

MT VERNON INT Campus Improvement Plan 2016/2017

"Together We Can Achieve Excellence!"

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MT VERNON INT

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

MT VERNON INT 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.

Mt. Vernon Intermediate Site Base Committee

Name	Position
Barnes, Keri	Teacher
Copeland, John	Business Representative
Davis, Angela	Parent
Drinnon, Julia	Special Programs
Dunavant, Melissa	Parent
Floyd, Robin	Teacher
Latrisha, English	Campus Administrator
Long, Desirae	Teacher
Pope, Trey	Business Representative
Rogers, Colby	District Technology
Romines, Garry	Community Member
Rutledge, Richard	Community Member
Sinclair, Bonnie	Teacher
Watson, Craig	Campus Administrator
West, Lynn	Teacher

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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 1. Mt. Vernon Intermediate strives for 100% success rate of all students on all state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continuous implementation of MVISD curriculum and unit assessments in all subject areas. Continue to work toward teacher developed benchmarks in all subject areas. (Title I SW: 2,5,8) (Target Group: All) (NCLB: 1,5)	Principals, Region 8 Staff, Teacher(s)	August - June		Summative - Student performance on unit assessments and state mandated testing
2. Mt. Vernon Intermediate will combine Title Funds, State Compensatory Funds and Local Funds to close the scoring gap for passing percentages and commended performance on all state mandated test for each student group. (Title I SW: 1,9) (Target Group: All, H, W, AA, ECD, ESL)	Principals	August - June		Summative - Federal and State Accountability Measures
3. Increase research opportunities across curriculum areas using library online resources and other available material. (Title I SW: 3,4) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Librarian, Principals, Staff, Teacher(s), Technology	August - June		Summative - Unit test and STAAR Assessment results
4. Ensure steps are taken so that state system safeguards continue to be met on state mandated assessments. We will target Hispanic students in science in order to meet state safeguards and bring passing rate above 60%. Mt. Vernon Intermediate will always strive to make sure that all students are successful in the classroom and MVISD graduates. (Target Group: 5th, 6th)	Principals, Staff, Teacher(s)	August-June		Summative - Unit test and STAAR Assessments results
5. Expand our technology opportunities by incorporating professional development to enhance the use of our additional computer lab, IPAD mobile stations and classroom IPADS to enhance critical thinking skills in our students and increasing the mastery of reading, math and science state mandated TEKS. (Title I SW: 1) (Target Group: 5th, 6th) (NCLB: 1,5)	Campus Administrators, Director of Technology, Teacher(s), Technology	August-May		Summative - Successful completion of computer lab and acquisition of iPAD mobile unit. Student performance on local and state assessments.

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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 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
1. Utilize the MVISD curriculum to ensure that every child is being taught at the specificity of their state designed curriculum to the level of rigor expected to be successful on accountability measures. The principal will provide opportunities and encouragement for the teachers to implement at least two new instructional strategies that differentiate learning to meet all students' needs. (Title I SW: 3,4) (Target Group: All, 5th, 6th) (NCLB: 1,2,3,5)	Principals, Teacher(s)	August - June		Summative - Student performance on local and state assessments
2. Incorporate the online resources Study Island, Flocabulary, Brain POP and Galaxy so that parents can become actively involved in student success. (Title I SW: 5) (Target Group: All) (NCLB: 1,5)	Principals, Teacher(s)	August - June		Summative - Surveys and Student Success Rates on Math and Reading assessments
3. Provide accelerated instruction for struggling learners in reading, math, science, and social studies in RTI classes and during tutorial periods that are available both during and outside of regular school hours. (Title I SW: 2,3,10) (Target Group: All, AtRisk, 5th, 6th) (NCLB: 1,5)	Campus Administrators, Principals, Teacher(s)	August - June		Summative - Unit Assessments/Success Evaluations/State Assessments
4. Provide opportunities for students to participate in character building activities and learn about careers of our local community members by bringing them into our classes as special guests. (Title I SW: 2) (Target Group: All, AtRisk) (NCLB: 5)	Community in Schools, Community Volunteers, Principals, Staff, Teacher(s)	August - June		Summative - Campus Climate and Office Referrals
5. Increase the Level III Advanced reading scores for all students, with an intense focus on improving the current 2% Level III for our LEP students by incorporating Rosetta Stone and other ELPS strategies. (Title I SW: 1,2) (Target Group: All, LEP, GT) (NCLB: 1,2,5)	Principals, Staff, Teacher(s)	August - June		Summative - Student performance on STAAR Assessments/UNIT Tests

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Attract highly qualified teachers by developing relationships between local colleges for student teachers to observe, student teach, and form relationships for possible upcoming employment. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Principals	August-June		Summative - Successful hiring of new teachers who have completed their student teaching and observation on our campus
7. Enhance our reading and math programs by incorporating "The Million Word Challenge" and "Math Magician!" (Title I SW: 3,6) (Target Group: All) (NCLB: 5)	Principals, Teacher(s)	August - June		Summative - Number of students accepting the "challenge" and their performance on local and state assessments
8. Provide parents an online resource that encourages reinforcement of skills taught at school. An example would be Kahn Academy and/or our adopted textbook resource. (Title I SW: 5,6) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Principals, Staff, Teacher(s), Technology	August - June		Summative - Parent feedback and student achievement
9. Analyze state testing data and local assessment data to determine needs of students and ensure that all children are receiving appropriate instruction. Incorporate summer instruction as needed for students in need of assistance and enrichment opportunities. (Title I SW: 1,8) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Curriculum Director, Principals, Region 8 Staff, Teacher(s)	August - June		Summative - Student performance on local and state assessments

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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 3.** Provide 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. Evaluate student reading and math levels three times annually using the STAR assessment tools. Incorporate interventions based on data. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, Teacher(s), Technology	August - June		Summative - Student performance on STAR Reading Assessment
2. Provide high quality critical thinking instruction in math and science that supports current state requirements and prepares all students for requirements for End of Course. (Title I SW: 3,4) (Target Group: All, LEP, SPED) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June		Summative - Student performance on Unit Assessments, Benchmarks, and State Assessments
3. Provide a schedule that allows time for students to receive instruction that enhances their ability levels and provides opportunities for enrichment. (Title I SW: 3,5) (Target Group: All, GT) (NCLB: 1,5)	Principals, Teacher(s)	August - June		Summative - Student performance on Unit Assessments, Benchmarks and State Assessments
4. Provide high quality staff development by allowing release time for math, reading and science teachers to attend subject specific trainings to understand the flow of the new TEKS alignment to enhance planning. (Title I SW: 1,2,4,10) (Target Group: All, ESL, SPED, GT) (NCLB: 1,5)	Principals, Teacher(s)	August - June		Summative - Student Math performance on local and state assessments
5. Provide an English as a Second Language program to meet the needs of limited English proficient students. Utilize local funds to provide a Bilingual Aide to work with LEP students who are new to U.S. schools. Also, provide a stipend to a designated ESL teacher who works with other campus ESL teachers to ensure that LEP students' needs are met and their progress closely monitored. (Title I SW: 3) (Target Group: ESL, LEP) (NCLB: 2,5)	Director of Special Programs, Educational Aides, Principals, Teacher(s)	August - June		Summative - ESL student performance STAAR and TELPAS

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. Provide programs for students with disabilities to ensure the highest quality of instruction. MVIS will utilize a full inclusion model in all core content areas and provide a resource lab in ELA and Math. Efforts are focused on improving special education STAAR scores in Reading and Math. Provide Highly Qualified SPED teachers and Aides to ensure SPED students are receiving accommodated instruction as directed by the ARD committee. 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: SPED, Dys) (NCLB: 1,5)</p>	<p>Principals, SPED Director, Teacher(s)</p>	<p>August - June</p>		<p>Summative - Local and state assessment performance</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 4.** Professional Development provided to staff members based on data completed by all stakeholders to provide high quality instruction for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize professionals from Region 8 and other resources to help our staff meet the ever changing requirements by the state and federal government with an emphasis on Science and LEP students. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Curriculum Director, Principals, Region 8 Staff, Superintendent	August - June		Summative - Teacher Surveys and Student Achievement Results
2. Utilize technology staff and online staff development, including EduHero, to provide training on a regular basis. (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, Staff, Teacher(s), Technology	August - June		Summative - Use of technology in the classroom
3. Share curriculum success strategies across grade levels PK-12 and allow time for teachers to observe across grade levels. (Title I SW: 7,8,10) (Target Group: All) (NCLB: 1,4,5)	Principals, Staff, Teacher(s)	August - June		Summative - Observation and Teacher Evaluation results across grade levels

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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 5.** Attract and maintain staff members that are innovative and willing to engage students to the highest level by differentiating instructional methods to meet the needs of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attract Highly Qualified teachers and staff members by using AESOP and EASY online employment systems. (Title I SW: 2,3,5) (Target Group: All) (NCLB: 3)	Campus Administrators, Superintendent	August-June		Summative - Student Performance on local and State Assessments and State Accountability Ratings
2. Maintain visibility by having a consistent Principal walk-through and observation schedule. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 3)	Principals	August-June		Summative - Teacher PDAS Performance
3. Provide high quality staff development by encouraging teachers to attend national conferences and make school visits to find new and innovative ways to engage students. Utilize AESOP to provide quality substitute teachers during teacher absences. (Title I SW: 4,9,10) (Target Group: All) (NCLB: 1,5)	Campus Administrators, Region 8 Staff, Superintendent, Teacher(s)	August - June		Summative - STAAR Scores Teacher Evaluations Student surveys
4. The Principal will incorporate strategies gained at Region 8 Schoolwide Engagement Model trainings to bring about positive changes in student/teacher/parent relationships. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 1,5)	Campus Administrators, Community Volunteers, Principals, PTO, Region 8 Staff	2014-15 through 2015-16		Summative - Student Surveys Parent Surveys Teacher Surveys State Assessment Scores

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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. Create an environment where frequent, clear and reciprocal communication occurs between the staff and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide curriculum nights to develop awareness of research based instructional practices used in our academic areas. (Title I SW: 1,5,6,7) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, PTO, Teacher(s)	August - June		Summative - Observation and Parent Survey responses
2. Partnerships will be developed between parents and teachers through e-mail, telephone contact, school conferences and written communication to enhance the success of the child. (Title I SW: 5,9) (Target Group: All) (NCLB: 3,5)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Observation of Teacher/Parent Relations. Teacher and Parent Survey Results
3. Develop an e-mail bank or social communication site that provides parents up to date information on campus activities. (Title I SW: 5,6) (Target Group: All) (NCLB: 3,5)	Counselor(s), Librarian, Principals, Staff, Teacher(s)	August - June		Summative - Observation/Parent Involvement in School Activities
4. Create an opportunity for parents to learn more about the specific needs of their students. Examples: Sensory Education Night, Dyslexia Awareness, etc. (Title I SW: 6,7) (Target Group: All, Dys) (NCLB: 5)	Counselor(s), Dyslexia specialist, Principals, Teacher(s)	August-June		Summative - Parent attendance at special meetings

