

# Mount Vernon School District *Commitment:* Priority Actions for 2019-20

Report to the Mount Vernon School District Board of Directors  
September 18, 2019



# Strategy 1 - *Early Learning*

## Priority Actions

- Collaborate with health care organizations and other agencies on their efforts to provide services to preschool age children and their families in support of early literacy.
- Develop a Kindergarten Readiness checklist and video, focused on early literacy, for families and distribute through community child care and preschool providers.
- Meet with K teachers to focus on early learning literacy skills and standards that contribute to strong vertical curricular alignment.
- 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.
- Provide coaching support for K-3 teachers in strategies that promote English language development.
- 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 *Language Essentials for Teachers of Reading and Spelling*.

## Impact

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.

# Strategy 2 – *Powerful Teaching & Learning*

## Priority Actions

- Support teachers in collaborative decision making around implementing, with fidelity, research based strategies common to the Marzano Instructional Framework and the AVID, and GLAD instructional models.
- Enhance awareness, understanding, and use of culturally responsive teaching practices, consistent with the Marzano Instructional Framework and the AVID, and GLAD instructional models.
- 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:
  - Elementary Language Arts and, subject to passage of the Supplemental Levy
  - Elementary Science
  - High School Language Arts
- Support implementation of a K-12 system of tiered interventions, including:
  - an early warning system to identify students needing additional intervention
  - instructional support, within the school day, for math at K-12 and Language Arts at 6-12
  - assessments to screen and monitor student progress
  - specific, trauma informed practices, including Zones of Regulation, district wide
  - a comprehensive system of positive behavioral supports used district-wide.

## Impact

- The percent of students demonstrating proficiency in reading and math in grades 4-10 will increase by 3% from the fall to the spring STAR benchmark.
- ELA, Math, and Science proficiency as measured by SBA will increase by 3% each year in grades 3, 5, 8 and 10 for White, Hispanic/ Latinx student groups.
- The percent of students transitioning out of TBIP will meet/exceed the state average based on the spring ELPA21.
- The percentage of students earning a C or Better in Algebra 1 by the end of 9th grade will increase by 5%.

# Strategy 3 – *Family & Community Engagement*

## Priority Actions

- Establish community-based experiences for students, including internships and job shadows that will assist in enhancing their career awareness and readiness.
- Provide opportunities for community members to provide mentorship support for students.
- 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.
- Evaluate opportunities for partnering with local community health care providers to establish a school-based clinic to improve student access to health care.
- 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.
- Involve families and other community members in the process of developing a district equity policy.

## Impact

- 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%.

# Strategy 4 – Individual Determination & Creativity

## Priority Actions

- Support a project based learning pilot in selected classrooms at Jefferson Elementary.
- Increase recognition and celebration of student perseverance and creativity in all schools.
- Ensure that the AVID schoolwide system is implemented with quality and fidelity as determined by the AVID schoolwide checklist
- Create additional opportunities for student voice on issues pertaining to their own education.
- 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.
- 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.

## Impact

By June 2020:

- 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%.