language acquisition, pre-literacy, pre-numeracy, and trauma informed practices (T1).</li> <li>● Promote collaboration between grade levels K-3 professional learning communities, to strengthen coordination in teaching and learning (T1)</li> <li>● Provide district support for schools in their work to promote the habit of regular, all day school attendance beginning in kindergarten (T1).</li> </ul>
<b>Evidence of Impact</b>	By June 2019: <ul style="list-style-type: none"> <li>● Students entering grades 1 - 3 will show 10% growth towards grade level literacy standards, as measured by the Fountas and Pinnell Benchmark Assessment System end of year assessment.</li> </ul>
<b>Progress Measures</b>	<i>For District Dashboard:</i> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Benchmark Assessment System (grades 1-3) – Spring</li> <li>● Kindergarten <i>Bridges</i> Assessments - Winter, Spring</li> <li>● WaKIDS: Social Emotional, Math, and Literacy (Kindergarten Only) – Fall, Winter, Spring</li> </ul>
<b>Equity Considerations</b>	<ul style="list-style-type: none"> <li>● Create a culture that promotes the use of an equity lens in decision making.</li> <li>● Identify and implement strategies to address barriers to student success.</li> <li>● Include a robust family outreach component, founded on a strengths-based philosophy, in the Early Entry Kindergarten program.</li> </ul>

T1 = Tier 1  
 T2 = Tier 2  
 T3 = Tier 3

## Action Plans: 2018-19

<b>Strategy 2 - Powerful Teaching &amp; Learning</b>	Inspire every student to develop critical thinking and problem solving skills, through high expectations and instruction that is engaging, research-based, and relevant.
<b>Theory of Action</b>	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.
<b>2018-19 Priority Actions</b>	<ul style="list-style-type: none"> <li>● Support administrators and instructional coaches in developing the deep knowledge and implementation of Marzano, GLAD, and AVID strategies and the DuFour model for professional collaboration needed to successfully support teachers in their practice. (T1)</li> <li>● Implement curriculum renewal processes, which include supports for special needs learners, to identify current, high quality instructional materials, relevant to students' ethnicities and cultures in:             <ul style="list-style-type: none"> <li>○ Elementary English Language Arts and Elementary Science (T1)</li> <li>○ High School English Language Arts (T1)</li> <li>○ Social Emotional Learning (T1)</li> </ul> </li> <li>● Implement accelerated math, ELA, and science programs for highly capable students and “scholars of promise” at the middle school level (T1)</li> <li>● Develop a plan to expand Dual Language to include one additional elementary school (T1).</li> <li>● Support the implementation of a K-12 system of tiered interventions, including:             <ul style="list-style-type: none"> <li>○ an early warning system to identify students needing additional intervention (T2, T3)</li> <li>○ instructional support, within the school day, for math at K-12 and English Language Arts at 6-12 (T2)</li> <li>○ a behavioral intervention team to provide immediate supports for high needs students (T3)</li> <li>○ assessments to screen and monitor student progress (T2 and T3)</li> <li>○ specific, trauma informed practices district wide (T1-T3)</li> </ul> </li> <li>● Identify proven strategies for improving student attendance and support their use districtwide (T1).</li> </ul>
<b>Evidence of Impact</b>	By June 2019: <ul style="list-style-type: none"> <li>● Graduation rate of students at Mount Vernon High School will increase by 5% for all student subgroups.</li> <li>● End of year state scores in reading and math will increase for all student subgroups in grades 3, 5, and 8 by 5%.</li> <li>● Growth in English language proficiency for all English learners will equal or exceed 5% as measured by the percent of students exiting the transitional bilingual program</li> <li>● Student scores on the 3rd grade spring Benchmark Assessment System will increase for all student subgroups by 5%.</li> </ul>
<b>Progress Measures</b>	<i>For District Dashboard:</i> <ul style="list-style-type: none"> <li>● On-time graduation rate</li> <li>● Percent of all students earning C or better in Algebra 1 by the end of 9th grade</li> <li>● English Language Proficiency Assessment 21 (ELPA21)</li> <li>● State Assessments (SBA and WCAS)</li> </ul>
<b>Equity Considerations</b>	<ul style="list-style-type: none"> <li>● Create a culture that promotes the use of an equity lens in decision making.</li> <li>● Increase the availability and use of curriculum materials that reflect our students' cultures.</li> <li>● Teacher and others must understand (a) how social factors intersect to negatively impact students, (b) the importance of respecting students' and families' strengths, and (c) how many well-intentioned educational practices actually inhibit student access to learning.</li> </ul>

