

MOUNT VERNON ISD District Improvement Plan 2016/2017

Together We Will Achieve Excellence

MOUNT VERNON ISD

Mission

The Mount Vernon Independent School District, in its uncompromising commitment to academic excellence, and in partnership with parents, community, faculty, and staff, will secure for every student an exceptional academic program that helps each student: 1) Become a lifelong learner. 2) Be committed to responsible citizenship, provide service to others and practice ethical attitudes, beliefs, and behaviors. 3) Maximize his/her learning potential. 4) Develop intellectually, emotionally, socially, and physically. 5) Become productive and cooperative members of the world through technology.

Vision

The vision of MVISD is excellence in every area; as a result, our expectations of each other must be high. The staff will partner with the community and parents to provide each student a diverse education in a safe, supportive environment that instills self discipline, motivation and excellence in learning. We will inspire, challenge and expect our students to view standardized academic knowledge as merely the beginning of a quality education. Therefore, the instruction at MVISD will demand excellence, and the staff will be professional and purposeful. The experience of learning will be motivating, and the young men and women who walk across the graduation stage each year will be thoughtful, self-sufficient adults prepared for success in a global community.

Nondiscrimination Notice

MOUNT VERNON ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MOUNT VERNON ISD Site Base

| Name | Position |
|-------------------|-------------------------------|
| Baker, Barry | HS Principal (Ad Hoc) |
| Bates, Ashley | INT 6th Grade Reading Teacher |
| Brantley, Vicki | SPED Director |
| Donald, Daniel | JH SPED Teacher |
| Driver, Jennifer | Elementary Principal (Ad Hoc) |
| Gable, Lindsey | ELEM 4th Gr. Teacher |
| Greer, Ken | Community Member |
| Jordan, Kayce | Parent Representative |
| Mcadoo, Shelby | ELEM 4th Grade Teacher |
| Mccoy, Marti | Intermediate 6th Grade Math |
| Morton, Zarinska | Business Representative |
| Scally, Joe | Community Member |
| Sellers, Dale | Business Representative |
| Thomas, Woodrow | Technology Director |
| Thompson, Kathie | Assistant Superintendent C&I |
| Torres, Margarita | Parent Representative |
| Vance, Amy | CTE High School |
| Watson, Craig | Int./JH Principal (Ad Hoc) |
| Weiss, Gregg | Superintendent (Chairman) |
| Wight, Betsy | High School English |
| Wilson, Billy | JH Science Teacher |

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

MOUNT VERNON ISD

Goal 1. Mount Vernon ISD will create an innovative system of learning with collaboration from staff, parents, and community that allows each and every student to realize his or her own unique abilities.

Objective 1. Provide quality instruction, continuous monitoring, and intervention programs so 100% of our students are successful in all core content areas and meet passing standards on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------|--------------------------------------|---|
| <p>1. Ensure the implementation of the MVISD TEKS Resources curriculum with fidelity in K-12 in all core academic areas to provide a research-based, aligned curriculum as follows: The MVISD District Curriculum Team will provide (and update as needed) a written Curriculum Plan for Implementation that includes (1) implementation that is consistent with every campus K-12, and (2) a uniform Walk-through Document for monitoring the process of instructional implementation and needs. Ensure that each teacher understands the expectations of the walk-through, its importance in continual communication regarding the implementation of the district curriculum, and that quality implementation with fidelity is proven through research to take 3 - 5 years to achieve. (Title I SW: 2,3) (Target Group: All) (NCLB: 3,5)</p> | <p>Assistant Principal(s), Assistant Superintendent(s), Curriculum Director, Principals, Superintendent</p> | <p>2016-2017 School Year</p> | <p>(F)Title I A , (S)Local Funds</p> | <p>Summative - Student Performance in Core Content Areas and on State Assessments</p> |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------------|--|--|
| <p>2. Provide core content area support and professional development through the Region VIII Content Area Specialists, the ESC Science and Math Collaboratives, the STAAR Writing Cohort, Teacher Conferences and other research based training in order to meet the diverse learning needs of students and support quality instruction. Develop a plan for teachers who attend professional development to share what they have learned. Options for sharing information may include (1) email with a short summary of information gained, scanned documents, or links to websites acquired at trainings; (2) use of Project Share or other professional learning communities to disseminate information to specific teacher groups; (3) sharing information at teacher/team meetings, and/or through classroom learning walks, etc. Provide substitute teachers for classroom teachers attending professional development. Provide classroom materials for teachers to implement the curriculum. (Title I SW: 3,10) (Target Group: All) (NCLB: 1,3)</p> | <p>Campus Administrators, Curriculum Director, Librarian, Principals, Substitute Teachers, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(F)Title I - \$37,200, (S)State Compensatory - \$20,000</p> | <p>Summative - Student performance in Core Content Areas and on State Assessments</p> |
| <p>3. Ensure that Response to Intervention (RTI) is implemented by campus administrators and teachers and that data collection and review are the basis for making decisions to impact student achievement. Establish/maintain "Data Rooms" or Virtual Location (DMAC) on each campus where student data, including performance on state and local assessments, are consistently reviewed and monitored by teachers and administrators to provide intervention as appropriate for each student in all core content areas. (Title I SW: 3,8) (Target Group: All) (NCLB: 1,3)</p> | <p>Campus Administrators, Curriculum Director, Instructional Facilitator, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(F)Title I</p> | <p>Summative - Individual student progress in reading and math performance; State Test Performance for all student groups 3-12</p> |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------------|--|--|
| <p>4. Provide accelerated instruction in reading & math for struggling students in grades K-8 by furnishing pull-out programs, educational aides, class-size reduction, volunteer programs, after school tutorials, and 5th & 6th grade Success Center support for students in Tier 2 and 3 instruction. Utilize Education Galaxy software at Elementary, JH and HS tutorial periods, Study Island software, and A+ software to provide accelerated instruction in all content areas. Evaluate programs each year and make changes necessary to ensure that intervention is appropriate and effective. (Title I SW: 2,5,10) (Target Group: All) (NCLB: 1,5)</p> | <p>Assistant Superintendent(s), Campus Administrators, Community Volunteers, Educational Aides, Special Ed Teachers, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(F)FTE (Federal) - 7.25, (F)Title I - \$237,774, (F)Title II A Principal & Teacher Recruitment - \$50,743, (L)FTE (Local) - 4, (L)Local/Basic - \$78,772, (S)FTE - 4.375, (S)State Compensatory - \$185,995</p> | <p>Summative - Student Progress in reading and math, as well as in all content areas, on local and state assessments</p> |
| <p>5. Conduct an audit of CTE classes to ensure that proper pathways for courses are available to students to increase endorsements and certifications. Assess current PEIMS coding for CTE classes and provide training on proper coding techniques to maximize funding opportunities. (Title I SW: 3,4,10) (Target Group: All) (NCLB: 1,3,5)</p> | <p>Assistant Principal(s), Assistant Superintendent(s), Campus Administrators, Principals, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(L)Local Fund</p> | <p>Summative - Completion of students in CTE courses and number of certifications.</p> |
| <p>6. Provide Summer School and credit recovery classes for students who failed one or more subjects during the school year. (Title I SW: 3,9) (Target Group: AtRisk) (NCLB: 1,3,5)</p> | <p>Campus Administrators, Instructional Facilitator, Principals, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(S)State Compensatory - \$16,000</p> | <p>Summative - Student Performance on Credit Recovery Classes and on Summer School Assessments</p> |

