

Action Plans: 2020-21

MOUNT VERNON SCHOOL DISTRICT NO. 320

2020-21 Priority Actions and Evidence of Impact

<p>Strategy 1 - Early Learning</p>	<p>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 3rd grade.</p>
<p>Theory of Action</p>	<p>As we work in collaboration with community-based agencies focused on birth through five, develop options for kindergarten students entering 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.</p>
<p>2020-21 Priority Actions</p> <p><i>Multi Tiered Systems of Supports</i> Tier 1 (T1) Tier 2 (T2) Tier 3 (T3) Tier 4 (T4)</p>	<ul style="list-style-type: none"> ● Continue to collaborate with United Way, health care organizations, and other agencies participating in the Children’s Council of Skagit County to support their efforts to provide services to children ages birth to five and their families. (T1) ● Develop supports and programming to partner with families around early childhood education emphasizing families as a child’s first teacher. (T1) ● Emphasize and implement a systemic, evidence based approach to literacy instruction: <ul style="list-style-type: none"> ○ continue the K-2 literacy adoption (T1) ○ continue professional development including <i>Language Essentials for Teachers of Reading and Spelling</i> (T1) ○ increase teacher and administrator knowledge of support for students around dyslexia including the prevention focus utilizing Multi Tiered Systems of Supports (MTSS) components (screening, progress monitoring, data based decision making, and early interventions) (T1, T2, T3) ● Implement a Transitional Kindergarten program for kindergarten students entering with no prior preschool experience. (T2, T3)
<p>Evidence of Impact</p>	<p>By June 2021:</p> <ul style="list-style-type: none"> ● The number of students demonstrating proficiency in early literacy and numeracy skills OR reading and math in grades K, 1, 2, and 3 will increase by 10% from the fall benchmark to the spring benchmark.

<p>Progress Measures</p>	<p><u>Capacity Building Measures</u></p> <ul style="list-style-type: none"> ● Engagement with United Way ● Grant funding for programs to partner with families ● Contacts with community based childcare and preschool providers 	<p><u>Outcome Measures</u></p> <ul style="list-style-type: none"> ● WaKIDS ● Star ● Phonics Screen / K Screen ● Consider Grademarks
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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.
2020-21 Priority Actions	<ul style="list-style-type: none"> ● Support teachers to implement with fidelity research-based strategies that enhance student learning drawing on the Marzano Instructional Framework and the AVID and GLAD instructional models. ● Develop awareness, understanding, and use of culturally responsive practices, with all staff. ● Implement curriculum renewal processes to identify current, high quality instructional materials relevant to students' ethnicities and cultures and include supports for learners with special needs in: <ul style="list-style-type: none"> ▪ Elementary Language Arts (T1) ▪ Elementary Science (T1) ● Support the implementation of a K-12 system of tiered interventions, including: <ul style="list-style-type: none"> ▪ Identification and enhancement of health and wellness support within the school day, for both students and staff K-12. (T2, T3) ▪ Development and support of school based teams with the knowledge and skills to utilize a culturally responsive problem-solving protocol and Safe and Civil Schools model, to take action utilizing data based decision making and an early warning system to appropriately serve students needing academic and/or behavioral intervention. (T2, T3)
Evidence of Impact	By June 2021: <ul style="list-style-type: none"> ● The number of students demonstrating proficiency in reading and math in grades 4-10 will increase by 10% from the Fall benchmark to the Spring Star benchmark. ● The number of students demonstrating proficiency on SBA, ELA, and Math in grades 3-10 will increase by 3% for all students, while the rate for underrepresented groups will increase by 5%. ● The percentage of students transitioning out of the Transitional Bilingual Instructional Program 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 end of 9th grade will increase 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 ● Implementation of tiered academic and behavioral interventions in schools ● Develop and disseminate a district framework for MTSS to promote common language, understanding, and purpose 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● STAR ● SBA ● ELPA21 ● Algebra 1 Credit ● Behavior Screener ● Tiered Fidelity Inventory for Positive Behavior Supports (Safe & Civil Schools) ● Consider Grademarks
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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 powerful learning experiences that lead to 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.
2020-21 Priority Actions	<ul style="list-style-type: none"> ● Involve families and other community members in the process of implementing the district equity policy. (T1) ● Seek feedback from families on systems that work well for communication including alternative or flexible formats for conferences. Provide deliberate support in the use of existing communication tools (i.e. Skyward, Remind, Google Classroom, S&CS Surveys). (T1) ● Provide outreach and one-on-one tailored support for families to increase participation in remote instruction. ● Evaluate opportunities for partnering with local community health providers to establish a school-based clinic to improve student access to health care, including behavioral / TeleHealth. (T1) ● Enhance a district and community-wide culture of celebrating schools’ accomplishments by involving students, staff, and families in collecting and sharing stories within the district and community. (T1) ● Collaborate with community partners to support robust child care opportunities for our families.
Evidence of Impact	By June 2021: <ul style="list-style-type: none"> ● The percentage of students who attend and engage in Remote Plus instruction will increase by 15%. ● Evidence of the inclusion of student and family voices related to the implementation of the equity policy/action plan. This may include sign-in documentation, feedback forms, forum/panel participation, etc.

Progress Measures	<p><u>Capacity Building Measures</u></p> <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 ● Report to the board on family outreach activities related to support for remote instruction ● Reduce barriers for child care opportunities in our community 	<p><u>Outcome Measures</u></p> <ul style="list-style-type: none"> ● Frequency of Skyward access by families ● Participation in family-teacher conferences ● Implementation of equity policy ● Outreach and support activities for families who are struggling to utilize remote instruction ● Increase in the number of child care slots for our families
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Strategy 4 – Individual Determination and Creativity	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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.
2020-21 Priority Actions	<ul style="list-style-type: none"> ● 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, provide students with tools and spaces to share their voice, hear from peers, and create learning spaces that are student driven. (T1) ● Consulting work at MVHS related to racial equity. ● Social studies course at MVHS related to civil discourse and racial equity. ● Project Based Learning (PBL) at Jefferson. ● Increase equitable access to accelerated learning opportunities (e.g., Highly Capable Programs (HiCap), Advanced Placement/Honors (AP/H), and College in the High School (CHS) 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) ● Increase Dual Language program efficacy and inform expansion opportunities through the leadership of the Dual language task force and the implementation of the Dual Language Master Plan.
Evidence of Impact	<ul style="list-style-type: none"> ● By June 2021: ● On time and extended graduation rate of students in Mount Vernon Schools will increase by 3% for all students, while the rate for underrepresented groups will increase by 5%. ● The percentage of Latinx students enrolled in the district’s elementary and middle school HiCap programs will increase by 5%. ● The percentage of Latinx students enrolled in AP/H and CHS classes will increase by 5%.

Progress Measures	<p><u>Capacity Building Measures</u></p> <ul style="list-style-type: none"> ● Increase in advanced learning opportunities for students ● Report of Jefferson PBL pilot ● Emphasis on implementing AVID with quality and fidelity using AVID schoolwide checklist 	<p><u>Outcome Measures</u></p> <ul style="list-style-type: none"> ● Percentage of on-time and extended graduation by student group ● Percentage of underrepresented students enrolled in the District’s hicap programs ● Latinx enrollment in AP/Honors/College in the High School courses ● Number of college academic credits earned in high school classes ● Percentage of daily student attendance and percentage of chronic absenteeism ● Community evaluation of Jefferson’s PBL culminating projects. ● Number of students who achieve Seal of Biliteracy
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