

October 6, 2025



Mt. Vernon

Intermediate School



Student Learning

School Improvement Goals

- English Language Arts
 - 5th Grade and 6th Grade Passing Rate of 45%

English/Language Arts									
Grade	Number of Students Tested	MV % Proficient	State Ave.	MV/state diff.	FES	MES	MCE	MV Diff. 2024-25	24-25 Change in Comparison to State Ave.
2025									
Grade 4	356	42%	42%	0%	35%	45%	48%	1%	-1%%
Grade 5	424	42%	41%	1%	47%	41%	38%	-4%	-5%%
2024									
Grade 3	328	44%	39%	5%	36%	59%	35%	0%%	1%%
Grade 4	403	43%	42%	1%	50%	46%	32%	3%	-5%%

School Improvement Goals

- Mathematics
 - 5th Grade Passing Rate of 58%
 - 6th Grade Passing Rate of 48%

Mathematics									
Grade	Number of Students Tested	MV % Proficient	State Ave.	MV/state diff.	FES	MES	MCE	MV Diff. 2024-25	24-25 Change in Comparison to State Ave.
2025									
Grade 4	358	55%	49%	6%	47%	64%	54%	0%	-1%
Grade 5	424	45%	42%	3%	48%	54%	35%	-2%	-3%
2024									
Grade 3	328	63%	52%	11%	52%	79%	57%	1%	2%
Grade 4	403	55%	48%	7%	59%	61%	46%	-4%	-3%

PLCs





- Teachers tracking CFA data

[illegible]

PLCs


- Teachers tracking data before CFAs

CHARACTER TRAITS QUICK CHECK DATA			
Student Name	Identify traits of characters	Text Evidence of trait	Overall
[REDACTED]			4/5
			5/5
			5/5
			5/5
			2/5
			5/5
			4/5
			4/5
			5/5
			4.5/5
			4/5
			5/5
			5/5
			5/5
			5/5
			5/5
			5/5
			3/5
			5/5
			5/5
			3/5
			5/5
			5/5
			4/5
			5/5
Overall : 80% proficient		Overall : 72% proficient	


Student Name	Ecology EL Check 1 (Vocab) 5 point check	Ecology EL Check 2 (A/B Factors) 5 point check	Ecology EL Check 3 (Food Chains/Webs) 5 point check	Ecology EL Check 4 (Energy Pyramids) 5 point check		
	3	4	4	5	<p>2nd Period - Checkpoint 1 (Vocab)</p> 	
	3	5	4	5		
	1	5	5	3		<p>2nd Period - Checkpoint 2 (Abiotic/Biotic Factors)</p> 
	4	5	5	5		
	3	5	5	5		
	5	5	5	5		
	4	5	5	5		
	2	3	4	5		
	3	5	5	5		
	3	4	5	4		
	4	5	4	5		
	4	5	5	5		
	2	4	4	5		
	2	5	4	5		
	3	4	3	3		
	5	5	5	4		
	4	4	5	5		
	5	4	5	5		
	4	5	5	5		
	4	5	5	4		
3	4	5	5			
2	4	4	5			
0	1	3	2	<p>2nd Period - Checkpoint 3 (Food C/W)</p> 		
2	4	5	5			
3	3	3	4		<p>2nd Period - Checkpoint 4 (Energy Pyramids)</p> 	
Averages:	3.12	4.32	4.48	4.56		

PLCs


- Students Tracking Data



In CHARGE of My Growth



Name	Pre Assess	Data Check 1	Data Check 2	Post Assessment
100%				
90%				
80%				
70%				
60%				
50%				
40%				
30%				
20%				
10%				
0%				
DATE				




READING


2025-2026

Step #1: Write the name of the assessment in the blank spot at the bottom of the column.

Step #2: Create the goal you want to score on the assessment and record it on the tracker.

Step #3: After you get your assessment back, write your score. Then color the squares in the column that match the score you received.

100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
0										
Score										
Goal										
	Character Traits	Plot	Point of View	Figurative Language	Theme	Narrative Writing				



"If you fail, never give up because F.A.I.L. means "First Attempt in Learning."