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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. Partner with parents to ensure the safety and well being of their children with a focus on bullying and drug education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Incentives for students who display positive behavior and/or attendance. (Title I SW: 1,5) (Target Group: All) (NCLB: 4,5)	Counselor(s), Librarian, Principals, Staff, Teacher(s)	August - June		Summative - Decrease in number of behavior referrals and in student absences
2. Educate parents about laws pertaining to student attendance. (Title I SW: 1,5) (Target Group: All) (NCLB: 4,5)	Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Student Attendance Rate
3. Incorporate activities into the school year on a regular basis that bring about awareness to the dangers of drug use. (Title I SW: 3,6,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, School Nurse, Staff, Teacher(s)	August - June		Summative - Drug free campus
4. Provide In-School Suspension (ISS) for students who violate the Student Code of Conduct and an Alternative Education Program (AEP) 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)	Counselor(s), MVISD Chief of Police, Principals	August - June		Summative - Number of students served who are able to return to the regular classroom

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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. Partner with Parents to provide assistance as needed to ensure student health and success in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create positive relationships between parents, students, and staff members so they will feel comfortable about expressing concerns about bullying situations. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Bullying incidents reported to staff and at what level of concern.
2. Ensure a plan is in place for communication with the parent, nurse and teacher for all student medical needs. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, School Nurse, Teacher(s)	August-June		Summative - Number of students' medical needs met
3. Provide verbal and visual opportunities for students to become aware of good health habits and germ transmission. (Title I SW: 2,4,9) (Target Group: All) (NCLB: 4)	Custodial Staff, Principals, School Nurse	August - June		Summative - Observation of student health habits Number of student days missed due to illness

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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 4. Parents and School work toward partnership to maintain student attendance at 97.5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support mentoring programs that will enhance student achievement in school. (Title I SW: 2,5) (Target Group: All) (NCLB: 4,5)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Observation of students involved Academic success of these students
2. Assist with family/child relationship issues. (Title I SW: 6,9,10) (Target Group: All, ECD) (NCLB: 5)	Community in Schools, Community Volunteers, Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Observation of students involved Students' academic performance
3. Provide transportation and financial support to students to ensure basic needs are met. (Title I SW: 2,9,10) (Target Group: All, ECD) (NCLB: 4,5)	Community in Schools, Community Volunteers	August - June		Summative - Observation of students involved
4. Create academic opportunities that are engaging and encourage student attendance. (Title I SW: 1,2,5) (Target Group: All) (NCLB: 1,4,5)	Principals, Special Ed Teachers, Teacher(s), Technology	August - June		Summative - Student Attendance Rate

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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 through programs of mentoring, tutoring, and parenting.

Objective 1. Partner with local businesses to provide volunteers and awards to encourage students to help them set and attain goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Character Education classes and allow community volunteers to present to students the importance of good character. (Title I SW: 2,9) (Target Group: All, AtRisk) (NCLB: 4,5)	Community Volunteers, Counselor(s), Principals, Teacher(s)	August - June		Summative - Attendance rate
2. Develop positive working relationship with Lowe's that includes a mentoring program for 5th grade students. (Title I SW: 1,9) (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Principals, Teacher(s)	August - June		Summative - Student success rates improve
3. Continue cohort group of local businessmen/women and 6th grade boys/girls for goal setting activities on a weekly basis. (Title I SW: 2,9) (Target Group: M, AtRisk) (NCLB: 5)	Community in Schools, Counselor(s), Principals	August - June		Summative - Success of students in group
4. Incorporate ESTEEM for 10 week bullying, abstinence and character building meetings with 6th grade students. (Title I SW: 2,9) (Target Group: All, 5th, 6th) (NCLB: 4,5)	Counselor(s)	2014-2015 School Year		Summative - Success of students involved in the program

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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 through programs of mentoring, tutoring, and parenting.

Objective 2. Involve the community in the day to day activities of our campus so that the communication and support will be ongoing and positive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate school activities to the community through school website, SchoolReach, social networking site, and local newspaper articles written by students. (Title I SW: 3,5,6) (Target Group: All) (NCLB: 1,5)	Community in Schools, Librarian, Principals, PTO, Staff, Teacher(s)	August - June		Summative - Participation of parents and community in school activities. Community/Parent Survey Results regarding school activities
2. Provide opportunities for the community to become involved in our recycling program. (Title I SW: 5,9) (Target Group: All) (NCLB: 5)	Principals, Staff, Teacher(s)	August - June		Summative - Success of Recycling program
3. Incorporate our School Reach parent communication tool to maintain awareness of school and community activities. (Title I SW: 6) (Target Group: All) (NCLB: 1,4,5)	Campus Administrators, Club Sponsors, Community in Schools	August - June		Summative - Parent Survey results

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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 through programs of mentoring, tutoring, and parenting.

Objective 3. Provide opportunities for local community members to visit with students about their contributions to the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage local members of our community to visit our campus and provide information about their role in the community. (Title I SW: 2,6) (Target Group: All) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June		Summative - Number of community volunteer school visits/presentations
2. Continue partnership with First National Bank, Guaranty Bank and Texas American Bank to encourage financial literacy and participation in Dallas Morning News Spelling Bee and other academic programs. (Title I SW: 2,6,9) (Target Group: All) (NCLB: 4,5)	Principals, Staff, Teacher(s)	August - June		Summative - Student participation in savings program Student participation in spelling bee
3. Partner with local colleges and businesses to provide opportunities for direct observation to allow students to develop a plan for later success in college or a trade school. (Title I SW: 1,9) (Target Group: All) (NCLB: 5)	Counselor(s), Principals, Teacher(s)	August - June		Summative - Students feedback/Evaluation Survey results regarding fieldtrips to local college and businesses

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Goal 4. Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 1. Ensure a safe environment for all students and staff members at Mt. Vernon Intermediate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide safety plans and make sure all campus members are well versed in actions to be taken. Participate in frequent safety drills to ensure success. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), MVISD Chief of Police, Principals, Staff, Teacher(s)	August - June		Summative - Safety Training Completed Safety Plan in Place Successful Safety Drills Completed
2. Certified counselor works with the students to meet the emotional needs of our students. (Title I SW: 1,10) (Target Group: All, AtRisk) (NCLB: 4,5)	Counselor(s), Principals, Teacher(s)	June		Summative - Successful hiring of Campus Counselor
3. Maintain appropriate record of all visitors entering our campus. Encourage all campus members to report any safety infractions or suspicious activity. (Target Group: 5th, 6th)	Campus Administrators, Counselor(s), Educational Aides, MVISD Chief of Police, School Nurse, Staff	August-June		Summative - Proactive observations and reports of infractions/activities.

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Goal 4. Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 2. Provide supervision to all students both inside the classroom and during transition times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a schedule so that adults are supervising students at all times during the school day. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,4,5)	Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Ongoing Observation of staff supervision and monitoring
2. Provide In-School Suspension (ISS) for students who violate the Student Code of Conduct and an Alternative Education Program (AEP) 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: 4,5)	MVISD Chief of Police, Principals, Staff, Teacher(s)	August - June		Summative - Observation Discipline Records Successful Return of Students to Classroom
3. Utilize continuous monitoring and campus/bus security cameras as needed to ensure the safety of students at all times and to minimize student disruptions in the school and on the bus. (Title I SW: 2,5,9) (Target Group: All) (NCLB: 4)	Maintenance Director, Principals, Staff, Teacher(s), Transportation Director	August - June		Summative - Student disruptions decreased Bus referrals decreased
4. Recognize student targets and incorporate a "buddy system" during daily transitions to minimize bullying incidents. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, Staff, Teacher(s)	August - June		Summative - Bullying Incidents Decreased
5. Maintain appropriate record of all visitors entering our campus. Encourage all campus members to report any safety infractions or suspicious activity. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, Staff	August - June		Summative - Proactive observations and reports of infractions/activities

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Goal 4. Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 3. Strive to provide a facility that is clean and germ free.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a campus that promotes good health habits and one that is free from clutter and unsafe objects to ensure appropriate exit at all times. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Custodial Staff, Maintenance Director, MVIDS Chief of Police, Principals, School Nurse, Staff	August - June		Summative - Decrease in number of student illnesses/injuries
2. Incorporate SHAC committee to address concerns and needs about student health issues. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Custodial Staff, Principals, School Nurse, Staff	August - June		Summative - Decrease in teacher and student illnesses and injuries

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.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Mt. Vernon ISD is the only school in Franklin county. We are fortunate to have strong community support for our school system from business owners, churches, and community members. As our Hispanic student population grows, our Hispanics in the community are also stepping up to volunteer.

Demographics Weaknesses

Demographics Needs

At this time, our largest need is more representation on our staff from our Hispanic and African American population. We have one Bilingual aide on staff that assist with parent conferences and the students in the classroom.

We need to hire a bilingual 5th grade teacher.

Our current staff also needs to be ESL certified across the curriculum areas. The strategies used by those teachers would be beneficial to all subject areas.

Demographics Summary

Mt. Vernon Intermediate School is located in Mt. Vernon, TX. The demographic data indicates no significant increase or decrease for our student population for

Comprehensive Needs Assessment

Demographics Summary (Continued)

the 2015-2016 school year. The current enrollment is 258.

According to our most recent TAPR (2015-2016) reports the ethnic distribution is African American 5.8%, Hispanic 26%, White 64%, Multi-Racial 3.6%, and Asian/Pac. Islander .7%. There is no indication that there will be any significant changes in the ethnic distribution for the 2016-17 year. The economically disadvantaged population is 58.8%, ELL 9.4%, Students with Disciplinary Placements .8%, At Risk 47.3%, and Mobility 12.1%. Our at risk population derives from students who have not been successful on a state assessment test or who have been retained for one or more years. The mobility of our students is rising and is not reflective in the number of migrant students we have on campus.

Our student retention rate is 2% for our campus.

