

# **School Improvement Plan updates**

**2020- 2021**

# 100% OF OUR STUDENTS

*will graduate with the knowledge and skills necessary  
to be successful in post-secondary education, careers, and life*



## MOUNT VERNON SCHOOL DISTRICT



# School improvement plans

Some district wide focus areas include:

- ❑ 100% Graduation
- ❑ Equity
- ❑ AVID
- ❑ Strategies for improving attendance
- ❑ Multi Tiered Systems of Support
- ❑ Social Emotional Learning

# Mount Vernon High School

## Focus Areas -

- Math
  - Implement Credit Recovery Options for Algebra I
- Science
  - Align Science Courses to NGSS Standards
- Literacy
  - Begin Curriculum review Process for ELA
- Graduation Rates
  - Support 9th graders
  - Reduce Chronic Absenteeism
  - Increase the use of the Early Warning System

## Common Themes

- Implementing AVID Instructional Strategies;
- Implementing Culturally Responsive Teaching Practices;
- Revising Grading and Assessment Practices;
- Developing Clear Learning Targets and Success Criteria;
- Aligning courses to content standards.
- Implement Common Assessment in Courses



# LaVenture Middle School

## Multi Tiered Systems of Support

2020-2021

- PLC work with Literacy and Language focuses
- ★ ● PBIS/Safe & Civil Schools: RELATIONSHIPS
- ★ ● Intervention/Tutorial Block

## Family Engagement

2020-2021

- Family Leadership Board
- Family Engagement Task Force
- Increased personnel hours

## Equity

- Explicitly connected to everything we do
- Use of MVSD policy and guiding questions to inform all decision making

**Students...***experience rigorous and relevant learning opportunities that grow their literacy and language skills every day.*

**Teachers...***plan and facilitate collaborative units of study that incorporate rigorous, relevant, and culturally responsive opportunities for the four language modalities: speaking, listening, reading and writing.*

**Teacher- leaders & Coaches...***support teachers with workshops, collaboration, model lessons and instructional rounds.*

**Administrators...***provide time and support for various adult learning opportunities, give strengths-based and targeted feedback regularly on instruction and PLC work, and keep evidence of student learning at the forefront of our work.*

# Mount Baker Middle School 2020-2021

## EQUITY

- A habit of mind and/or practice that will support equity of opportunities of all students in our school
- Staff will utilize Racial Equity Policy and equity lens tool to inform all decisions
- Culturally relevant and sustainable teaching practices

## FAMILY ENGAGEMENT

- Community Outreach Committee focused on communication, conferences, and celebrations
- Improved school communication - family bulletin, REMIND, increased home visits
- Parent Group focused on needs of families by providing speakers, education and community outreach

## AVID, Advancement Via Individual Determination

- Relational Capacity and High Expectations
- Collaboration, Inquiry, and Organization and layers on Existing Curriculum

## MTSS, Multi-Tiered Systems of Supports

- PLC work in collaboration with LaVenture staff to promote system strength for all students
- Remote learning support with home visits, staff connections, hot spots, and technology support
- Positive system structures and Safe & Civil Schools implementation
- Intervention/Tutorial Block - SMART grant, SHARE grant, teaming with LaVenture staff
- Improve special education inclusion practices
- STAR District Screener and CARE Team for Tiered Supports

## SOCIAL EMOTIONAL LEARNING, *Character Strong*

SEL Competencies: Self Awareness, Self Management, Social Awareness,  
Relationship Skills, Responsible Decision Making

Character Development: Patience, Kindness, Honesty, Respect,  
Selflessness, Forgiveness, Commitment, Humility

# Centennial Elementary School

- Implement PAX (Peace, Productivity, Health, Happiness ) Schoolwide
- Implement Universal Screener (STAR) and use data as part of determination for tiered supports.
- Deepen knowledge of Equitable Classroom Practices and use practices appropriately.
- Support K-5 TBIP students in meeting/exceeding state grade level averages of proficiency as measured by the ELPA21
- Use Tier 3 attendance data to reduce monthly absenteeism that is unrelated to the health of students

# Jefferson Elementary School

- ❑ Develop our knowledge of Equity and its effect on the academic and social fabric of the Jefferson community
- ❑ Keep developing a growth mindset as a way to encourage grit and academic persistence.
- ❑ Continue to explore project based learning (PBL). Use of weekly PBL lessons and expanded gold standard lessons when we return in person.
- ❑ Use the school garden and greenhouse to enhance curriculum on all areas.
- ❑ Develop online learning capacity and abilities in both students and teachers.