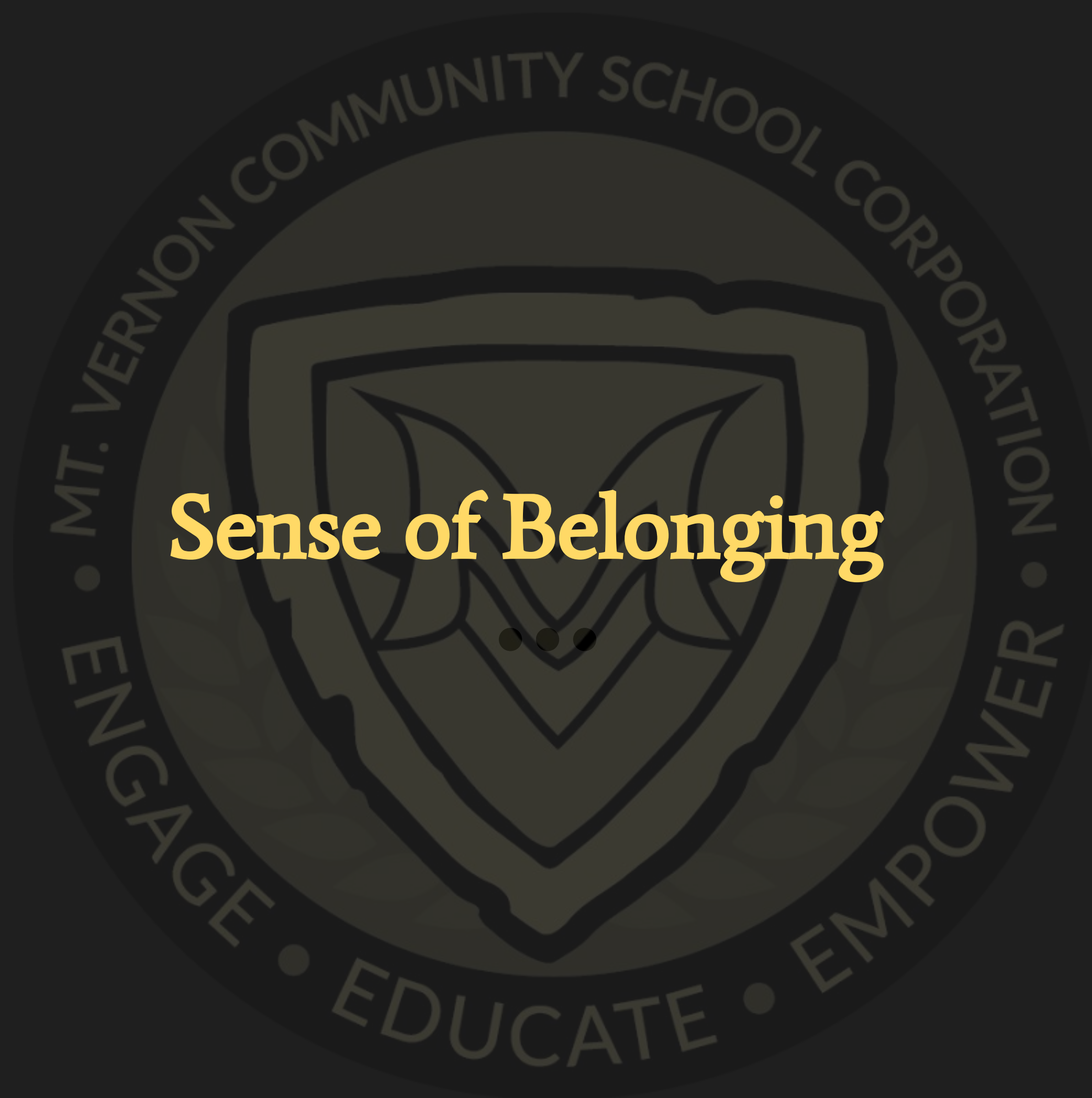
GRADE SHEET

PLCs

- Students Tracking Data

6TH GRADE NWEA GOAL SETTING SHEET	
Reading Data	
Fall Score	207
WINTER SCORE	
SPRING GOAL	211
SPRING SCORE	
TOTAL GROWTH THIS YEAR	
Math Data	
Fall Score	211
WINTER SCORE	
SPRING GOAL	223
SPRING SCORE	
TOTAL GROWTH THIS YEAR	

EL: Engineering Design Process		Student Name: _____	
Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4
Date Given:	Date Given:	Date Given:	Date Given:
**Track your progress on each EL Checkpoint. After you complete a checkpoint, write the date the EL Checkpoint was taken, record your score (1,2,3,4, or 5) in that given box, and color Code your score based on your score.		5 = GREEN 3-4 = YELLOW 0-2 = RED	
**Use this as a self assessment and a self check to see the areas you are strong but also the areas you are weak. This should help focus you on the concepts/topics you need to study up on to improve you understanding before our Unit EL Test.			