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- Objective 1.** Provide quality instruction, continuous monitoring, and intervention programs so 100% of our students are successful in all core content areas and meet passing standards on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------------------------|--|---|
| <p>7. Provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment. HS teachers for each of the EOCs required for HS graduation (English I, Algebra I, Biology, English II, and U.S. History) will provide accelerated instruction to these students one period per day per semester. In addition, the students will receive accelerated instruction before school, after school and in the summer. (Title I SW: 3,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)</p> | <p>Assistant Principal(s), Principals, Teacher(s)</p> | <p>August 2016 - July 2017</p> | <p>(L)Local/Basic - \$6,000, (S)FTE - 0.63, (S)State Compensatory - \$30,401</p> | <p>Summative - Number of students participating in EOC accelerated instruction who perform satisfactorily on EOC assessments.</p> |
| <p>8. Mount Vernon ISD will combine Title Funds, State Compensatory Funds, and Local Funds to close the scoring gap, including passing percentage and advanced performance, on state mandated tests for all student group members. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,5)</p> | <p>Assistant Principal(s), Assistant Superintendent(s), Curriculum Director, Principals, Superintendent</p> | <p>2016-2017 School Year</p> | <p>(F)Title I, (F)Title II A Principal & Teacher Recruitment, (F)Title III Bilingual / ESL, (F)Title VI, Part B Rural/Low Income, (L)Local Fund, (S)State Compensatory</p> | <p>Summative - Performance of all students and all student groups on state assessments</p> |

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- Goal 1.** Mount Vernon ISD will create an innovative system of learning with collaboration from staff, parents, and community that allows each and every student to realize his or her own unique abilities.
- Objective 2.** Provide special services that address the educational needs of students with disabilities and ensure they receive grade level instruction and are successful on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|--|
| 1. Coordinate placement of Special Education students through teacher evaluation, student data (based on formal and informal assessments), and ARD committee meetings to assure students are placed in the least restrictive environment and receive high quality instruction. (Title I SW: 8) (Target Group: SPED) (NCLB: 4) | Campus Administrators, Counselor(s), Special Ed Teachers, SPED Director, Teacher(s) | 2016-2017 School Year | (S)Local Funds | Summative - SPED Student Performance on class assignments and on state assessments |
| 2. Provide staff development for teachers in the use of MVISD TEKS Resource Curriculum and accommodated instruction for SPED students in order to increase the number of students graduating on Recommended or Distinguished graduation plans. (Title I SW: 3) (Target Group: SPED) (NCLB: 1) | Campus Administrators, Region 8 Staff, Special Ed Teachers, SPED Director, Teacher(s) | 2016-2017 School Year | (F)Title I A , (S)Local Funds | Summative - SPED student performance in class and on assessments; number of SPED students on Recommended or Distinguished Graduation Plans |
| 3. Provide consistent and on-going professional training for teachers of SPED students whose behavioral issues interfere with their learning. (Title I SW: 4,9) (Target Group: SPED) (NCLB: 4,5) | Counselor(s), Parents, Principals, Special Ed Teachers, SPED Director | 2016-2017 School Year | (F)IDEA Special Education, (L)Local Fund | Summative - SPED students with behavioral issues progress in exhibiting appropriate behavior, participating in the learning process, and performing successfully on state assessments. |
| 4. Combine federal and State/Local SPED funds to provide aides to help meet educational and social needs for students with disabilities. (Title I SW: 10) (Target Group: SPED) (NCLB: 4) | Educational Aides, Instructional Facilitator, Principals | 2016-2017 School Year | (F)FTE (Federal) - 7, (F)IDEA Special Education - \$108,643, (L)FTE (Local) - 9.5, (L)Local Fund - \$156,381, (S)FTE - 5.5, (S)State Compensatory - \$105,020 | Summative - SPED Student Performance on class assignments and on state assessments |

MOUNT VERNON ISD

- Goal 1.** Mount Vernon ISD will create an innovative system of learning with collaboration from staff, parents, and community that allows each and every student to realize his or her own unique abilities.
- Objective 3.** Provide specific programs to meet the diverse needs and interests of the student population to ensure that 100% of all student groups are successful on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|---------------------------------------|--|---|
| 1. Provide an intensive Bilingual/ESL program to meet the needs of limited English proficient students at each grade level. Utilize Rosetta Stone software for students who are within their first 2-3 years in U.S. Schools to enhance and track their progress in attaining proficiency in English. In addition, employ HQ Bilingual Aides to support students who are in their first year in U.S. schools. Consider a salary increase or other incentives for bilingual aides. (Title I SW: 3,6,8,9) (Target Group: ESL, LEP) (NCLB: 2,5) | Campus Administrators, Director of Special Programs, Staff, Teacher(s) | 2016-2017 School Year | (L)FTE (Local) - 3, (L)Local/Basic - \$46,600, (S)FTE - 0.125, (S)State Compensatory - \$6,495 | Summative - Bilingual/ESL student performance on local assessments as well as TELPAS and STAAR State Assessments |
| 2. Provide Bilingual/ESL Summer School for students entering Kindergarten and 1st Grade, as required by TEC-Chapter 89, to support the academic, affective and linguistic needs of LEP students. (Title I SW: 3,6,8,9) (Target Group: ESL, LEP) (NCLB: 2) | Campus Administrators, Staff, Teacher(s) | Bilingual/ESL Summer School-June 2016 | (S)Local Funds - \$1,100 | Summative - Bilingual/ESL student performance on Summer School assessments |
| 3. Establish a competitive Bilingual/ESL program by utilizing local funds to furnish Bilingual and ESL teachers stipends for additional responsibilities in providing support for LEP students. Actively recruit and hire Bilingual certified Kindergarten and 5th Grade teachers for the 2016-2017 school year. (Title I SW: 4,5) (Target Group: ESL, LEP) (NCLB: 2) | Campus Administrators, Principals, Staff, Teacher(s) | 2016-2017 School Year | (L)Local Fund - \$48,500 | Summative - Successful hiring and retention of Bilingual certified Kindergarten and 5th grade Teachers for the 2016-2017 School Year. |
| 4. Use Migrant funds to provide Migrant student services including school supplies, school clothing, dental care and other services in order to support their academic success. (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5) | Campus Administrators, Counselor(s), Director of Special Programs, School Nurse, Teacher(s) | 2016-2017 School Year | (F)Migrant Funds | Summative - Successful provision of services to Migrant students; Migrant student performance on local and state assessments |