Based off of most recent TAPR data, our class size average is 16.2. The total number of staff is 31.8 with 22.2 teachers, 1.6 professional support, 1.0 campus administrators and 7 educational aides. The average years of experience of teachers on the campus are 14.3 which are above the district and state averages. Our academic success is partially due to the low numbers of students per teacher we have on our campus.

The student enrollment by program is Bilingual/ESL 9%, Career and Technical Education 0%, Gifted and Talented 7.2% and Special Education 8.3%.

Student Achievement

Student Achievement Strengths

MVIS Scored well above state and region averages in all STAAR areas except science.

Comprehensive Needs Assessment

Student Achievement Weaknesses

Hispanic students did not meet system safeguards in 5th grade Science.

Student Achievement Needs

A focus on our ELL learners will be a priority this year in all subject areas, especially science.

In order to improve our Level III advanced numbers we need to focus on differentiating instruction for all students and creating/maintaining levels of support for all learners.

Student Achievement Summary

The students at Mt. Vernon Intermediate performed very well on the STAAR assessment. In math and reading we were above the state and region level. Our reading scores for our campus was 86%. Math scores were 88%. Science was 68%. The white population scored 85% in reading, 89% passing in math and 73% in science. Our African American students scored 80% passing in reading and 73% passing in math. Our Hispanic students scored 86% passing in reading, 89% in math and 53% passing in science. Our economically disadvantage students scored 83% in Reading, 85% in Math, and 65% in Science. ELL students scored 64% in reading and 84% math. In science, Economically Disadvantaged scored 65% passing.

The reading scores for the Level III Advanced phase for the campus were 22% in reading and 18% in Math. Both grade levels scored well above the state and region scores. Our 5th grade science Level III Advanced scores are 7%.

Our campus earned a distinction in each index recognized by the state: Academic Achievement in Reading/ELA, Top 25 Student Progress, and Top 25% Closing Performance Gaps, and Postsecondary Readiness.

School Culture and Climate

School Culture and Climate Weaknesses

School Culture and Climate Needs

Comprehensive Needs Assessment

According to the 2015 Fall survey of staff, there is a need to improve the working relationship between teachers and administration in the Intermediate School. Indicators reflect a lack of trust in and support from campus leadership. My goal has been to improve the working relationship between administration and teachers in order to free up teachers to do their job effectively without fear or worry.

School Culture and Climate Summary

Team building activities have been included in staff development to improve relational experiences outside the normal workday in an effort to build working relationship on the job. This is done with the intent to build trust in the workplace.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Our campus has many strengths in the staff we recruit and retain. Our campus is above the district and state average on number of years experience on a campus. All teachers and paraprofessionals are highly qualified.

Follow up data from appraisals will be done in the form of three conferences throughout the school year. Staff evaluations and walk throughs will be completed and discussed at the last two conferences.

New staff members are supported by their team and building staff. More development of this program needs to be addressed in the future.

Professional development needs are determined by the state testing scores and teacher request.

Staff retention rates indicate that they are satisfied with their employment status.

Support of a healthy stipend to attract quality Bilingual teachers to our district was put in place during the 2014-2015 school year.

Staff Quality, Recruitment and Retention Weaknesses

Our current test scores indicate a need for professional development on frequent assessment checks of our economically disadvantaged students and our Hispanic population in the academic areas. In addition, personal teacher goals reflect the need for staff development in the area of differentiation.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Talent Ed and the EASY consortium has been purchased by our district to assist with increasing our pool of applicants from different ethnic backgrounds to our campus.

For the 2017-2018 school year, we will need a high quality 5th grade Bilingual teacher to continue the success of our program.

Staff Quality, Recruitment and Retention Summary

All teachers on the Intermediate campus have met the highly qualified requirements. Our paraprofessionals are all highly qualified. 2015 TPR report show that our campus has a 14.3 average years of experience for our campus staff.

The quality of staff on this campus is high based on teacher evaluations, student, and campus performance. Teachers are officially evaluated using T-TESS once every two years for experienced teachers and every year for teachers with less than three years experience. Informal observations are made for all staff members throughout the year.

Recruitment of highly qualified staff is ongoing for this campus. Mt. Vernon ISD partners with Texas A&M Texarkana and provides opportunities for student teachers to observe and student teach on our campus. Currently, we have two teachers completing observation hours and one student teacher on our campus.

New staff are assigned a teaching partner at their grade level. The grade level team is also part of the support staff responsible for new staff members. Feedback is provided to them by their teaching partner, the grade level team or campus leadership. Campus leadership works with the new teachers on knowing the needs of their students and communication with the parents.

Staff development needs are determined by student data showing areas of need and teachers expressing an interest in determining needs. National Science conference, CAMP, and Forde Ferrier were just a few of the professional development opportunities offered to the teachers this past year. Autism, CPI and behavior management techniques have been provided this year to our para professions and teachers based on immediate campus needs. Follow up for these staff developments occur by observation, personal contact, student achievements and teacher evaluations.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers are very focused on student achievement. Students are motivated by staff to learn through various academic tools. Students will have the opportunity to experience an Science Outdoor learning experience prior to the STAAR assessment.

Our school district provides resources and funding for materials needed by the students and teachers. Our community provides support by mentoring and other resources to ensure student success.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

5th grade reading students on our campus scored 17% in Level III Advanced. In 5th grade reading, 65% of our Hispanic and Economically Disadvantaged students were successful on the STAAR test. In science, 7% scored Level III advanced.

Curriculum, Instruction and Assessment Needs

Our campus needs to provide more opportunities to allow the students in our special populations to develop those critical thinking skills.

Curriculum, Instruction and Assessment Summary

The students at Mt. Vernon Intermediate performed very well on the STAAR assessment. In math and reading we were above the state and region level. Our reading scores for our campus was 86%. Math scores were 88%. Science was 68%. The white population scored 85% in reading, 89% passing in math and 73% in science. Our African American students scored 80% passing in reading and 73% passing in math. Our Hispanic students scored 86% passing in reading, 89% in math and 53% passing in science. Our economically disadvantage students scored 83% in Reading, 85% in Math, and 65% in Science. ELL students scored 64% in reading and 84% math. In science, Economically Disadvantaged scored 65% passing.

The reading scores for the Level III Advanced phase for the campus were 22% in reading and 18% in Math. Both grade levels scored well above the state and region scores. Our 5th grade science Level III Advanced scores are 7%.

Our campus earned a distinction in each index recognized by the state: Academic Achievement in Reading/ELA, Top 25 Student Progress, and Top 25% Closing Performance Gaps, and Postsecondary Readiness.

Family and Community Involvement

Family and Community Involvement Strengths

Our campus is fortunate to have developed many positive relationships with community members through the Guaranty Bank's Sponsorship of our Growing Reader Million Word Challenge, Spelling Bee, Brookshire volunteers and a host of many others. We also have about 8 men and 8 women serving as volunteers. These are represented by all ethnic backgrounds.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Our numbers of students that need study assistance or a mentor is growing each year. We need more representation from our African American and Hispanic population.

Family and Community Involvement Needs

A need on our campus is to attract more male volunteers and volunteers of other ethnic backgrounds.

Family and Community Involvement Summary

Our campus is very involved with the parents and the community members. Our parents attend a minimum of two campus based family functions each year. The first is a "Meet the Teacher" and the the 2nd is an opportunity for them to meet with the teachers for a roundtable discussion about the expectations for the upcoming school year. Lowes' organization provides Study Buddies for our 5th grade students each week. 6th grade boys and girls are involved in a gender specific mentoring program that strives to build self esteem in students. This is our 7th year for the boys group and our numbers of students have grown each year and our numbers of volunteers has dwindled. This is our 3rd year with the girls and the numbers of students have grown, as well as, the number of volunteers.

Our community and family members are invited to provide input at our campus based meeting and encouraged to join us for volunteer opportunities. Our 5th grade students attend Sky Ranch each year and parents are encouraged to attend and assist with fund raising efforts. This current year, the 5th grade parents are organizing a fund raising event for our community.

Our Community in School Coordinator supports our students and their families in maintaining healthy family relationships. Adult ESL is provided to parents throughout the district on our campus two nights each week. We use our Spanish speaking bilingual aide to translate during meeting, telephone calls and written communication with our parents.

Students that are in special programs are supported by our staff and our school. Our community supports our Special Needs students by offering a Handicapable Rodeo and Track Meet each year. This event is open to all students and their families. It also provides opportunities for students in our district to become involved and help with their time.

Adults in the community that are non English speakers have the opportunity to attend English classes on our Intermediate campus throughout the school year. This is made available through a partnership with North East Texas Community College.

Local churches and other organizations provide Lunches of Love throughout the summer to feed students in our community. They have a bus service to pick up students and provide a meaningful activity to keep them engaged throughout their lunch time.

A new service our community offers is The Bountiful House. This provides students a place to receive homework assistance two days a week after school.

Each year our community adds more services to meet the needs of our school. Mt. Vernon is very fortunate to have such a giving community that goes over and above to assist our students in their learning experience.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Our survey results from the 2014-2015 school year showed that parents feel that their students are coming to a safe environment. The student results showed that most of the students felt safe on our campus. Parents also felt that the students were encouraged to think independently and challenged in their curriculum.

School Context and Organization Weaknesses

Our survey results showed that most of the students feel safe on our campus. Our goal is 100% of our students feel safe on our campus in all areas.

School Context and Organization Needs

Based on the parent survey the parent responses were favorable in the responses related to the relationships between the home and school. A few of the response showed that the parents felt a disconnect between home and school volunteer opportunities. The goal of 100% of our students feel safe on our campus leads us to conclude that we need to increase supervision in passing periods and bathroom areas.

School Context and Organization Summary

The district supports our campus by providing an adequate budget and necessary staff to assist in our success. Administrative support from central office is provided in the areas of special programs, curriculum, testing, campus police, special education, superintendent and our school board.

Teachers are invited to participate in campus site based activities and voice concerns to leadership throughout the year. At the end of the year a working conditions survey is provided to teachers by our board. Information from that survey is shared with leadership and improvements are made from the findings.

A survey of parents in October of 2014 revealed that the parents felt that about 66% of the parents felt the teachers were easy to talk to and they had their students best interest at heart. Most others felt that this happened sometimes on the Intermediate campus.

A survey of students in October of 2014 revealed that most students feel their teachers care about them and want them to do well. The student results were 82% of the building felt that their teacher would give them help if they needed it. About 37% of the 5th grade students and 41% of 6th grade students said their teacher recognized

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

when they needed help. 46% of the 5th grade and 46% of the 6th grade felt that sometimes their teacher recognized when they needed help.

