

# **School Improvement Plan updates**

**2021- 2022**

# 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 and Inclusion
- AVID
- Strategies for improving attendance
- Multi Tiered Systems of Support
- Social Emotional Learning

# Mount Vernon High School

## Priority Areas

### Schoolwide Priority/Reform Strategy #1 (SWP1)

Access to rigor and student support are in place and implemented to promote all students access and success in rigorous, college-preparatory courses.

- Expanded CiHS curriculum programming across all content areas
- Tier I and Tier II supports for academics and SEL to connect identified students

### Schoolwide Priority/Reform Strategy #2 (SWP2)

Professional Development Focus

#### Grading for Equity

·Learn equitable grading practices that are more accurate, bias-resistant, and motivational, and that disproportionately improve learning for historically-underserved students.

#### Culturally Responsive Teaching and the Brain by Zaretta Hammond

*The focus includes:*

- *Information on how one's culture programs the brain to process data and affects learning relationships*
- *Ten "key moves" to build students' learner operating systems and prepare them to become independent learners*
- *Prompts for action and valuable self-reflection*

#### **Equity by Design: Delivering on the Power and Promise of UDL by Mirko Chardin and Katie Novak**

*Synopsis: Equity by Design is intended to serve as a blueprint for teachers to alter the all-too-predictable outcomes for our historically under-served students. A first of its kind resource, the book makes the critical link between social justice and Universal Design for Learning (UDL) so that we can equip students (and teachers, too) with the will, skill, and collective capacity to enact positive change.*

### Schoolwide Priority/Reform Strategy #3 (SWP3)

College Going Environment is a prominent expectation and students are actively guided by faculty and staff to meet college readiness requirements for post-secondary success.

# LaVenture Middle School

## Multi Tiered Systems of Support

- PLC work with Literacy and Language focuses. Integration of Social Justice Standards.
- PBIS/Safe & Civil Schools: RELATIONSHIPS
- Daily mentoring for specific students
- Intervention/Tutorial Block

## Family Engagement

- Family Leadership Board
- Family Engagement Task Force
- Increased personnel hours
- Routine training and support with family engagement for all staff

## 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 2021-2022

## 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 - UDL onboarding for staff

## MTSS, Multi-Tiered Systems of Supports

- Read 180 intervention for students reading below grade level
- UW Cel Math Coaching for detracked math classes
- PLC work focused on student data and equity lens
- Positive system structures and Safe & Civil Schools implementation
- Recognitions for positive behaviors, RESPECT campaign, staff and student mental health
- Intervention/Tutorial Block - SMART grant, SHARE grant
- Improve special education inclusion practices and data collection
- 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

## FAMILY ENGAGEMENT

- Community Outreach Committee focused on communication, conferences, and celebrations
- Improved school communication - family bulletin, REMIND
- Parent Group/Advisory Board focused on needs of families by providing guidance for school needs, speakers, education and community outreach

## AVID, Advancement Via Individual Determination

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

# Centennial Elementary School

*Learning together and collaborating to ensure high levels of learning for all students*

- Implement PAX (Peace, Productivity, Health, Happiness ) Schoolwide as part of our Safe & Civil Schools and MTSS focus.
- Develop WIDA Grade Level Language Expectations into unit planning school-wide.
- Deepen knowledge of Equitable Classroom Practices and how to implement practices appropriately.

# Jefferson Elementary School

- ❑ Enhance staff competency in MTSS as a support for increasing equitable access to education
- ❑ Continue to develop a growth mindset as a way to encourage grit and academic persistence.
- ❑ Creation and implementation of a “Gold Standard” Project Based Learning unit at each grade level
- ❑ Use the school garden and greenhouse to enhance STEM instruction and expand curriculum on all areas.
- ❑ Allow multiple opportunities for meaningful connections and engagement within the Jefferson community.



# Harriet Rowley Elementary School

- Goal #1 = Rowley staff will fully support the district's Racial Equity policy by engaging in work that identifies and eliminates barriers in educational equity.
- Goal #2 = Rowley staff will create a safe, welcoming environment with clear and consistent systems to support teaching and learning. (MTSS Academics and Behavior, Assessments, Safe & Civil Schools Foundations)
- Goal #3 = Rowley staff will learn about and establish positive relationships with our families and school community.



# Little Mountain Elementary School

## **Students at Little Mountain have voice and power in their learning experiences!**

At Little Mountain we seek to cultivate student voice by valuing students' diverse experiences, strengthening family partnerships, and providing high quality teaching. **Our students and families' voices matter.**

### **Goal #1:**

***Through the collective team process, teachers will provide ALL students, including groups such as multilingual learners and students receiving special education services with access*** to grade level content within their homeroom through the implementation of instructional strategies specific to their level of language acquisition in writing. This will be measured by student writing samples using cross grade level calibrated writing rubrics (WIDA) and STAR assessments that will show student growth over time to meet their annual SGP by Spring 2022

### **Goal #2:**

In collaboration with staff and building Team Leads, Little Mountain will create integrated units weaving social justice standards and student experiences into classroom content. This will be measured by student surveys that capture student voice around learning experience as well as analysis of unit incorporation of student strengths based capital.

### **Goal #3:**

Families at Little Mountain see themselves as partners in student learning through family-school collaboration in order to shift and inform their child's instruction within the classroom setting. This will be measured by family surveys given through the Panorama Platform to determine Barriers to Engagement with their child's school. We will see an increase in school and family connections as measured by our family surveys. Surveys will be given 3x a year.



# 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 3 supports by improving our understanding of MTSS and developing systems of services.
- Implement social emotional learning aligned to SEL standards that support the whole child.
- Vertically align math pathways, K-12. Complete math professional development and curriculum implementation with training for our K-5 math teachers.
- Professional development on best practices/strategies for instruction and differentiation in math.

# Northwest Career & Technical Academy

## NCTA Skills Center

### Program of Work Areas

- Perception Data – in partnership with consulting firm *Kinetic West*
- Enrollment Data – Administrative Inquiry
  - Skills Center and Running Start
  - Non-Traditional, Ethnicity
- Visioning – In partnership with *Colibri Graphic Facilitation*
  - Students, families and staff
- Attendance
- Retention
  - Underrepresented populations
  - Special Education
- Industry Recognized Credential Attainment
- CTE Dual Credit Attainment

## NCTA Open Doors

### School Focus Areas:

- Progress Monitoring Data
  - STAR assessment data
- Credit Attainment
  - Number of credits earned through instructional 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
- Continued work on our Multi Tiered Systems of Support
- Support the ongoing equity work across the district
- Infuse student supports and services related to learning recovery planning
- Questions