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- Objective 3.** Provide specific programs to meet the diverse needs and interests of the student population to ensure that 100% of all student groups are successful on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|--|---|
| 5. Utilize Communities in Schools (CIS) Coordinators for Elementary/Intermediate and JH/HS campuses to aid students in need of services such as vision and hearing in order to help them achieve academically. (Title I SW: 9) (Target Group: ECD, AtRisk) (NCLB: 4,5) | Campus Administrators, Community in Schools, Counselor(s), Dean of Student Services | 2016-2017 School Year | (S)State Compensatory - \$50,000 | Summative - Number of students served by Communities in Schools Coordinators and the students' performance on local and state assessments |
| 6. Provide an effective gifted and talented program to meet the needs of identified students. (Title I SW: 3) (Target Group: GT) (NCLB: 3) | Campus Administrators, Counselor(s), Curriculum Director, Dean of Student Services, Teacher(s) | 2016-2017 School Year | (S)Local Funds | Summative - Student performance on individual GT projects and on local and state assessments |
| 7. Provide classes for students with dyslexia in order to teach them coping strategies that allow them to be successful in the classroom and on state assessments. (Title I SW: 3,9) (Target Group: Dys) (NCLB: 3,4) | Campus Administrators, Principals, Teacher(s) | 2016-2017 School Year | (L)FTE (Local) - 2, (L)Local/Basic - \$95,153 | Summative - Dyslexic student performance on local and state assessments |
| 8. Provide students the opportunity to prepare for careers after graduation by offering Career and Technology Education opportunities in the areas of agriculture, home and family science, cosmetology and health science. (Title I SW: 3,5) (Target Group: CTE) (NCLB: 3,5) | Assistant Principal(s), Counselor(s), Principals, Teacher(s) | 2016-2017 School Year | (S)Local Funds | Summative - Number of Certifications and Licensures awarded to CATE students |
| 9. Provide a high quality, full-day Pre-Kindergarten program to help economically disadvantaged and LEP students prepare for Kindergarten. (Title I SW: 3,6,7) (Target Group: PRE K) (NCLB: 4,5) | Campus Administrators, Counselor(s), Instructional Facilitator, Superintendent, Teacher(s) | 2016-2017 School Year | (F)FTE (Federal) - 1, (F)Title I - \$37,542, (L)FTE (Local) - 3, (L)Local/Basic - \$82,407 | Summative - Number of Pre-K students served in 2015-2016. Progress of students from beginning to middle to end of the year |
| 10. MVISD will escalate the integration of technology through increased funding/purchasing of electronic mobile devices for teachers and students. (Title I SW: 1,3,5) (Target Group: All) (NCLB: 1,3,5) | Campus Administrators, Campus Instructional Technologist, Director of Technology, Teacher(s) | Current School Year | (F)Title I | Summative - District student per mobile device ratio decreased. |

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- Goal 1.** Mount Vernon ISD will create an innovative system of learning with collaboration from staff, parents, and community that allows each and every student to realize his or her own unique abilities.
- Objective 4.** Provide professional development activities that equip teachers to foster high expectations for academic success among all students so that 100% of students are successful in the core academic areas and on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------|--|--|
| <p>1. Continue to support an MVIDS Professional Development Plan that focuses on MVIDS TEKS Resources Curriculum implementation and student monitoring. Utilize ESC 8 specialists, state conferences and local personnel to support teachers and provide professional development that addresses successful strategies for all students and for specific student groups. Include staff development needed in the following areas of curriculum implementation: (1) TEKS Resources Curriculum Documents and Unit Assessments. (2) DMAC to develop formative and summative assessments and disaggregate student performance data. (3) Common time for vertical alignment meetings (PK-5, 6-12) so teachers may collaborate and use student data to plan effective instruction and interventions. (Title I SW: 3,4,8) (Target Group: All) (NCLB: 1,3)</p> | <p>Campus Administrators, Curriculum Director, Principals, Region 8 Staff, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(F)Title I A</p> | <p>Summative - Number of teachers receiving professional development and participating in vertical alignment sessions</p> |
| <p>2. Provide professional development, including Region 8 workshops and AP conferences, that help teachers prepare students for the STAAR, STAAR A, and STAAR EOC assessments. In addition, conduct a Comprehensive Needs Assessment for Staff Development to align and provide professional development that is specific to individual needs of teachers as they work to help all students succeed. (Title I SW: 1,2,4,10) (Target Group: All) (NCLB: 1,3,5)</p> | <p>Campus Administrators, Curriculum Director, Librarian, Superintendent, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(F)Title I, (S)Local Funds, (S)State Compensatory</p> | <p>Summative - Number of students who meet Level II or Level III on State Assessments. Number of training activities tailored to CNA requests.</p> |

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- Objective 4.** Provide professional development activities that equip teachers to foster high expectations for academic success among all students so that 100% of students are successful in the core academic areas and on state assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|--|
| 3. Provide opportunities for staff to acquire technology training, including scheduled classes, online courses and regional and state technology conferences. In addition, provide staff development through the Region 8 Digital Media/Instructional Technology Cohort and the MVIDS Technology Specialists to help teachers integrate technology into the curriculum in order to enhance student learning. (Title I SW: 3,4,10) (Target Group: All) (NCLB: 1,3,5) | Campus Administrators, Curriculum Director, Region 8 Staff, Staff, Teacher(s), Technology | 2016-2017 School Year | (F)Title I, (S)Local Funds, (S)State Compensatory | Summative - Number of teachers on each campus integrating technology into instruction. |
| 4. Establish a research-based Mentor Program that provides support for new teachers in the areas of curriculum implementation, classroom management and student performance. Provide training and on-going professional development for the Mentor teachers as well as an incentive program that allows for comp time as appropriate for after school time spent for planning. (Title I SW: 3,4,9) (Target Group: All) (NCLB: 3,4,5) | Campus Administrators, Curriculum Director, Teacher(s), Technology | 2016-2017 School Year | (S)Local Funds | Summative - Mentor Program in place; Number of new teachers & mentors benefitting from the program; Student achievement in the classroom and on state assessments. |
| 5. Provide professional development in Differentiated Instruction for teachers to ensure quality GT programs. (Title I SW: 4) (Target Group: All, GT) (NCLB: 5) | Campus Administrators, Core Subject Teachers, Curriculum Director | 2016-2017 School Year | (L)Local Fund | Summative - Number of teachers receiving Differentiated Instruction professional development |
| 6. Provide staff development opportunities for the staff to work as teams to develop data driven scope and sequence of their curriculum with guidance from Kilgo Consulting. High level question stems will be incorporated into the planned activities. (Title I SW: 1,3,4,10) (Target Group: All) (NCLB: 1,3,5) | Assistant Superintendent(s), Campus Administrators, Teacher(s) | | (F)Title I | Summative - Increase in TEKS alignment in all subject areas that will result in student achievement gains in all academic areas. |