A new parent/student survey will be completed in November of 2015.

Technology

Technology Strengths

Our teachers are willing to try new strategies to meet the needs of students if they have the right tools and training to make a smooth transition into the classroom. Our school has a fund balance that our school board had dedicated to upgrading our current state. We also have a technology department that strives to meet our needs in a timely manner when allocated funds are available. Our campus is very fortunate to have a technology teacher dedicated to meeting the academic needs of the students and also available to provide professional development to our teachers.

Our campus recently added a second Mac lab, a second IPAD cart, three IPADS per classroom teacher, and an interactive projector.

Technology Weaknesses

Our district weakness is the lack of funding we receive from the state allotment to stay up to date with current technology needs. Textbook adoptions are using a large amount of the money granted by the state. This will continue for a few more years based on the adoption schedule of our textbooks.

Our 5th and 6th grade class schedules need more flexibility for students to have sufficient time in the computer lab to meet the TEKS of their grade level.

Professional development in the area of technology is needed to support teachers as they move forward in engagement of students.

Technology Needs

Current needs for our campus are working computers or devices available to students in the classrooms for basic instruction to support our academic needs. Quality training and lesson development assistance geared to incorporating engaging and meaningful technology lessons for our staff.

Scheduling for our 6th grade students needs to be adjusted to provide quality time in our computer lab working on technology TEKS.

Comprehensive Needs Assessment

Technology Summary

Our campus currently has two computer labs for our students. We have two IPAD labs and one IPOD lab for our teachers to share. The classroom teachers all have interactive projectors and three IPADS per classroom.

The students in our building are not as proficient as they should be based on their state required TEKS. Last year, we added a technology teacher and the students skills are improving greatly. Our staff is very open to implementing technology. In the past, staff has been frustrated from the lack of available technology and working classroom devices. This past year, due to our board dedicating \$73,000 in technology improvements we are making progress in this area. We are in a transition in our our district with our available network strength this has caused much frustration due to not being able to make things work accordingly, service not being timely, or wireless service not working appropriately. These issues are working themselves out with the support of our technology department.

Professional development has been offered during the summer. Apple provided high quality staff development the first summer we made the transition. The teachers have received training locally and at our Regional service center.

All subject areas are incorporating technology to some degree and students are excited and more engaged in their learning. Our newly adopted math and science textbooks are supporting technology and interactive programs so our students can advance in their understanding of these subjects. We have one classroom that is currently testing one to one device in her classroom.

2015-16 Texas Academic Performance Report

District Name: **MOUNT VERNON ISD**

Campus Name: **MT VERNON INT**

Campus Number: **080901102**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	85%	85%	80%	83%	86%	-	*	-	100%	*	84%	65%
Mathematics	2016	86%	90%	90%	80%	92%	90%	-	*	-	100%	*	86%	82%
Science	2016	74%	65%	65%	*	53%	73%	-	*	-	*	*	65%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	86%	86%	*	88%	85%	-	*	-	*	45%	81%	63%
Mathematics	2016	72%	86%	86%	*	85%	88%	-	*	-	*	73%	83%	88%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	81%	83%	68%	80%	84%	-	100%	-	96%	39%	80%	58%
Reading	2016	73%	80%	86%	80%	86%	85%	-	*	-	100%	35%	83%	64%
Mathematics	2016	76%	87%	88%	73%	89%	89%	-	*	-	100%	50%	85%	84%
Science	2016	79%	76%	65%	*	53%	73%	-	*	-	*	*	65%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	48%	40%	*	32%	45%	-	*	-	*	*	35%	*
Reading	2016	46%	50%	47%	*	41%	51%	-	*	-	*	*	42%	*
Mathematics	2016	43%	54%	51%	40%	44%	54%	-	*	-	67%	*	45%	*
Science	2016	47%	46%	27%	*	26%	28%	-	*	-	*	*	28%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	18%	17%	*	15%	20%	-	*	-	*	*	14%	*
Reading	2016	17%	19%	22%	*	21%	24%	-	*	-	*	*	19%	*

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Mathematics	2016	19%	21%	18%	*	14%	21%	-	*	-	*	*	13%	*
Science	2016	16%	12%	7%	*	*	9%	-	*	-	*	*	6%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	67%	74%	64%	73%	74%	-	*	-	*	75%	71%	76%
Reading	2016	60%	65%	73%	64%	72%	73%	-	*	-	*	65%	71%	73%
Mathematics	2016	63%	69%	74%	*	75%	75%	-	*	-	*	*	71%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	19%	20%	21%	19%	20%	-	*	-	*	23%	21%	17%
Reading	2016	16%	20%	28%	36%	28%	27%	-	*	-	*	30%	30%	30%
Mathematics	2016	17%	18%	12%	*	10%	13%	-	*	-	*	*	13%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	51%	57%	71%	54%	54%	-	-	-	*	*	56%	54%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	71%	71%	50%	72%	73%	-	*	-	*	*	70%	41%
Students Requiring Accelerated Instruction														
	2016	27%	29%	29%	50%	28%	27%	-	*	-	*	78%	30%	59%
STAAR Cumulative Met Standard														
	2016	80%	85%	85%	80%	83%	86%	-	*	-	100%	*	84%	65%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	95%	85%	85%	*	*	100%	-	-	-	100%	89%	*	
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2016	11%	*	*	*	*	*	-	-	-	-	*	*	*
Retained in Grade 5														
	2016	45%	*	*	-	*	-	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	81%	81%	60%	89%	79%	-	*	-	100%	*	78%	76%
Students Requiring Accelerated Instruction														
	2016	23%	19%	19%	*	*	21%	-	*	-	*	78%	23%	*
STAAR Cumulative Met Standard														
	2016	85%	90%	90%	80%	92%	90%	-	*	-	100%	*	86%	82%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 277
 Grade Span: 05 - 06
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	81%	83%	-	-	-	-	-	58%	-	58%	*	58%	58%
Reading	2016	73%	80%	86%	-	-	-	-	-	63%	-	63%	*	63%	64%
Mathematics	2016	76%	87%	88%	-	-	-	-	-	83%	-	83%	*	83%	84%
Science	2016	79%	76%	65%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	48%	40%	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	46%	50%	47%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	43%	54%	51%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	47%	46%	27%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	18%	17%	-	-	-	-	-	*	-	*	*	*	*
Reading	2016	17%	19%	22%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	19%	21%	18%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	16%	12%	7%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	67%	74%	-	-	-	-	-	76%	-	76%	*	76%	77%
Reading	2016	60%	65%	73%	-	-	-	-	-	70%	-	70%	*	70%	71%
Mathematics	2016	63%	69%	74%	-	-	-	-	-	*	-	*	*	*	*

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 277
 Grade Span: 05 - 06
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	19%	20%	-	-	-	-	-	15%	-	15%	*	15%	17%
Reading	2016	16%	20%	28%	-	-	-	-	-	26%	-	26%	*	26%	29%
Mathematics	2016	17%	18%	12%	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	51%	57%	-	-	-	-	-	50%	-	50%	*	50%	54%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	89%	96%	96%	-	100%	-	100%	92%	95%	97%
Not Included in Accountability													
Mobile	4%	5%	4%	11%	4%	3%	-	0%	-	0%	8%	5%	3%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	96.3%	96.6%	97.4%	97.1%	96.2%	-	*	-	97.7%	94.3%	96.5%	97.4%
2013-14	95.9%	96.0%	96.9%	97.9%	97.4%	96.7%	-	*	-	96.8%	96.2%	96.6%	97.8%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	277	100.0%	1,653	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.2%
Pre-Kindergarten	0	0.0%	3.1%	4.2%
Kindergarten	0	0.0%	8.0%	7.1%
Grade 1	0	0.0%	7.6%	7.8%
Grade 2	0	0.0%	8.0%	7.8%
Grade 3	0	0.0%	7.4%	7.7%
Grade 4	0	0.0%	7.9%	7.5%
Grade 5	141	50.9%	8.5%	7.5%
Grade 6	136	49.1%	8.2%	7.4%
Grade 7	0	0.0%	6.4%	7.4%
Grade 8	0	0.0%	7.7%	7.3%
Grade 9	0	0.0%	8.3%	8.1%
Grade 10	0	0.0%	6.9%	7.3%
Grade 11	0	0.0%	6.3%	6.7%
Grade 12	0	0.0%	5.6%	6.1%
Ethnic Distribution:				
African American	16	5.8%	5.3%	12.6%
Hispanic	72	26.0%	25.8%	52.2%
White	177	63.9%	63.9%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	2	0.7%	1.0%	4.0%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	10	3.6%	3.7%	2.1%
Economically Disadvantaged	163	58.8%	56.3%	59.0%
Non-Educationally Disadvantaged	114	41.2%	43.7%	41.0%
English Language Learners (ELL)	26	9.4%	9.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	2	0.8%	1.1%	1.4%
At-Risk	131	47.3%	42.3%	50.1%
Mobility (2014-2015)	32	12.1%	10.8%	16.5%

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	16.0%	1.9%	-	10.0%	8.2%
Grade 1	-	0.9%	4.1%	-	23.1%	7.4%
Grade 2	-	3.7%	2.7%	-	0.0%	3.4%
Grade 3	-	1.8%	2.0%	-	0.0%	1.6%
Grade 4	-	0.8%	1.0%	-	0.0%	0.8%
Grade 5	2.5%	2.5%	0.9%	0.0%	0.0%	1.0%
Grade 6	1.1%	1.1%	0.6%	0.0%	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	15.4	18.9
Grade 1	-	18.1	19.1
Grade 2	-	19.0	19.1
Grade 3	-	17.6	19.1
Grade 4	-	18.5	19.0
Grade 5	18.3	18.3	20.8
Grade 6	14.1	14.1	20.4
Secondary:			
English/Language Arts	-	14.5	17.1
Foreign Languages	-	19.9	19.1
Mathematics	-	13.7	18.1
Science	-	15.5	19.1
Social Studies	-	15.3	19.5

