Goal 1: Equity Centered Teaching, Learning & Leadership

Theory of Action	If MVSD educators focus on creating district-wide systems, structures, and processes that operate in alignment with one another, we will have an enabling context within which the effective implementation of evidence-based practices will lead to significantly improved and more equitable educational experiences and outcomes for all students in Mount Vernon.
2022-24 Priority Actions *Multi Tiered System of Supports* *Racial Equity Action Plan*	**Systemic Alignment** ● Create an MVSD Vision of Instruction ● Create an MVSD Graduate Profile ● Align School/Department Improvement Plans and Processes with Strategic Plan ● Identify and prioritize critical traits when recruiting, interviewing and hiring new staff ● Create a vision of instruction (VOI) for adult learning ● Revise Curriculum & Materials Selection Processes and Policies, and Implementation ● Revise, draft budget and implement the curriculum adoption calendar for TK-12 ● Train principals and certificated staff on OSPI's Student Growth Goals 2.0, use SGG 2.0 to measure student growth in the 23-24 school year. **Early Learning** ● Partner with community Early Learning Professionals and organizations (ie. United Way, HeadStart, Opportunity Council) to coordinate early learning opportunities (ie. in-home, center, pre-school) for students who don't immediately qualify for TK, and professional learning opportunities for district TK-3 staff and Early Learning community providers ● Develop supports and programming to partner with families around early childhood education; emphasizing families as a child's first teacher **Universal Design & Engagement** ● Collaborate with SPARC staff to identify, invite and coordinate with students with disabilities who would benefit from TK ● Provide integrated professional development on inclusive practices to TK-12 staff including UDL. ● Utilize funding allocations to prioritize LRE ● Use IPP Grant Data to effectively monitor inclusionary practices. ● Expect and support district-wide use of adopted curriculum through training, coaching and evaluation cycles. ● Use a determined curriculum adoption process to provide guaranteed and viable curriculum across content areas and grade levels.(Inclusive of materials and resources used in special education).

- Monitor, sustain, and adjust implementation drivers of Tk-5 literacy program improvement

MultiLingual Learning
- Evaluate curriculum used within multilingual settings within MVSD. Plan for equitable curriculum timeline adoptions in accordance with general education.
- Expand the district's Dual Language program opportunities through the utilization of the Dual Language Expansion grant awarded by OSPI
- Use school and district-wide annual WIDA Frequency Reports to identify asset domain(s) and instructional focus domain(s) to set school and district-wide student growth goals
- Use individual student score reports to identify student strengths, opportunities for growth, and to inform and guide core (Tier 1) planning and instruction
- Support collaboration amongst language specialists and content teachers to utilize the WIDA ELD Standards Framework to support multilingual learners' academic language development.
- Support collaboration amongst language specialists and content teachers to effectively use WIDA Proficiency Level Descriptors and WIDA assessments to monitor student progress and to individualize instruction

Positive School Climate and Social Emotional Learning
To establish a universally proactive and supportive structure that increases safety, predictability, experience of belonging, and positive relationships in the school community, each building will:
- Utilize the Improvement Cycle model from Safe & Civil Schools to develop common area policies for student expectations and staff roles for teaching and support.
- Maintain a Safe & Civil Schools team for the purpose of positive behavior support implementation using effective teaming practices (goals setting, agenda, meeting schedule, data informed decision, team roles, documentation)
- Utilize multiple data sources (behavior, discipline, attendance, social/emotional), and a data collection plan for regularly monitoring implementation and impact and share data with all school staff at least quarterly.
- Inclusion of Safe and Civil action steps will be embedded into the Vision of Instruction

Technology
- Assess and evaluate the current landscape technology integration with curriculum and instruction across MVSD and surrounding school districts.
- Partner with building level staff to design methods and systems for technology support integration and classroom coaching models.