## Action Plans: 2018-19

<b>Strategy 3 - Family and Community Engagement</b>	<p>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.</p>
<b>Theory of Action</b>	<p>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.</p>
<b>2018-19 Priority Actions</b>	<ul style="list-style-type: none"> <li>● Establish a paid summer internship program for rising seniors in partnership with community businesses and agencies. (T1).</li> <li>● Implement a formal community mentoring program (T2).</li> <li>● Identify and implement strategies to encourage and support regular school attendance (T1).</li> <li>● Expand Parent Academies to include content related to Social Emotional Learning (T1).</li> <li>● Ensure that students and parents have easy access to real time information on academic progress and behavior through Skyward Family Access (T1).</li> <li>● Provide spring parent academies for families of 5th and 8th grade students, focusing on successful transition to middle and high school (T1).</li> </ul>
<b>Evidence of Impact</b>	<p>By June 2019:</p> <ul style="list-style-type: none"> <li>● The number of families engaged in Parent Academies will increase by 5%.</li> <li>● The number of community-based summer internship opportunities will increase by 10%.</li> <li>● A minimum of 10 community mentors will be identified, trained, and placed</li> <li>● 60% of parents of MS and HS students will log into Skyward Family Access.</li> <li>● CEE parent survey will show a positive trend in the parent/community involvement scale.</li> </ul>
<b>Progress Measures</b>	<p><i>For District Dashboard:</i></p> <ul style="list-style-type: none"> <li>● Data on participation in Parent Academies, percent increase over 2017-18 and parent perceptions.</li> <li>● New volunteer participation in our schools.</li> <li>● Percent participation in parent conferences.</li> <li>● CEE Parent Survey Results.</li> </ul>
<b>Equity Considerations</b>	<ul style="list-style-type: none"> <li>● Create a culture that promotes the use of an equity lens in decision making.</li> <li>● Identify and implement strategies to address barriers.</li> </ul>

## Action Plans: 2018-19

<b>Strategy 4 – Individual Determination and Creativity</b>	<p>Encourage, develop, and strengthen student independence, perseverance, creativity, and a willingness to take risks and embrace new ideas, laying the foundation for continuous learning.</p>
<b>Theory of Action</b>	<p>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.</p>
<b>2018-19 Priority Actions</b>	<ul style="list-style-type: none"> <li>● Define and implement supports for teachers to implement creative practices to engage students in authentic problem solving (T1).</li> <li>● Implement systems to recognize and celebrate student perseverance and creativity in all schools (T1).</li> <li>● Develop a plan to expand elementary AVID to help create a school wide culture of achievement (T1).</li> <li>● Provide opportunities for student voice on issues pertaining to their own education through surveys and focus groups (T1).</li> <li>● Provide opportunities for student to earn college credit in high school (T2).</li> <li>● Implement practices that remove barriers for students taking</li> </ul>
<b>Evidence of Impact</b>	<p>By June 2019:</p> <ul style="list-style-type: none"> <li>● Graduation rate of students at Mount Vernon High School will increase a minimum of 10% for all student subgroups.</li> <li>● 80% of 9th grade students will end the year on track to graduate.</li> <li>● The average number of MVSD students meeting or exceeding benchmark on the SAT will equal or exceed the national average.</li> <li>● The number of students enrolled in AP and College in the High school courses will increase by 5%.</li> </ul>
<b>Progress Measures</b>	<ul style="list-style-type: none"> <li>● Percentage of students who are on track to graduate and or move to the next grade level as monitored by the Early Warning system—Report in August.</li> <li>● SAT and AP test results; College Credits earned—Report in August.</li> <li>● CEE Student Survey—Report in Winter.</li> <li>● Advanced Placement (AP)</li> <li>● College in the High School credits earned</li> </ul>
<b>Equity Considerations</b>	<ul style="list-style-type: none"> <li>● Create a culture that promotes the use of an equity lens in decision making.</li> <li>● Identify and implement strategies to address barriers.</li> <li>● Identify and actively work to eliminate barriers to student participation in rigorous academic, Career and Technical Education, and fine and performing arts classes, together with extra and co-curricular clubs and other activities, using best practices.</li> </ul>