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	31.8	100.0%	100.0%	100.0%
Professional Staff:	24.8	78.0%	63.4%	64.3%
Teachers	22.2	69.8%	54.9%	50.5%
Professional Support	1.6	5.0%	3.9%	9.8%
Campus Administration (School Leadership)	1.0	3.1%	3.0%	2.9%
Educational Aides:	7.0	22.0%	13.7%	9.6%
Total Minority Staff:	2.0	6.3%	16.2%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.5%	10.1%
Hispanic	0.0	0.0%	3.8%	26.0%
White	22.2	100.0%	94.7%	60.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.4	10.8%	20.0%	23.5%
Females	19.8	89.2%	80.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	19.6	88.3%	70.5%	74.7%
Masters	2.6	11.7%	29.5%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	9.0%	1.5%	8.1%
1-5 Years Experience	7.0	31.6%	26.5%	27.3%
6-10 Years Experience	3.0	13.5%	17.8%	21.7%
11-20 Years Experience	5.0	22.5%	28.0%	27.3%
Over 20 Years Experience	5.2	23.4%	26.1%	15.7%
Number of Students per Teacher	12.5	n/a	12.5	15.2

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.3	14.1	10.9
Average Years Experience of Teachers with District:	9.2	7.7	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$37,542	\$37,542	\$45,507
1-5 Years Experience	\$37,226	\$37,523	\$47,996
6-10 Years Experience	\$41,582	\$42,001	\$50,459
11-20 Years Experience	\$48,799	\$47,454	\$53,794
Over 20 Years Experience	\$53,407	\$53,358	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$44,234	\$45,237	\$51,891
Professional Support	\$51,443	\$54,836	\$61,145
Campus Administration (School Leadership)	\$72,917	\$69,370	\$75,654
Instructional Staff Percent:	n/a	67.2%	64.5%
Contracted Instructional Staff (not incl. above):	0.2	0.9	1,914.4

District Name: MOUNT VERNON ISD
 Campus Name: MT VERNON INT
 Campus Number: 080901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 277
 Grade Span: 05 - 06
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	25	9.0%	11.5%	18.3%
Career & Technical Education	0	0.0%	23.8%	24.3%
Gifted & Talented Education	20	7.2%	5.4%	7.7%
Special Education	23	8.3%	9.2%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	4.4%	5.9%
Career & Technical Education	0.0	0.0%	4.6%	4.4%
Compensatory Education	0.0	0.0%	3.9%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	19.2	86.5%	72.3%	72.6%
Special Education	3.0	13.5%	11.5%	8.8%
Other	0.0	0.0%	3.2%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '###' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
 MT VERNON INT (080901102) - MOUNT VERNON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y		Y		5	5	100
Mathematics	Y		Y	Y					Y		Y		5	5	100
Writing													0	0	
Science	Y		N	Y					Y				3	4	75
Social Studies													0	0	
Total													13	14	93

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	Y		Y	Y	n/a	n/a	n/a	n/a	N		Y	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			Y	5	5	100
Mathematics	Y		Y	Y					Y			Y	5	5	100
Total													10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **23** **24** **96**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
MT VERNON INT (080901102) - MOUNT VERNON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	223	12	60	140	-	*	-	**	123	7	35	n/a
Total Tests	260	15	70	164	-	*	-	**	149	20	45	25
% at Level II Satisfactory Standard	86%	80%	86%	85%	-	*	-	100%	83%	35%	78%	n/a
Mathematics												
# at Level II Satisfactory Standard	230	11	62	146	-	*	-	**	126	10	40	n/a
Total Tests	260	15	70	164	-	*	-	**	149	20	45	25
% at Level II Satisfactory Standard	88%	73%	89%	89%	-	*	-	100%	85%	50%	89%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	87	*	19	59	-	*	-	*	51	*	11	n/a
Total Tests	133	*	36	81	-	*	-	*	79	*	26	*
% at Level II Satisfactory Standard	65%	*	53%	73%	-	*	-	*	65%	*	42%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	271	17	73	170	-	*	-	**	157	22	n/a	26
Total Students	271	17	73	170	-	*	-	**	157	22	n/a	26
Participation Rate	100%	100%	100%	100%	-	*	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	271	17	73	170	-	*	-	**	157	22	n/a	26
Total Students	271	17	73	170	-	*	-	**	157	22	n/a	26
Participation Rate	100%	100%	100%	100%	-	*	-	100%	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
 MT VERNON INT (080901102) - MOUNT VERNON ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

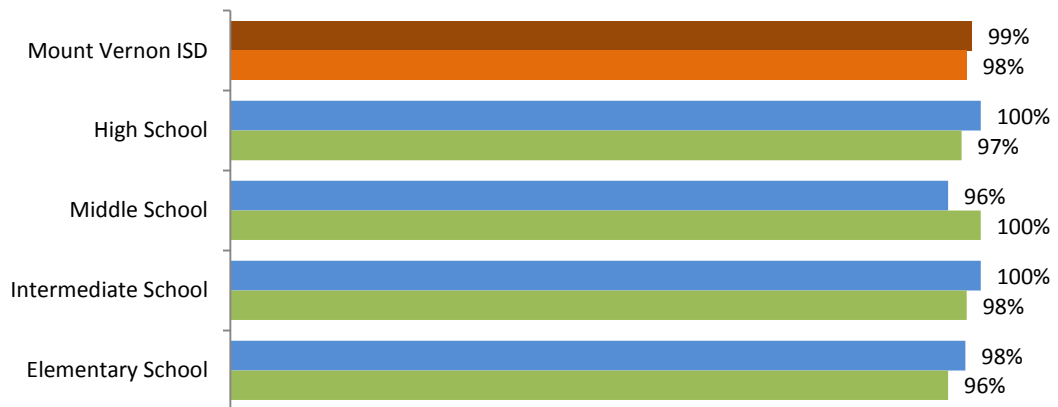
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Mount Vernon ISD Employee Opinion Survey Data Reported by Location 2015

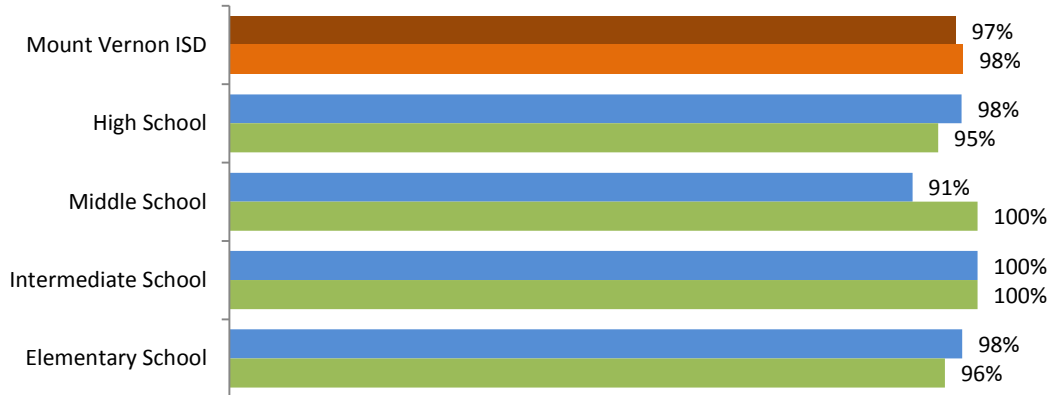
Participation by Work Location

Work Location	# of Employees	# of Respondents	Participation Rate	% of Survey
High School	52	47	90%	27%
Middle School	26	23	88%	13%
Intermediate School	34	32	94%	18%
Elementary School	76	49	64%	28%
Other Work Location	60	20	33%	11%
Unidentified Work Location	N/A	5	N/A	3%
Total	248	176	71%	100%

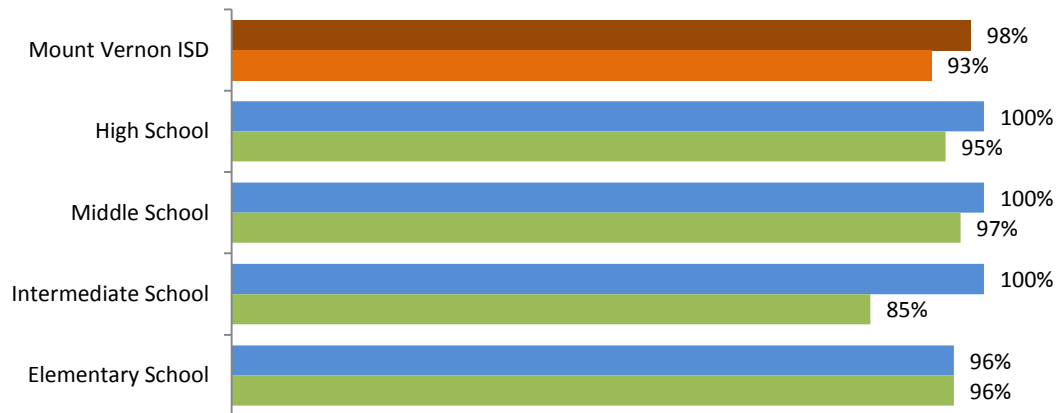
I like the work I do.



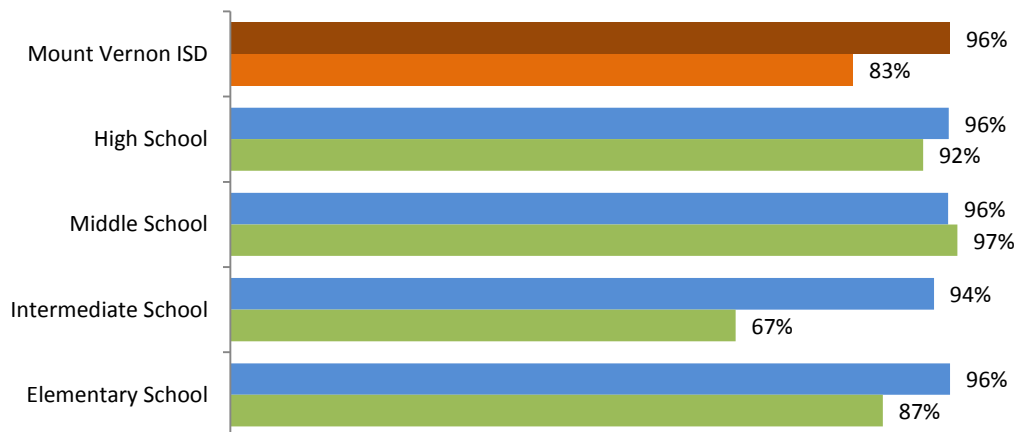
On most days I feel good about what I have accomplished.