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- Objective 5.** Utilize resources to attract and retain quality teaching candidates and existing staff members.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|--|
| 1. Hire Highly Qualified teachers and paraprofessionals in accordance with NCLB requirements. Post job openings on local, regional and state websites, participate in college recruitment fairs. (Title I SW: 3,5,10) (Target Group: All) (NCLB: 1,2,3,4,5) | Campus Administrators, Principals, Superintendent | 2016-2017 School Year | (S)Local Funds | Summative - Successful hiring of HQ teachers |
| 2. Provide stipends for difficult to fill positions such as HS Spanish in order to be competitive and attract and retain highly qualified teachers. (Title I SW: 3,5) (Target Group: All) (NCLB: 3,5) | Campus Administrators, Principals, Superintendent | 2016-2017 School Year | (F)Title II A Principal & Teacher Recruitment - \$6,000 | Summative - Successful hiring of Highly Qualified teachers |

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- Goal 1.** Mount Vernon ISD will create an innovative system of learning with collaboration from staff, parents, and community that allows each and every student to realize his or her own unique abilities.
- Objective 6.** Address 2015 State Accountability System Safeguards in order to improve Student Achievement by all student groups and meet federal limits on Alternative Assessments.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------------|--|---|
| <p>1. System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that districts and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests. MVIDS met 47 of 52 State System Safeguards in 2016. MVIDS missed Federal System Safeguards in Reading and Math for several student groups. Even though TEA received a waiver from having to meet AYP, Mount Vernon ISD is dedicated to ensuring that every child receives excellent instruction and support in order to be successful in the classroom, on state assessments, and beyond graduation. (Title I SW: 3,5,9,10) (Target Group: All) (NCLB: 1,5)</p> | <p>Assistant Principal(s), Director of Special Programs, Educational Aides, Principals, SPED Director, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(F)Title I, (F)Title III Bilingual / ESL, (F)Title VI, Part B Rural/Low Income, (L)Local/Basic, (S)Local Funds, (S)State Compensatory</p> | <p>Summative - All students are successful in class and on state assessments.</p> |

MOUNT VERNON ISD

Goal 2. Mount Vernon ISD will actively involve parents as partners in the education of our students through planning, information sharing, and program designing to provide a safe and productive learning environment.

Objective 1. Work to increase communication with parents in order to provide a positive school-home experience for all students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|------------------------------|---|--|
| <p>1. Campuses will use technology, including web pages and mass parent e-mails, to communicate with parents about school programs, activities, character education, and athletic events. Campuses will use the School Messenger phone system to communicate with parents about student absences, early release reminders, late starts, weather warnings, and other information related to student safety. Campuses will explore the possibility of using School Messenger to send daily announcements to parents. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 4,5)</p> | <p>Campus Administrators, Counselor(s), Librarian, Principals, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(S)Local Funds</p> | <p>Summative - Percentage of positive responses to parent survey at the end of the school year</p> |
| <p>2. Campuses and teachers will communicate with parents about academic progress and student behavior through the electronic gradebook/Parent Portal, parent conferences, telephone conferences, postal mail, email and other appropriate measures. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,5)</p> | <p>Campus Administrators, Principals, Teacher(s), Technology</p> | <p>2016-2017 School Year</p> | <p>(S)Local Funds</p> | <p>Summative - Parents' successful use of the electronic gradebook</p> |
| <p>3. Encourage parent and community involvement through assemblies, grade level productions, Campus Open House, Curriculum Nights, and volunteer and mentor programs such as Lunch Pals, the Backpack Program, and Mount Vernon Cares. Use the school marquee to post times and locations for events. Offer Adult ESL for parents of limited English proficient students. (Title I SW: 6) (Target Group: All) (NCLB: 1,5)</p> | <p>Campus Administrators, Community Volunteers, Counselor(s), Parent Volunteers, Principals, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(O)Community Donations, (S)Local Funds</p> | <p>Summative - Number of parents and community members in various mentor programs</p> |

MOUNT VERNON ISD

Goal 2. Mount Vernon ISD will actively involve parents as partners in the education of our students through planning, information sharing, and program designing to provide a safe and productive learning environment.

Objective 2. Implement programs and support systems for students in order to increase attendance, completion rates and student achievement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|---|---|
| 1. Campuses will offer rewards and conduct assemblies for both perfect and good attendance to encourage students to consistently strive to be at school. (Title I SW: 2,6) (Target Group: All) (NCLB: 1,5) | Campus Administrators, Counselor(s), Parents, Principals | 2016-2017 School Year | (O)Principal Fund | Summative - % Attendance for each campus |
| 2. Campuses will provide support to students who are at risk of dropping out of school, including mentor programs, counseling, Communities in Schools assistance, accelerated instruction, tutoring, and A+ credit recovery. (Title I SW: 2,6,9,10) (Target Group: AtRisk) (NCLB: 5) | Campus Administrators, Community in Schools, Counselor(s), Dean of Student Services, Teacher(s) | 2016-2017 School Year | (F)Title VI, Part B Rural/Low Income, (S)Local Funds, (S)State Compensatory | Summative - % Student Dropouts % Students Graduating |
| 3. Comply with procedures for district truancy prevention program and partner with local judicial agency to promote restorative discipline practices for students and families out of compliance. (Title I SW: 2,6) (Target Group: All) (NCLB: 5) | Assistant Principal(s), Campus Administrators, Parents, Principals | 2016-2017 School Year | (L)Local/Basic | Summative - % Attendance for each campus |

MOUNT VERNON ISD

Goal 2. Mount Vernon ISD will actively involve parents as partners in the education of our students through planning, information sharing, and program designing to provide a safe and productive learning environment.

Objective 3. Provide a safe learning environment for students and staff.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|--------------------------------|--|---|
| <p>1. MVISD personnel will disseminate the crisis management plan specific to each campus among school personnel. The MVISD Chief of Campus Police will provide training for staff in the event of a crisis and additional security on campuses and at extra-curricular events. Conduct fire, lockdown and tornado drills on each campus regularly to ensure that students and staff are aware of what to do in the case of an emergency. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)</p> | <p>Board of Trustees, Campus Administrators, MVISD Chief of Police, Parent Volunteers, Staff</p> | <p>August 2016 - June 2017</p> | <p>(S)Local Funds</p> | <p>Summative - Crisis management training completed; security present at all extra-curricular events; safety drills conducted on all campuses</p> |
| <p>2. Provide CPR training for teachers and students. Train teachers who work with high-risk students on the use of an Automatic External Defibrillator (AED). Post location of the AED in each classroom with the evacuation plan. (Title I SW: 4,9) (Target Group: All) (NCLB: 4)</p> | <p>Campus Administrators, Curriculum Director, School Nurse</p> | <p>August 2016</p> | <p>(S)Local Funds</p> | <p>Summative - CPR and AED training successfully completed</p> |
| <p>3. Consistently improve safety measures by maintaining all security cameras and outdoor lighting and by securing outside doors to restrict campus access. (Title I SW: 2) (Target Group: All) (NCLB: 4)</p> | <p>Campus Administrators, Maintenance Director, Superintendent</p> | <p>2016-2017 School Year</p> | <p>(S)Local Funds</p> | <p>Summative - All safety measures in place, operational and maintained</p> |
| <p>4. Provide In-School Suspension (ISS) for students who violate the Student Code of Conduct and a District Alternative Education Program (DAEP) for students with serious violations where students maintain their academics. Provide a Behavior Adjustment Class (BAC) for students who need additional support and instruction in behavior in order to return to the regular classroom. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,4,5)</p> | <p>Campus Administrators, Counselor(s), MVISD Chief of Police, Principals, Teacher(s)</p> | <p>2016-2017 School Year</p> | <p>(S)FTE - 2, (S)Local Funds - \$49,137, (S)State Compensatory - \$59,306</p> | <p>Summative - Number of students referred to ISS, DAEP and BAC who are able to return to the regular classroom.</p> |

MOUNT VERNON ISD

Goal 2. Mount Vernon ISD will actively involve parents as partners in the education of our students through planning, information sharing, and program designing to provide a safe and productive learning environment.

