

Action Plans: 2021-22

MOUNT VERNON SCHOOL DISTRICT NO. 320

2021-22 Priority Actions and Evidence of Impact

Strategy 1 <i>Early Learning</i>	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 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 3 rd grade.
2021-22 Priority Actions <i>Multi Tiered System of Supports</i> Tier 1 (T1) Tier 2 (T2) Tier 3 (T3)	<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 elementary literacy instruction and assessment utilizing a Multi Tiered System of Supports for prevention and intervention (T1, T2, T3) <ul style="list-style-type: none"> ○ K-5 Elementary Language Arts Pilot (T1) ○ Implementation of Esperanza Spanish Language Program in K-1 classes at Madison Elementary (T1) ○ Implementation of Puzzle Piece Phonics in K-2 classrooms across the district (T1) ○ Professional development on evidence-based methods including <i>Language Essentials for Teachers of Reading and Spelling</i> (T1) ● Implement a Transitional Kindergarten program for kindergarten students entering with no prior preschool experience at each elementary school site. (T2, T3)
Evidence of Impact	By June 2022: <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.

Progress Measures	<u>Capacity Building Measures</u> <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 ● Professional development offerings and engagement monitoring 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● WaKIDS ● Star ● Phonics Screen / K Screen ● Consider Grademarks, Lexia, DreamBox
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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, then students achieve at higher levels.
2021-22 Priority Actions Multi Tiered System of Supports Tier 1 (T1) Tier 2 (T2) Tier 3 (T3)	<ul style="list-style-type: none"> ● Support teachers to implement with fidelity research-based strategies that ensure access to grade level instruction for all students drawing on the Marzano Instructional Framework, Universal Design for Learning (UDL), AVID and GLAD instructional models. (T1) ● Develop awareness, understanding, and use of culturally responsive practices with all staff. Provide professional development in the Learning for Justice standards to support alignment with content area standards and identify opportunities to embed the standards in courses. (T1) ● Refine and maintain a curriculum renewal process to identify high quality instructional materials relevant to students' ethnicities and cultures with support for learners with special needs. <ul style="list-style-type: none"> ○ K-12 Language Arts & Literacy Intervention (T1, T2, T3) ○ K-12 Social Studies (T1) ○ K-8 Science (T1) ○ 6-12 Math Detracking (T1) ● Refine and maintain a tiered system development process ensuring universal access to Tier 1 with equitable access to Tier 2 and Tier 3 academic and behavioral supports as determined by teams. <ul style="list-style-type: none"> ○ Implement Schoolwide Positive Behavior Support in all schools K-12 to promote a positive, proactive atmosphere which increases social, emotional, and behavioral health and academic engagement for students, and a school climate that supports caring, safety and belonging among and between students and staff. (T1, T2, T3) ○ Development and support of school based teams with the knowledge and skills to utilize culturally responsive problem-solving protocols, data based decision making, and an early warning system to take informed action in serving students who need academic and/or behavioral intervention. (T2, T3)
Evidence of Impact	By June 2022: <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 WIDA results.

Progress Measures	<u>Capacity Building Measures</u> <ul style="list-style-type: none"> ● Progress reports from principals, equity leads, coaches, and adoption committees ● Professional development offerings and engagement monitoring ● 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, WIDA ● SRSS - IE ● Tiered Fidelity Inventory for MTSS-B ● Foundations Implementation Rubric ● Consider Grademarks, Lexia, Dreambox, Read 180
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Strategy 3 <i>Family and Community Engagement</i>	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.
2021-22 Priority Actions <i>Multi Tiered System of Supports</i> <i>Tier 1 (T1)</i> <i>Tier 2 (T2)</i> <i>Tier 3 (T3)</i>	<ul style="list-style-type: none"> ● Involve families and other community members in the process of implementing the district equity policy; explore implementing a student advisory group.. (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) ● Evaluate opportunities for partnering with local community health providers to establish a school-based clinic to improve student access to health care, including behavioral. (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)
Evidence of Impact	By June 2022: <ul style="list-style-type: none"> ● 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	<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 ● Report to the board on family outreach activities related to support for remote instruction 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● Frequency of Skyward access by families ● Participation in family-teacher conferences ● Implementation of equity policy
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Strategy 4 <i>Individual Determination and Creativity</i>	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.	
2021-22 Priority Actions <i>Multi Tiered System of Supports</i> <i>Tier 1 (T1)</i> <i>Tier 2 (T2)</i> <i>Tier 3 (T3)</i>	<ul style="list-style-type: none"> ● Refine and maintain a monitoring process to ensure that the AVID schoolwide system is implemented with quality and fidelity as described by the AVID schoolwide checklist. (T1) ● Maintain opportunities for student voice on issues pertaining to their education. Provide students with the tools and spaces needed to share their voice, to hear from their peers, and to inform and participate in the process of creating learning spaces that are student driven. (T1) ● Increase equitable access to accelerated learning opportunities including the Highly Capable Program, Advanced Placement Courses, and College in the High School courses for all students, especially those from underrepresented groups. (T1) ● Continue efforts to work with families and students to identify and remove barriers to regular attendance, and to provide support for increased access to instruction (T1, T2, T3) ● Increase Dual Language program efficacy at all program levels, 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	By June 2022: <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 underrepresented groups will increase by 5%. ● The percentage of identified Latinx students in the district’s elementary and middle school HiCap services will increase by 5%. ● The percentage of Latinx students enrolled in Advanced Placement, Honors, and 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 ● Emphasis on implementing AVID with quality and fidelity using AVID schoolwide checklist ● Report of Jefferson PBL pilot 	<u>Outcome Measures</u> <ul style="list-style-type: none"> ● Percentage of on-time and extended graduation by student group ● Percentage of underrepresented students enrolled the Highly Capable Program ● 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 students with regular attendance ● Community evaluation of Jefferson’s PBL culminating projects. ● Number of students who achieve Seal of Biliteracy