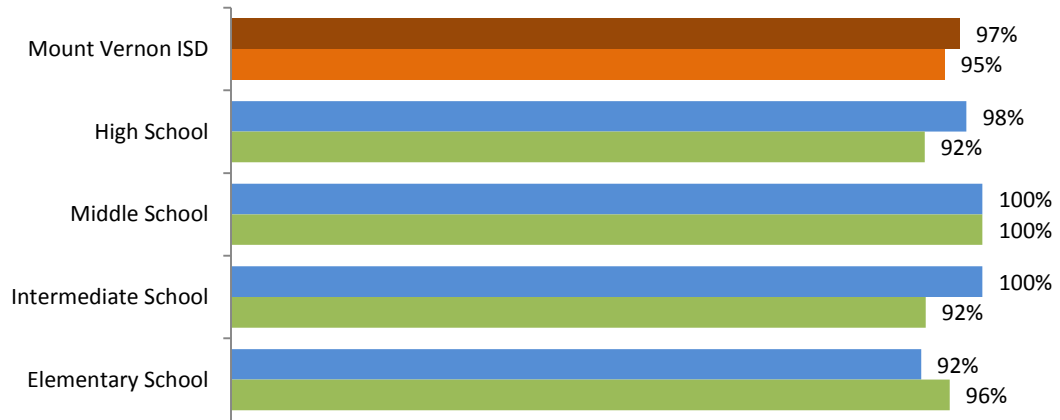
I understand what is expected of me in my job.



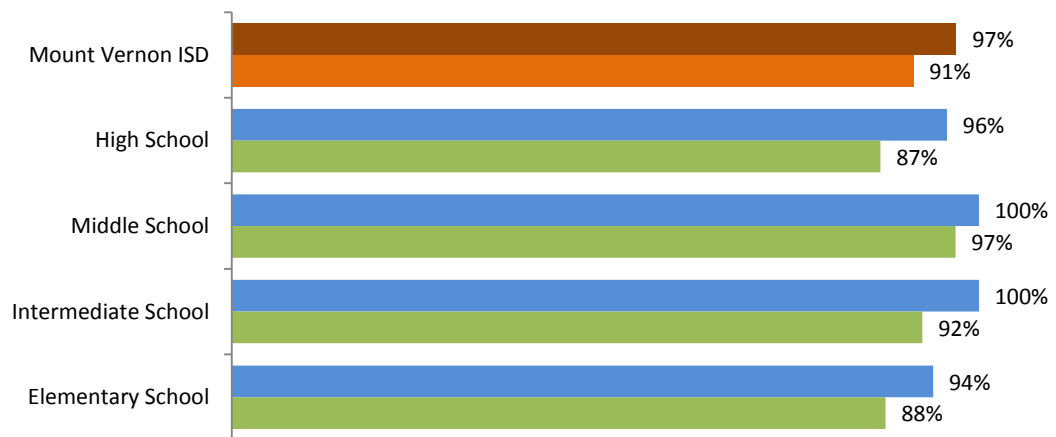
I would recommend my campus or department to a friend as a good place to work.



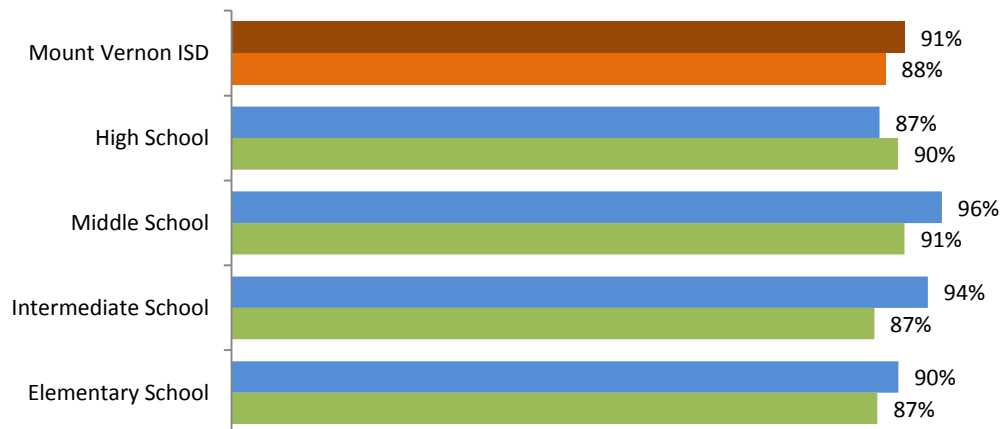
My job allows me to use my skills and abilities.



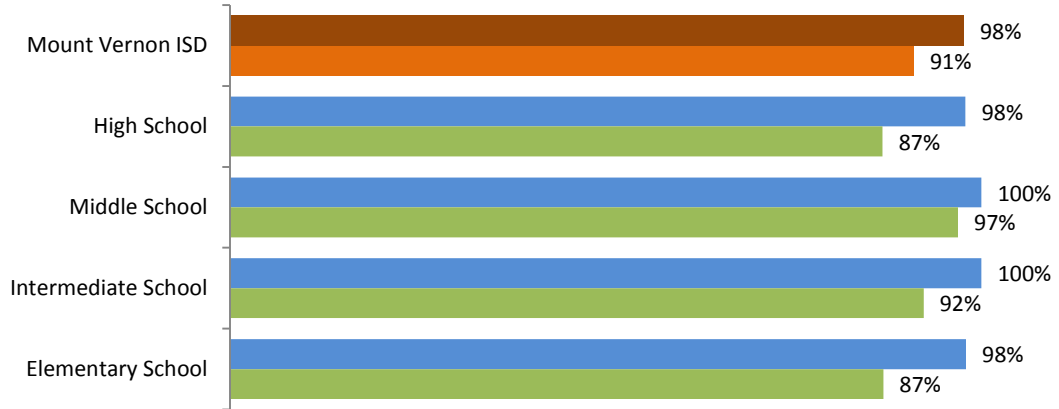
The hours I work are reasonable.



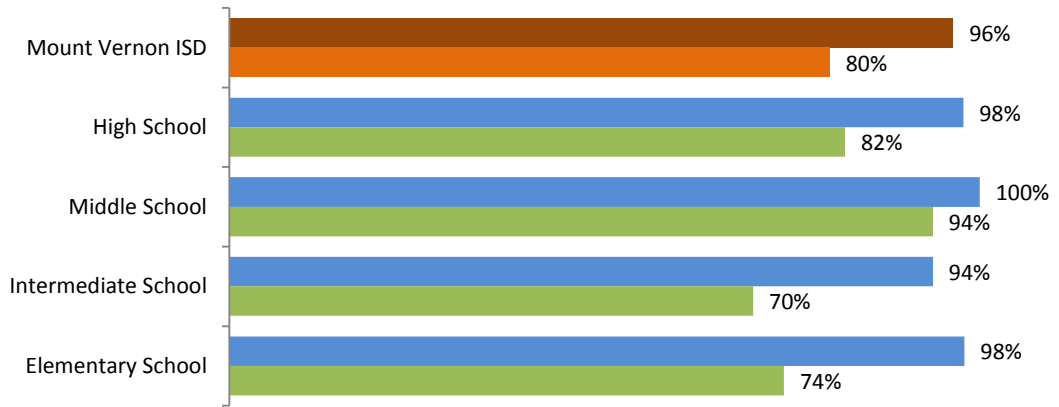
My workload is appropriate for my position.



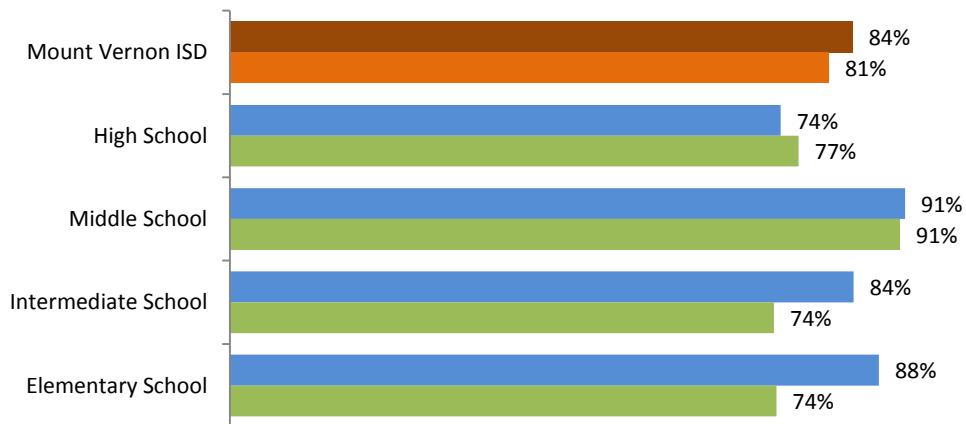
I work in an environment that is safe.



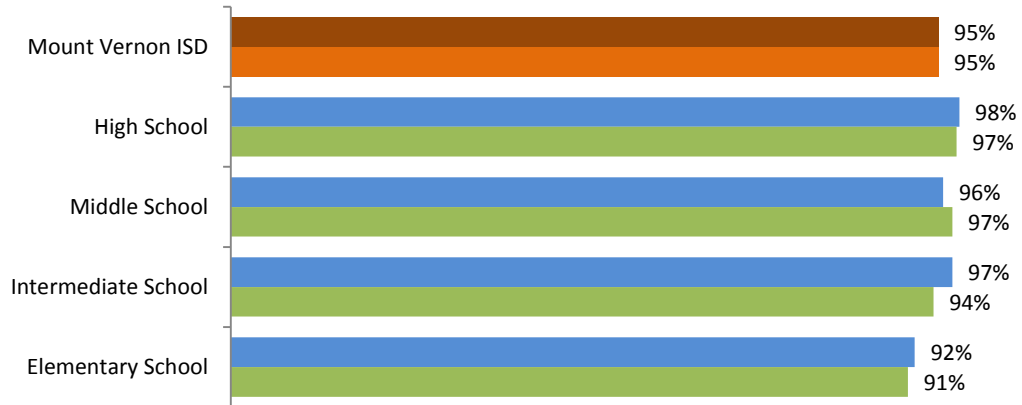
I feel secure in my employment with this district.