	- Research and evaluate the cost(s) associated with TIS/Curriculum coaching models. Inform Cabinet on best models for engaged teachers and embedded professional development. - Increase learning opportunities for families. Work with schools to create safe environments where students and parents can explore how to utilize and manage technology resources at home. - Coordinate with family liaisons and building staff to ensure our families have reliable access to digital resources both at school and in the home.
Progress Indicators & Measurement Tools	- WIDA data - Clear and accessible communications to staff and community - High functioning teams established to accomplish agreed upon goals. - LRE Data - IPP Survey Data - Revised Job Descriptions - VOI Created and Adopted - Strategic Planning Team Established - Curriculum & Materials Team Established and Functioning - Budget reflects goals - Meeting Minutes - SGG 2.0
Evidence of Impact	- Coherence and alignment across systems allows for decisions to be made, timelines to be met, and deliverables to be developed and implemented at the school and department level. - Inclusionary practices are observable in TK-12 classrooms using the Inclusionary Practices ToolKit. - Students have access to a guaranteed and viable curriculum in literacy Tk-5. - Staff are in process of selecting guaranteed and viable curriculum according to timeline and budget allotments for math TK-5 and designated content areas 6-12. - Teams will demonstrate progress toward "In Place" status on the "Foundations Implementation Rubric" *(See Safe & Civil Schools modules)*

Goal 2: Equity Centered Family & Community Partnerships

Theory of Action	When we engage all families and community partners through eliciting feedback in a variety of modalities, raising awareness of community resources and concentration, and focusing relationships on authentic belonging, then we are better informed to serve all students and families in Mount Vernon and will adjust our practices to be in alignment with our unique community values.
2022-24 Priority Actions ***Multi Tiered System of Supports*** ***Racial Equity Action Plan***	**Establishing trusting partnerships among homes, the larger community and schools to enhance relationships and strengthen an inviting environment** ● Going to families in their spaces (home visits, meeting in community spaces) ● PD designed and provided to TK-12 Staff centering Cultural Funds of Knowledge ● Inviting spaces - turning the spaces back over to the community - to invite them in ● Utilize communication platforms that support the wide range of languages our families use **Community Mapping (use the language from the Racial Equity Action Plan Initiative)** ● Action to develop progress monitoring and tools to measure are we engaged with our community (mapping = a measure of success in engaging community) ● Identify (develop a comprehensive list) and establish relationships with community leaders, resources, and support protocols. Connect with leaders and understand and implement district led coordination of resources **Establish Practices for Inclusion of Community Voice in the Personnel Process** ● Review and revise job postings and descriptions to attract diverse candidates and align with the district racial equity policy. ● Update recruitment and hiring materials and processes to align with the district racial equity policy. ● Update interview questions for all positions to align with the district racial equity policy. ● Implement interview protocols inclusive of student and community voice. **Engage in Community Sourced Strategic Planning Process** ● Work in partnership with TLL and Cabinet to establish a MVSD Strategic Planning Team. Support team meetings and the creation of an aligned and student-centered plan. ● Support communication and publication of the strategic planning initiative throughout our diverse community to include all stakeholders with purpose and intention.

Progress Indicators & Measurement Tools	Survey families (in home language) Survey students Revised Personnel Artifacts: Interview questions, job descriptions, interview protocols, recruitment materials Community Mapping Map of Resources and Supports Establishment of Strategic Planning Team: Meeting Minutes Data re: the diversity of our workforce
Evidence of Impact	Increase of community voice from all stakeholders (parents and students) via survey and committee participation. A workforce that more closely resembles our community and student populations determined from staff population metrics.

Goal 3: Equity Centered Resource Stewardship

Theory of Action	If we responsibly allocate resources to the initiatives prioritized in our strategic plan, we will maximize learning and positive outcomes for each and every student.
2022-24 Priority Actions *Multi Tiered System of Supports* *Racial Equity Action Plan*	Equity-based resource prioritization (funds, human resources, time, materials/tech) ● In partnership with the Cabinet, establish an equity-based budget priority identification tool and process. ● Generate staffing allocation/human resource assignment based upon equity-based prioritization. ● Technology Infrastructure & Asset Management: Align and prioritize funding and allocation of curriculum and technology based upon equity-based factors

Progress Indicators & Measurement Tools	● An equity-based budgeting process
	  ○ for allocating staff/human resources
	  ○ for allocating technology and curriculum
	● Educate school board, staff, community and the media about the new process
	● Updated training for staff involved in current technology initiatives
	● Matrix for student technology fines/forgiveness; defined process with Destiny

Evidence Of Impact	● 2023-24 adopted budget aligns resources with priorities ● Staff demonstrate an ability to integrate technology skill sets and responsibilities without scaffolding. ● Reduced financial burden resulting from a decrease in lost and damaged technology equipment