Objective 3. Provide a safe learning environment for students and staff.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------------------|---------------------------------|--|
| 5. Provide transportation and tuition to the Alternative Learning Academy (ALA) in Sulphur Springs for MVISD students who require the most restrictive supervision during the regular school day. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,4,5) | Campus Administrators, MVISD Chief of Police, Principals | 2016-2017 School Year | (S)State Compensatory - \$5,000 | Summative - Number of students referred to ALA |

MOUNT VERNON ISD

Goal 3. Mount Vernon ISD will actively involve members of the community as partners to ensure the physical, emotional, social and cultural well-being of every student.

Objective 1. Build trust and increase communication with the community to support students in their educational and community experience.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|--|
| 1. Continue partnerships with local businesses, community leaders, and volunteers who serve as mentors for students in the Lunch Pal, Reading Pal, Breakfast Crew, Lowe's Study Buddies, Mount Vernon Cares, and Big Brother Programs. (Title I SW: 6,9) (Target Group: AtRisk) (NCLB: 5) | Campus Administrators, Community Volunteers, Counselor(s) | 2016-2017 School Year | (L)Local/Basic, (O)Community Donations | Summative - Number of students served in Mentor Programs |
| 2. MVHS will continue to work with the Franklin County Chamber of Commerce to provide a Leaders of Tomorrow Program for 25 Junior Class students who participate in activities highlighting business, government, education, health care and industry. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,4,5) | Campus Administrators, Community Volunteers, Counselor(s), Student Council Sponsors | 2016-2017 School Year | (O)Community Donations, (S)Local Funds | Summative - Successful completion of program by all student participants |
| 3. Work with Rotary and NTCC to provide scholarships to 8th Grade at-risk students who are members of the Rotary organized Interact Club that encourages community service and involvement. (Title I SW: 2,10) (Target Group: AtRisk) (NCLB: 1,5) | Community Volunteers, Counselor(s), Principals, Teacher(s) | 2016-2017 School Year | (O)Community Donations | Summative - Number of scholarship recipients who attend college |
| 4. MVISD Communities in Schools will work with Rotary Club to continue the Backpack Program for Elementary and Intermediate students and with the Mount Vernon Cares program for JH and HS students in order to provide nutritious food for the weekends. In addition, MVISD will work with local churches and volunteers to provide Bountiful House, an after-school mentoring program, and Lunches of Love for at-risk students during summer break. (Title I SW: 10) (Target Group: ECD, AtRisk) (NCLB: 1,4,5) | Community in Schools, Community Volunteers, Counselor(s) | 2016-2017 School Year | (O)Community Donations, (O)Community in School Fund | Summative - Number of students served by CIS/Community Programs |

MOUNT VERNON ISD

- Goal 3.** Mount Vernon ISD will actively involve members of the community as partners to ensure the physical, emotional, social and cultural well-being of every student.
- Objective 1.** Build trust and increase communication with the community to support students in their educational and community experience.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|------------------------|--|
| 5. Support various school booster clubs in an effort to encourage student participation in extracurricular activities and build home-school-community relations. (Title I SW: 6) (Target Group: All) (NCLB: 5) | Campus Administrators, Community Volunteers, Parents, Staff, Teacher(s) | 2016-2017 School Year | (O)Community Donations | Summative - Number of students participating in extracurricular activities |
| 6. MVHS will continue to work with the Franklin County Chamber of Commerce and other entities to provide students opportunities to participate in activities highlighting business, government, education, health care and industry to create interest in CTE courses. (Title I SW: 1,10) (Target Group: All) (NCLB: 5) | Campus Administrators, Community Volunteers, CTE Director | August- July | (L)Local Fund | Summative - Increase in the number of students receiving CTE certifications and completing pathways. |

MOUNT VERNON ISD

- Goal 3.** Mount Vernon ISD will actively involve members of the community as partners to ensure the physical, emotional, social and cultural well-being of every student.
- Objective 2.** Implement resources and work with community personnel to provide a safe and drug free learning environment.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|--|--|
| 1. MVISD will work with local medical, government and law enforcement officials to implement the school and community evacuation plan in the event of a catastrophic or natural disaster. (Title I SW: 9,10) (Target Group: All) (NCLB: 4) | Community Volunteers, MVISD Chief of Police, School Nurse, Staff, Superintendent | 2016-2017 School Year | (L)Local/Basic, (O)Community Donations | Summative - Evacuation Plan in place |
| 2. The MVISD Chief of Police will work with law enforcement officials to provide patrol and support for a safe environment during extra-curricular activities and in situations requiring law enforcement intervention. (Title I SW: 9) (Target Group: All) (NCLB: 4) | Campus Administrators, MVISD Chief of Police, Principals | 2016-2017 School Year | (S)Local Funds | Summative - Number of safety issues during extra-curricular events |
| 3. Work with law enforcement to provide drug awareness, drug abstinence training, the Esteem Program, Red Ribbon Week activities, and periodic random checks for drugs on campus locations. (Title I SW: 2) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s), MVISD Chief of Police, Principals, Staff, Teacher(s) | 2016-2017 School Year | (S)Local Funds | Summative - Number of drug related incidents |
| 4. MVISD wil work with local entities to provide drug awareness, drug abstinence training, the ESTEEM program, Red Ribbon Week Activities, Shattered Dreams presentation and periodic random checks for drugs on campus locations and random student testing. (Title I SW: 10) (Target Group: All) (NCLB: 5) | Campus Administrators, Club Sponsors, Staff | August-May | (L)Local Fund | Summative - Decrease in number of alcohol/drug offenses in our district. |

MOUNT VERNON ISD

Goal 4. Mount Vernon ISD will provide planning for effective and efficient facilities that are conducive to a safe and secure learning environment that is related to each student's learning abilities and guarantees the resources necessary to fulfill this mission.