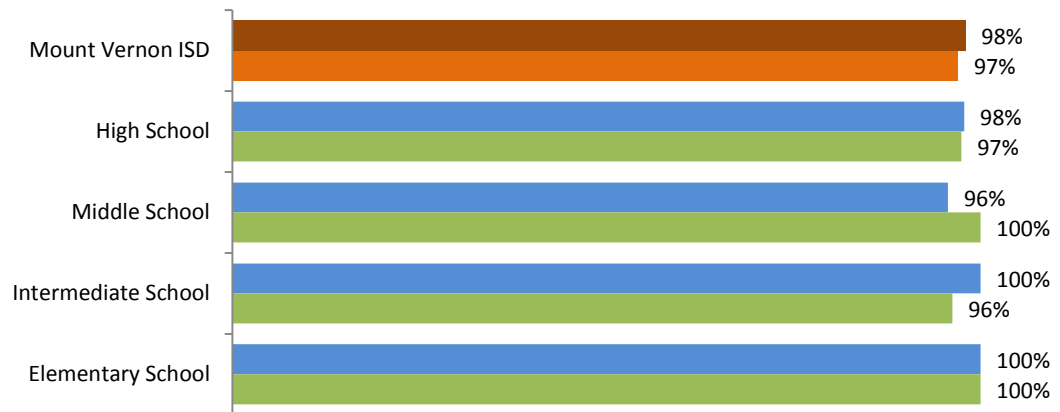
I have the equipment, tools, and supplies I need to do my job.



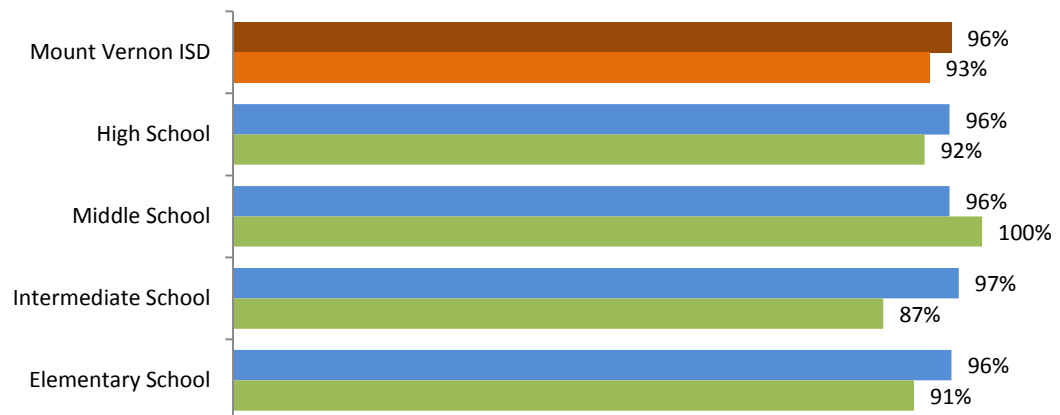
I can depend on my coworkers.



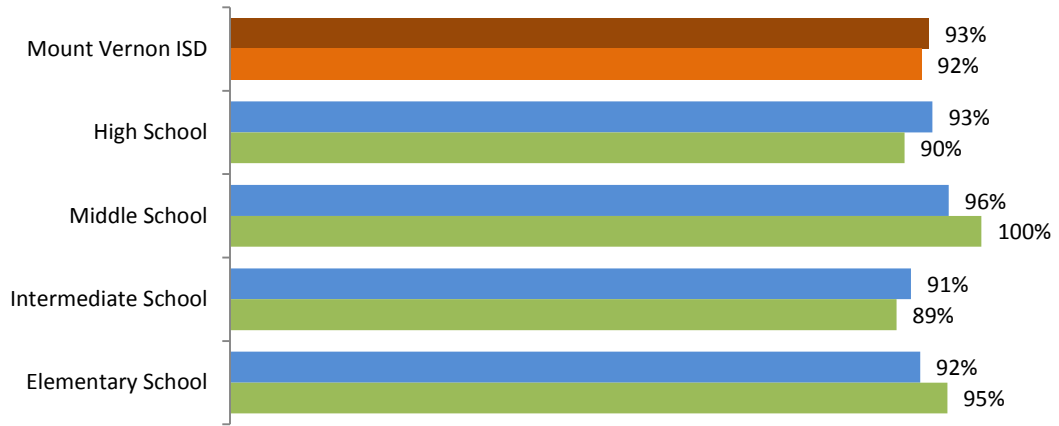
I like the people I work with.



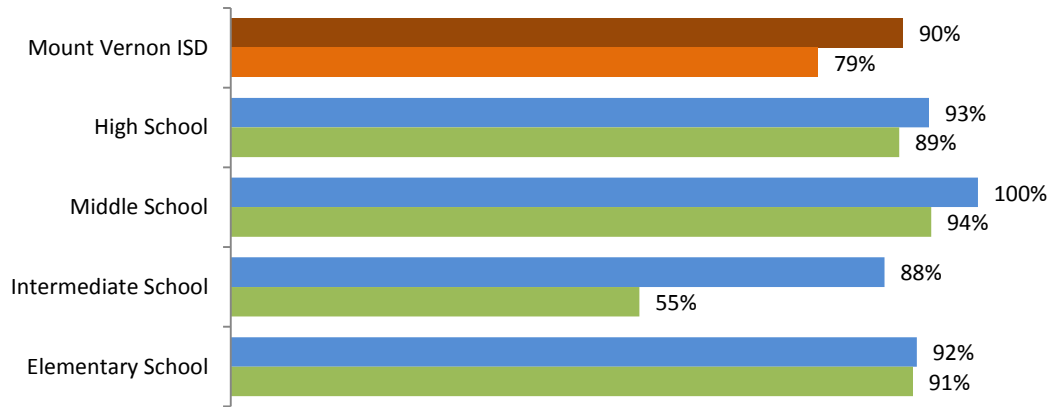
I feel loyal to my immediate team or work group.



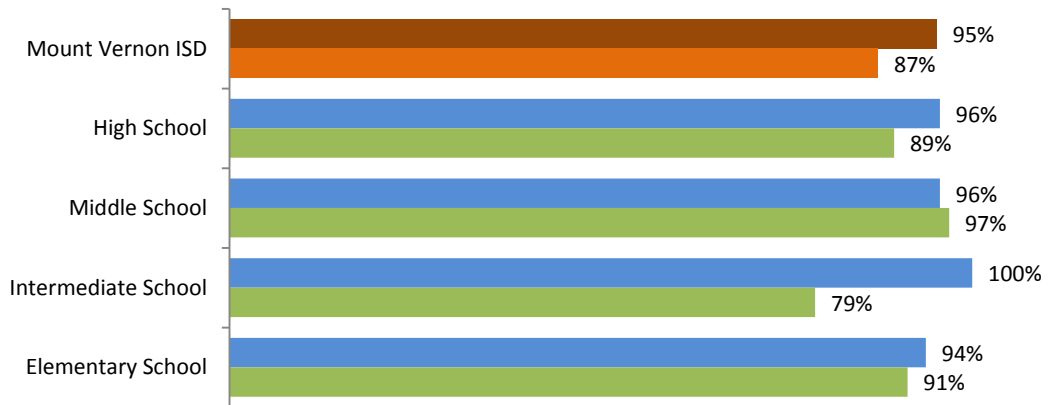
My team works well together.



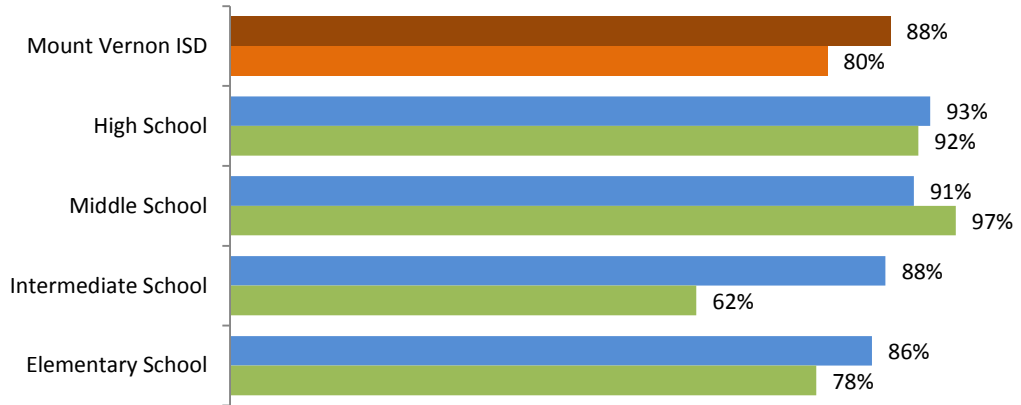
My supervisor sets clear goals and objectives.



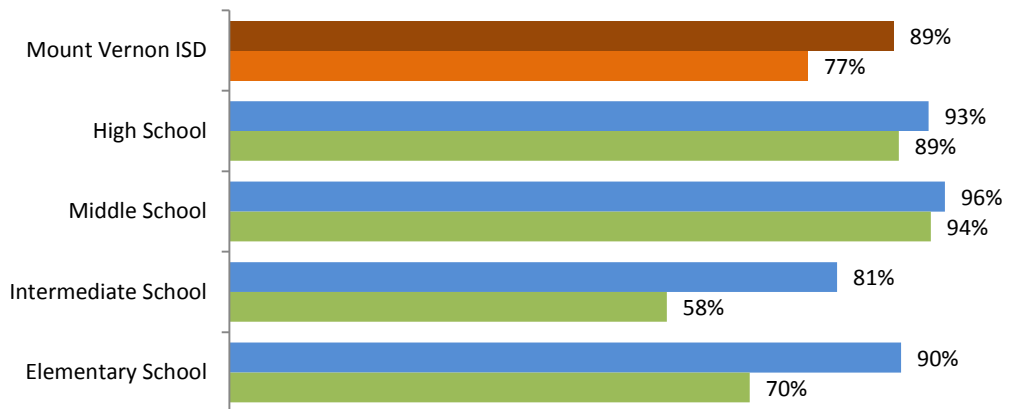
I get the training I need to do my job effectively.



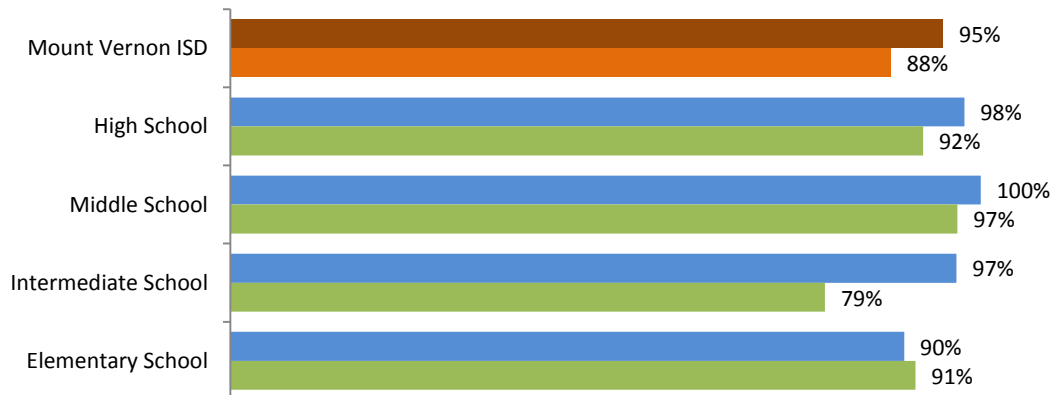
I receive useful feedback on my job performance.