Sense of Belonging

Sense of Belonging: Staff to Students

- TBRI Tracker

Complete by the end of the 1st full week	82.67%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
Interest/ Hobby	Relationship Strength Baseline	Relationship Strength Q1	Relationship Strength Q2	Relationship Strength Q3	Relationship Strength Q4	TEACHER COMMENT S/OBSERVATIONS	SEL Tier II Recommendation?
Reading, Super kind, video games	3						<input type="checkbox"/>
Coloring and Art	2						<input type="checkbox"/>
Friendly, enjoys being with friends	3						<input type="checkbox"/>
Likes math and video games	3						<input type="checkbox"/>
Basketball and family	2						<input type="checkbox"/>
Reading and hanging with family	2						<input type="checkbox"/>
reading, her favorite animal is a monkey	3						<input type="checkbox"/>
Sweet, loves to ask the teacher how they are doing	4						<input type="checkbox"/>
Coloring and sketching pictures	3						<input type="checkbox"/>
Very intuitive and loves to read	3						<input type="checkbox"/>
Enjoys soccer	4						<input type="checkbox"/>
Has not been to school yet							<input type="checkbox"/>
Reading	3						<input type="checkbox"/>
Very sweet, loves trying new things	3						<input type="checkbox"/>
Coloring, drawing	3						<input type="checkbox"/>
Baseball, Cubs,	3						<input type="checkbox"/>
Coloring	3						<input type="checkbox"/>
Sweet, very helpful, crafts	3						<input type="checkbox"/>
Sweet, likes to color	3						<input type="checkbox"/>
Super shy, likes math	2						<input type="checkbox"/>
Swimming, basketball	3						<input type="checkbox"/>

Sense of Belonging: Staff to Students

- TBRI Tracker

RELATIONSHIP DATA	TBRI Relationship Strength						
	T1	T2	T3	T4	T5	T6	T7
5th Teams, RS Scores	82.67%	71.43%	45.45%	80.77%	80.43%	68.00%	80.77%
6th Teams, RS Scores	T1	T2	T3	T4	T5	T6	
	86.49%	97.37%	21.05%	85.53%	91.43%	44.78%	

Sense of Belonging

- Behavior Tech
 - Data Collection
 - Small Groups
 - Restorative Practices
- Instructional Specialists
 - Math and Reading Groups
 - Lead RTI Meetings
- Guidance Counselor
 - Tutoring Sessions
 - Small Groups
- Parent Teacher Connection
- Back-to-School Bash
- Second Steps/Nurture Groups
- Organization Time
- House Meetings/Buddy Classrooms
- MVMS Athletics and MVIS Clubs



Sense of Belonging: Mini PD

Mt. Vernon's Strategic Plan

Sense of Belonging • High Quality Staff • Student Learning

Mt. Vernon's strategic plan includes creating a sense of belonging for students. Author Allen Mendler shares three types of connection-personal, academic, social- in his book *Connecting with Students*. Below you will find a few ways to make personal connections with students.

1. **Personal Connection** means finding ways to create an atmosphere of trust, so that students want to learn what we have to share.
 - a. Greet your students each morning with a smile. Simple, but really effective. Why? You're quickly able to assess student mood/regulation AND students feel seen first thing in the morning. Use their name, give a compliment, share a
 - b. We have post cards in the office. Mail home a compliment!
 - c. Ask for a student's opinion that rarely offers anything. "I don't hear from you often in class, but you look very focused. I was wondering what you thought about ____." Share their opinion with the class the next day.
 - d. Write a quick note of appreciation on a Post-it, assignment unrelated to their work. Think of things unrelated to their school performance....kindness, being helpful, following the rules, etc.
 - e. Positive Paradoxical note.... With more difficult students, you can often influence behavior by giving them a positive note shortly after they have done something inappropriate. Doing the opposite of what a student expects can lead to positive results.



Building Culture and Climate

Core Value Terms for Staff

Respect • Collaboration • Integrity • Accountability • Community



Supporting Staff

- New Teachers
 - Mentors
 - Lunch
 - Check-ins
- Leadership Team
 - Ongoing Discussion
 - PLC Development
- Mini PD Sessions
- Staff Breakfast
- PTO





Thank you.



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Happy designing!