Objective 1. MVISD will continue to build its technology infrastructure to support life-long learning among students and the entire school community.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---------------|--|
| 1. MVISD will maintain the current Technology Infrastructure and work to improve the bandwidth between buildings (with a goal of 10 Gigabytes) in order to support more wireless connections and additional technology labs. (Title I SW: 2,9) (Target Group: All) (NCLB: 1) | Director of Technology, Superintendent, Technology | 2016-2017 School Year | (L)Local Fund | Summative - Technology Infrastructure will be updated |
| 2. Continue maintaining/upgrading Computer Labs on all campuses to ensure PK - 12 students have the tools necessary to prepare them for learning and working in a technological society. MVISD would like to see a substantial budget designated for technology to keep up with the growing technology demands of our students. (Title I SW: 1,3) (Target Group: All) (NCLB: 3,4,5) | Campus Administrators, Director of Technology, Technology | 2016-2017 School Year | (L)Local Fund | Summative - Computer Labs successfully maintained and upgraded |

MOUNT VERNON ISD

Goal 4. Mount Vernon ISD will provide planning for effective and efficient facilities that are conducive to a safe and secure learning environment that is related to each student's learning abilities and guarantees the resources necessary to fulfill this mission.

Objective 2. MVISD will utilize local and state funds to update facilities that provide safety and security and enhance educational programs.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|---------------|--|
| 1. MVISD teachers and educational aides will receive Mandatory 2015-16 Suicide Prevention Training as required by the Texas Education Agency. (Title I SW: 2) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s), Staff, Superintendent, Teacher(s) | October 2015 | (L)Local Fund | Summative - All teachers and educational aides will be trained in Suicide Prevention. |
| 2. MVISD will continue with the implementation of CopSync 9-1-1 at each campus to provide an instant live feed to the police and better ensure safety in our school community. (Title I SW: 2,9) (Target Group: All) (NCLB: 4) | MVISD Chief of Police, Principals, Staff, Superintendent, Teacher(s), Technology | 2016-2017 School Year | (L)Local Fund | Summative - Successful installation of CopSync 9-1-1 and training for campus personnel regarding its use |
| 3. MVISD will evaluate and make recommendations about the current security cameras on all busses and on all campuses to provide safety for students in school settings. (Title I SW: 2,9) (Target Group: All) (NCLB: 4) | Maintenance Director, MVISD Chief of Police, Technology, Transportation Director | 2016-2017 School Year | (L)Local Fund | Summative - Number of bus and campus incidents during the 2015-2016 school year |
| 4. Mount Vernon ISD will implement a procedure that requires 3 practice lockdowns (1 every 3 months) per campus each school year. (Title I SW: 2,9) (Target Group: All) (NCLB: 4) | Campus Administrators, MVISD Chief of Police, Staff | 2016-2017 School Year | (L)Local Fund | Summative - Lockdowns for 2015-2016 held on all campuses as required by procedure |
| 5. MVISD will develop procedural manuals for safety and security that address instructions/actions for staff members in the event of an emergency or violent incident. (Title I SW: 9) (Target Group: All) (NCLB: 4) | Campus Administrators, Director of Operations, MVISD Chief of Police, Superintendent, Technology, Transportation Director | 2016-2017 School Year | (L)Local Fund | Summative - Security Procedures in place and staff trained on procedures |
| 6. Creation of a district wide emergency operation plan with procedures to maintain the safety of our students. (Title I SW: 10) (Target Group: All) (NCLB: 4) | Campus Administrators, Director of Operations, MVISD Chief of Police | August-July | (L)Local Fund | Summative - All stakeholders aware of emergency procedures. |

MVISD Board of Trustees Long-Range Strategic Plan

The Mount Vernon ISD Board of Trustees held several strategic planning meetings during the 2010-2011 school year to establish a long range plan for 2011 through 2015. After identifying needs, processes and outcomes, the Board wrote a vision statement and goals to address their findings. Committees made up of board members, administrators, teachers and parents met during summer 2011 to generate ideas and activities for meeting each goal. Reports regarding the goals continue to be made periodically to the board.

Mount Vernon ISD Vision Statement

The Vision of MVISD is excellence in every area; as a result, our expectations of each other must be high. The staff will partner with the community and parents to provide each student a diverse education in a safe, supportive environment that instills self discipline, motivation and excellence in learning. We will inspire, challenge and expect our students to view standardized academic knowledge as merely the beginning of a quality education. Therefore, the instruction at MVISD will demand excellence, and the staff will be professional and purposeful. The experience of learning will be motivating, and the young men and women who walk across the graduation stage each year will be thoughtful, self-sufficient adults prepared for success in a global community.

Academic Goals and Needs

1. National Merit Scholarship Program – Develop a plan to create the greatest opportunity possible to have MVISD students be named as National Merit Finalists and Semi-Finalists.
2. Develop a plan to insure the highest degree of college readiness for those electing college as their next career choice following high school. Plan shall include a broad scope, well rounded curriculum and individual, personal development.
3. Develop CATE classes across a broader spectrum of trainings and offerings to assist students in securing the broadest range of skills possible to enter the work force directly upon leaving high school and be successful there.
4. Develop a program to insure the highest degree of technologically-prepared students possible upon their leaving high school to enter either the work force or college.
5. Develop a foreign language program beginning in elementary (Spanish).
6. Mount Vernon ISD will become a public school leader in Math and Science education. A plan for both program and staff development to accomplish this goal shall be developed and implemented.
7. Mount Vernon ISD students shall develop a strong sense of history, both American and World. Curriculum shall be in-depth and thorough. Curriculum plan and staff development plan shall be developed to accomplish this goal.
8. Mount Vernon ISD student shall develop high level and in-depth reading and writing skills consistent with performance among the best in the state. A plan shall be developed for curriculum and staff development to accomplish this goal.
9. Character building has to be recognized and developed in all areas of educational effort to insure the greatest possible positive progress can be made in all academic and personal areas of effort. This includes students, staff, board, and all others whose work and actions directly impact the accomplishment of the district goal of graduating highly educated, moral, respectful, confident and capable individuals. Plan shall be developed to address this goal in many ways: classes, statements of expectations, accountability tools, programs, and standards, as well as role modeling by board, staff and students.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Mount Vernon ISD has been referred to as the "heart" of Mount Vernon and Franklin County. Community members, local churches, businesses and citizens provide immeasurable support through volunteer programs, events, recognitions and other ways that offer encouragement to our students and staff. The feeling of being part of a supportive family gives our school an advantage that few school communities are afforded. Mount Vernon ISD's strengths are found in its supporters, its parents, its teachers, its staff, and its students.

Demographics Summary

Mount Vernon ISD has had an average enrollment increase of 25 students each year since 2009-2010 until the 2015-2016 school year and we saw a decline by 3 students. Student enrollment by Ethnicity over the previous year show an increase the percentage of African American students (4.8% to 5%) and White students (64.3% to 63.9%) and a decrease in the percentage of Hispanic/Latino students(26.4% to 25.8%). Economically disadvantaged students represent 56.3% of the student population.

Students served in the Special Education program represent 9.2% of the student population; Gifted and Talented students represent 5.4%; Career and Technology (CATE) students represent 23.8%; students served in the English as a Second Language/Bilingual education program represent 11.5% of the student population. The most recent TAPR report (2015-2016) indicates that 42.3% of students are At-Risk, with the statewide average at 50.1%. About 9.4% of the student population is made up of LEP students who are included in the At-Risk student group, and approximately 2% of the student population qualify as foster care, homeless and unaccompanied youth. MVISD has fewer than 10 Migrant students who represent families who have moved into our district within the past 3 years and have a parent who works in an agriculture related job. Migrant funds are utilized to provide school clothes and school supplies as well as dental and/or vision needs for the students.