# Harriet Rowley Elementary School

- Develop school-wide expectations, management and behavior systems
- Build collaborative teams focused on instruction and student learning
- Improve understanding of MTSS
- Establish positive relationships with families

# Little Mountain Elementary School

*Goal 1: With high expectations, teachers will actively cultivate a culture of equity by creating and sustaining curriculum and instructional practices that lead to high-quality learning for each and every student.*

- *Examine and change our instructional practices.*
- *Practices that engage all students*
- *Narrow our focus to examine the use of meaningful talk and academic language*

*Goal 2: Teams will collaboratively plan to provide clarity of learning targets and success criteria (proficiency scales) for learning standards in reading and math. Creating a collaborative culture that is positive and sustaining for teachers.*

- *Shift toward a collective belief that our school can educate all students*
- *As a staff we are providing an equitable education for every student at Little Mountain Elementary*

*Goal 3: LME will create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.*

- *PBS - Positive Behavior Supports will continue through the Safe & Civil School model*
- *Social Emotional Learning will be provided for both students and staff through the Rise Grant*
- *Attendance work will be done by recognizing and honoring students who are improving, along with helping families with barriers around getting their students to school each day.*

# Madison Elementary School

## School Goals (categorized by the 3 Pillars for Dual Language Education)

### ➤ **Pillar 1: Bilingualism and Biliteracy**

The percentage point gap in grade level mastery between English and Spanish on the Star End of Year Assessment for key ideas and details for literature and informational texts will decrease by at least 10 percentage points.

100% of teachers will post and use both content AND language targets/objectives during their instructional lessons.

### ➤ **Pillar 2: High Achievement in Both Program Languages**

The grade level mastery proficiency on the Star End of Year Assessment for key ideas and details for literature and informational texts will increase by at least 10% in both program languages (Spanish and English) according to the Star Student Mastery Report

### ➤ **Pillar 3: Sociocultural Competence**

By June 2021, the percentage of students who attend school regularly (95% of the time or more) will increase from 74% (2019-2020) to at least 78%

*Madison staff will continue to engage in professional learning around: curriculum design and instruction for biliteracy, as well as on equity, social justice, and antiracist practices.*

*Professional development and coaching around how to effectively teach students to identify key ideas and details, and while reading will be prioritized.*

# Washington Elementary School

- School-wide focus on Social/Emotional Learning
- Attendance: Decrease chronic absenteeism through parent education, student and family competitions and incentives
- Equity Community of Practice focused on using equitable practices to close the achievement gap
- DuFour Modeled PLCs focused on student achievement

# Skagit Academy

- Strengthen Tier 2 and Tier 3 supports by improving our understanding of MTSS and developing direct partnerships with outside support services.
- Examine and adjust enrollment practices to ensure equitable access.
- Vertically align math pathways, K-12.
- Professional development on proven, best practices/strategies for instruction and differentiation in math.

# Northwest Career & Technical Academy

## NCTA Skills Center

### School Focus Areas

- Writing in Technical and Content Areas
- Summer Session focus on Applied Math/Applied Algebra I
- Student Success and Engagement
  - Overall Attendance
  - “Employable Attendance”
  - Retention Rates
- Post Secondary Steps
  - CTE Dual Credit Attainment
  - Industry Recognized Credential Attainment

## NCTA Open Doors

### School Focus Areas:

- Progress Monitoring Data
  - STAR assessment data
  - Grades
- Credit Attainment
  - Number of credits earned through instructional program
  - Edgenuity - online credit program
- Competency Credit Attainment
  - Accuplacer
  - In-Development - College level coursework in partnership with Skagit Valley College
- Review of Student Plans
  - HSBP



# Next Steps In Support Of 100% Graduation

- School leadership teams will meet regularly to monitor progress on their plans
- District wide focus group to look at Multi Tiered Systems of Support
- Support the ongoing equity work across the district
- Questions