Mount Vernon ISD has a total staff of 240.4 members, with 131.9 teachers (26.4 males, 105.5 females), 9.5 professional support staff, 7.1 campus administrators, and 4 Central Office administrators. Of the 131 teachers, 124.9 are White, 2 is African American, and 5 are Hispanic.

The district's teacher/student ratio is generally 1 teacher for every 14-19 students for grades PK - HS. Specialized teachers, AEP, DAEP, SPED, Behavior Unit, etc. work with smaller numbers of students and bring our teacher/student ratio to 1/12.7 according to the 2015-2016 TAPR data. MVISD has 100% Highly Qualified Teachers who are dedicated to helping every child be successful.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

MVISD Level II Student Performance in Grades 5-8 Reading was strong and was much higher than that of the State and Region 8. Level II Student Performances in 5th and 8th Grade Science, 7th Grade Writing, and 8th Grade Social Studies also exceeded those of the State and Region 8.

Level II Student Performance in the End-of-Course assessments that exceeded both State and Region 8 performance were Algebra I, Biology, English I and English II. Level II Student Performance in U.S. History was 1% below Region 8 performance and 3% lower than the state performance.

Student Achievement Weaknesses

District reading and science scores are showing a decline in all areas.

Student Achievement Needs

Grades 3 and 4 Reading and Grade 4 Writing Level II Student Performances, which were below those of the State and Region 8, are in need of improvement. Additional professional development will be provided for teachers to address reading and writing in Kindergarten through 4th grades to ensure that students are receiving instruction in the English Language Arts TEKS Resource Curriculum as aligned at each grade level. Students whose benchmark tests show areas of need will receive accelerated instruction as appropriate.

Grade 5 and 8 science scores are declining in all areas with more of an emphasis in the Hispanic population.

Student Achievement Summary

MVISD Grades 3-8 Level II performances far exceeded state and region scores in 17 of the 22 areas tested, while 4 of 17 Grades 3-8 Level III performances exceeded state and region scores in 7 of 15 areas. MVISD Reading performance was 80% for All Students, 65% for AA, 77% for Hispanic, 82% for White, ECO. 75% and 33%% for SPED. 3-8 Math STAAR scores for MVISD Math performance for all students is 87%, for AA 65%, Hispanic is 87%, White is 89%, Eco. is 83% and SPED is 49%. MVISD Writing performance was 73% for All Students, 55% for AA, 68% for Hispanic, 78% for White, and ECO 66% student groups. District Science performance was 76% for All Students, 61% for AA, 68% for Hispanic, and 81% for White ECO 71% and SPED 24% for the student groups. District Social Studies performance was 75% for All Students, 53% for AA, 68% for Hispanics, 89% for White, ECO 675 and 29% for SPED student groups.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

MVISD End-of-Course Level II Performance exceeded both State and Region 8 performance for both the All Students group and for First Time Testers in Algebra I, Biology, English I and English II. US History scores were below the state and Region scores.

MVISD and all four campuses achieved "Met Standard" ratings for 2016 Accountability.

Campuses earned DISTINCTION DESIGNATIONS as follows:

Mount Vernon High School - Academic Achievement in Reading/ELA, Academic Achievement in Science,

Mount Vernon Junior High - Academic Achievement in Mathematics, Academic Achievement in ELAR, Academic Achievement in Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps, Postsecondary Readiness.

Mount Vernon Intermediate - Academic Achievement in Reading/ELA, Top 25% Student Progress, Top 25% Closing Performance Gaps, Postsecondary Readiness.

Mount Vernon Elementary - Academic Achievement in Math, Top 25 Percent: Student Progress.

System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that districts and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests.

State System Safeguards: MVISD, High School, Junior High, and Intermediate met all System Safeguards in 2015, while Elementary missed 2 system safeguards. Federal System Safeguards: MVISD and all campuses missed several of the Federal System Safeguards for 2015. Even though TEA received a waiver from having to meet AYP, all Texas schools must look at their performance on the safeguards report and address it in their district and campus plans. Mount Vernon ISD is dedicated to ensuring that every child is successful and is receiving the best instruction and support from all teachers, support staff and administrators.

Mount Vernon Intermediate and Mount Vernon Junior High received Federal recognition for being Title I High Progress Campuses for 2015. Mount Vernon Intermediate also received Federal recognition for being a Title I High Performance Campus for 2015.

In addition, Mount Vernon Intermediate has earned the coveted distinction of being a National Blue Ribbon School. The Principal and four teachers will travel to Washington D.C in November 2015 to receive the award, which is based on student performance, teacher effectiveness, innovative programs, and a record of parent and community support.

Comprehensive Needs Assessment

School Culture and Climate Summary

Mount Vernon ISD strives to maintain a positive climate that is welcoming and supportive of all students and staff.

MVISD administrators, teachers and staff work diligently to create a culture that encourages excellence in student achievement and extra curricular activities in a safe and drug-free environment. Campuses have welcoming environments and outstanding, supportive teachers who encourage students to achieve academic excellence and take pride in all their accomplishments. Excellent classroom management, character education programs on all campuses, and tremendous support from parents, businesses and community members create opportunities for students to learn from adults and their peers about citizenship and leadership at school and outside the classroom.

A recent TASB survey of MVISD staff showed that teachers like their jobs, feel good about what they accomplish most days, and feel they can depend on their co-workers and supervisors. While a great majority of teachers feel they have access to adequate supplies, materials, and technology, they have expressed that they would like even more access to instructional technology.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Mount Vernon ISD is dedicated to hiring and retaining excellent teachers for our students. MVISD has 100% Highly Qualified Teachers and Paraprofessionals on all campuses. Stipends are provided teachers in hard to fill positions such as High School Spanish and Bilingual Education. Twenty-seven percent of teachers have Masters Degrees, and seventy-two percent of teachers have six or more years teaching experience. New teachers are paired with mentor teachers who provide support in the areas of organization, presentation and classroom management. Administrators meet with new teachers and their mentors on a regular basis to provide additional support for new teachers as they evaluate student needs and communication with parents. Teaching/department teams at each campus also provide support for new teachers.

MVISD campus principals and our human resources department utilize Talent Ed, ESC 8 Consortium, and coordination with local universities to recruit highly qualified teachers. MVISD partners with Texas A&M Texarkana to provide opportunities for student teachers to observe and to student teach in our district.

Professional development decisions are based on both student data showing areas of need and on teacher input regarding areas in which they request additional training. With increased technology available to teachers, extensive professional development was provided during the summer to support technology integration on each campus. The district Instructional Technologists provides ongoing support for teachers and students in the summer and throughout the school year. Individual campus needs also dictate training opportunities for teachers. Elementary bilingual teachers participate in Gomez and Gomez trainings. MVISD hosts Region 8 Writing Cohorts two to three times during the school year to support writing teachers in preparing students for the 4th and 7th Grade STAAR Writing tests and the English I and English II End-of-Course tests. Autism training and behavior management techniques are provided teachers on Elementary and Intermediate campuses. Region 8 ESC provides professional development in all four content areas as well as support and training for Gifted and Talented and Special Education programs.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Mount Vernon ISD utilizes the online TEKS Resource System curriculum which is based on the Texas Essential Knowledge and Skills (TEKS) and highlights the depth and rigor of the Readiness and Supporting standards for each core subject at each grade level. Curriculum documents include the Year at a Glance, Vertical Alignment Documents and Instructional Documents. The TEKS Resource System assessment generator tool has been updated, and training for use of the tool is offered by the Region 8 ESC. DMAC assessment tools are also valuable assessment instruments. Other resources include state adopted textbooks and hands-on technology, in both lab and classroom settings.

Campuses use DMAC to disaggregate data from benchmark tests, as well as state testing data, to inform instruction and to determine Response to Intervention (RTI) to meet the needs of each student. Teachers use research-based teaching strategies including small group instruction, concept based instruction, technology integration, graphic organizers, brain based learning and collaborative learning to engage students.

Student performance in class and on state assessments are evidence of a strong curriculum and excellent instruction. Continual monitoring is essential to ensure that teachers provide accelerated instruction in areas where students are struggling. Student success at MVISD is also evident in our high graduation rate, which has been 97% - 100% over the past several years.

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement play a critical role in the education of MISD students. Because MVISD is located in a small community that believes our students are our future, we feel fortunate that parents, businesses and community members are involved and supportive of our school. The 2015-2016 Community and Student Engagement evaluation highlighted the following ways that MVISD parents and community are involved in the educational process:

Open House • Freshman Orientation • Communities in Schools Program • Veterans' Day Program • Athletic Booster Club • Band Booster Club • Facebook and Twitter • Community Service Projects • County Agriculture Show Participation • Student Art Exhibits at the Arts Alliance • Educational Partnerships – Civil War Journal-Franklin Co. Historical Society; Patriots Pen Essay-Daughters of the American Revolution; Rotary Scholarships; and Leaders of Tomorrow • Parent Portal • School Reach • Remind 101 • Men's Breakfast Crew • Ladies Lunch Bunch • Parent Nights • SPCA Community Service Project • Design an Ad Contest with a Focus on Reading • Awards Assemblies • Lowe's Tutors • Climate Surveys for Parents • Parent Library Volunteers • TAB & FNB Financial Literacy Instruction for Students • Lunch Pals • Rotary Distribution of Dictionaries • FNB Poster Contest • Character First Program • Parent/Teacher Organization • Reading Buddies • Math Parent Night • Grandparents Day • Bilingual Parent Mtgs.

In the evaluation process, campuses identified additional ways they want to enhance family and community involvement. These include the following: • Increase the number of Community Volunteers at the HS campus • Offer more Dual Credit courses (i.e. Science) and expand Career and Technology Education Course offerings at HS • Expand the number of courses offered at JH for HS credit, especially Career and Technology if possible • Intermediate would like to provide a Career Day where community career personnel visit the campus and students complete interest level surveys before choosing a career to research.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Summary

MVISD District Administration provides guidance and support to all campuses in the areas of Curriculum, Professional Development, Special Programs (ESL/Bilingual, Migrant, GT), State and Federal Programs, State Assessments (STAAR, STAAR EOC), Technology, and Special Education services.

While the district coordinates policies, procedures, documents and scheduling to ensure consistency in program services and implementation, Mount Vernon ISD is realizing a serious gap in written procedures in all areas. The Superintendent is leading the charge to develop written procedures in order to insure accuracy, consistency, and quality in all programs and areas of education. The MVISD Administrative Leadership Team (made up of campus and district administrators, business manager, athletic and technology directors) meets weekly to foster communication among campus and district personnel.

The District Effectiveness and Improvement Committee (DEIC) and Campus Improvement Committees (High School, Junior High, Intermediate and Elementary) are made up of Teachers, Administrators, Parents, Business Representatives, and Community members. The committees meet a minimum of two times each year to discuss improvement plans, Title fund designations, Comprehensive Needs Assessments, and Community and Student Engagement.

MVISD took part in the TASB Teacher survey in spring 2015. Recently, the School Board has determined that the TASB Teacher survey will be conducted mid-school year so that district and campus leaders may address concerns in a timely manner. Campuses conduct surveys to give students and parents the opportunity to be heard regarding curriculum, support, campus climate and other important issues.

Technology

Technology Strengths

Our teachers are very comfortable with the IOS operating system. All teachers are on a 3 year rotation to receive a new MAC laptop. We have several IPAD carts on each campus. Many classrooms have IPADS or MAC desktops in their rooms.

Our infrastructure is being continuously updated.

Technology Weaknesses

Many of our processes and procedures are still taking place on paper. As we transfer to digital world, we will see staff time maximized.

Students are aware of how to use technology but the TEKS needs more emphasis at each grade level to prepare our students for the workforce and college.

Technology Needs

Comprehensive Needs Assessment

Training for staff is always a need to keep them updates in this ever-changing world of technology. We are providing opportunities for them to use EDU Hero and Atomic Learning to increase their skill base.

Technology Summary

For the past five to ten years, MVISD District and Campus Improvement Committees have consistently recognized needs in the area of integrating technology into classroom instruction and learning. The 2011-2016 MVISD Board of Trustees Long-Range Strategic Plan lists the following as the fourth of nine academic goals and needs: "Develop a program to ensure the highest degree of technologically-prepared students possible upon their leaving high school to enter either the work force or college." While efforts have been made to "keep up" with the growing need for new technology and the replacement of outdated technology, lack of adequate funding did not allow MVISD to progress as quickly as we had planned. Technology needs, including online testing for several student groups, have required Texas schools to increase capacity and upgrade technology.

In 2014, teachers, the Instructional Technologist, and the Technology Director made presentations to the School Board to request more money for technology in the classrooms in order to increase student engagement in learning. At the October 28, 2014, School Board meeting, the MVISD Board of Trustees approved the use of approximately \$400,000 from the MVISD Fund Balance to fund the following technology: (1) Upgrade the network district-wide, (2) Replace four more labs, including Elementary, (3) Provide technology training district-wide, (4) Provide classroom technology for Intermediate campus. (5) Upgrade outdated desktop computers to iPads in the Media Center. MVISD also installed two new labs (Intermediate & Junior High) during the 2014-2015 school year. All teachers have received training and are more effectively utilizing and integrating technology in their classrooms. New labs are in use and making a tremendous difference in student engagement.

In addition to the local funds provided, campuses are able to utilize the Rural and Low Income Schools Grant to provide iPad carts so that teachers may have their students experience hands-on technology integration. In addition, iPads are used in centers on the Elementary campus and with students in Response to Intervention (RTI) to tailor instruction that meets the specific needs of students.