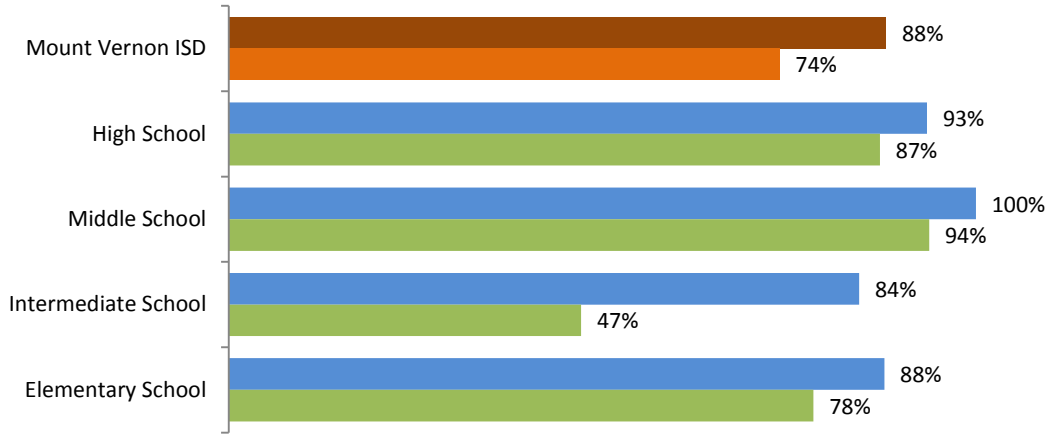
My supervisor provides the support I need with problems on the job.



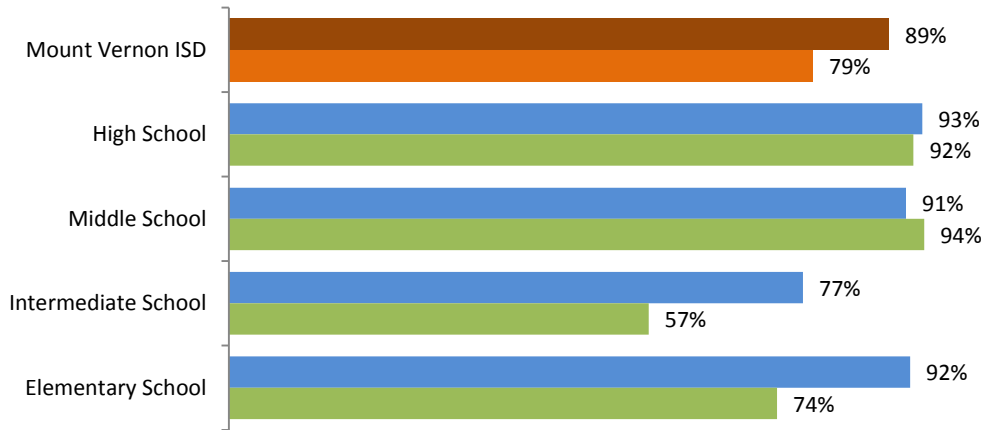
I am allowed to make decisions within my scope of authority.



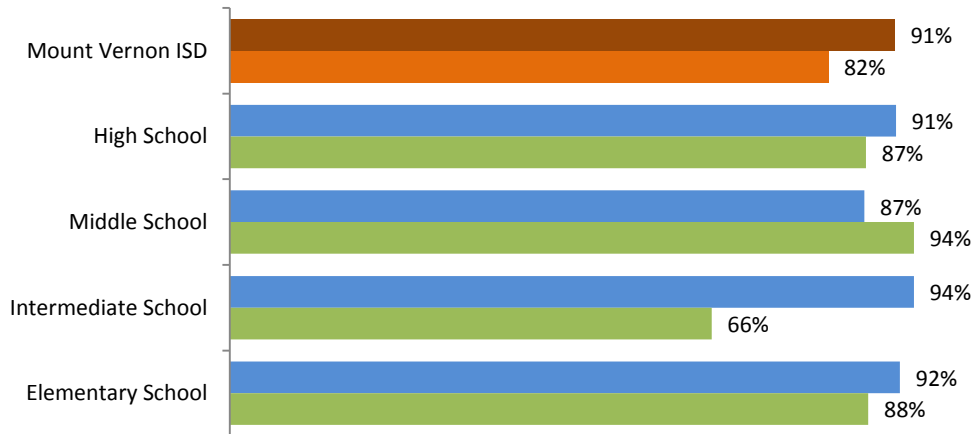
My supervisor makes timely decisions.



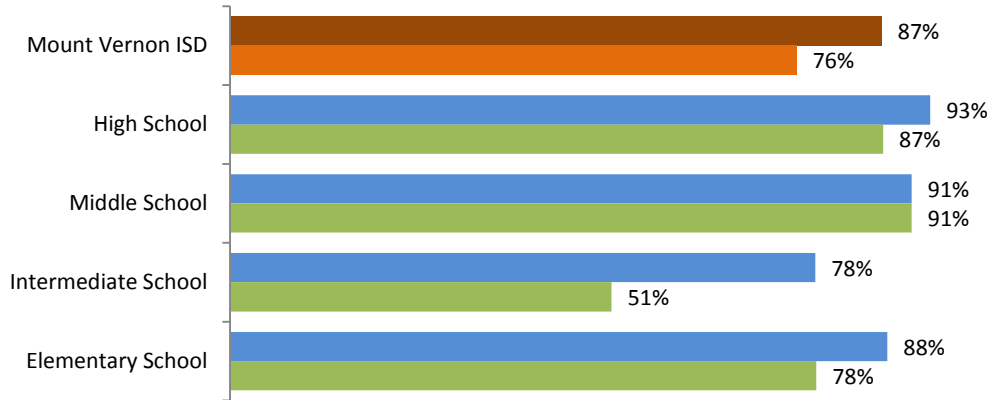
I can communicate openly and honestly with my supervisor.



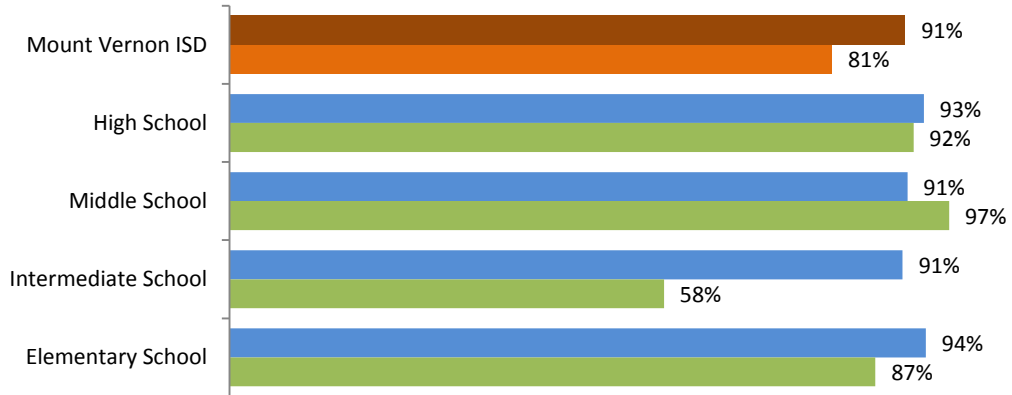
My work is appreciated by my supervisor.



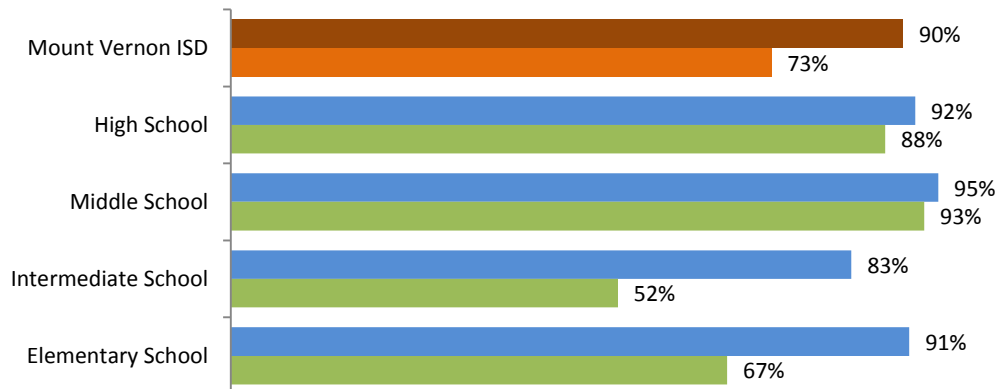
I trust my supervisor.



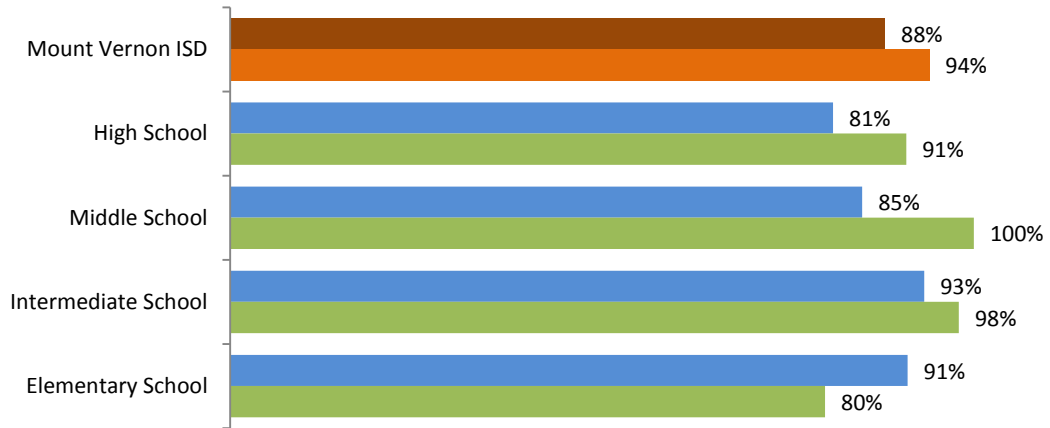
I like working for my supervisor.



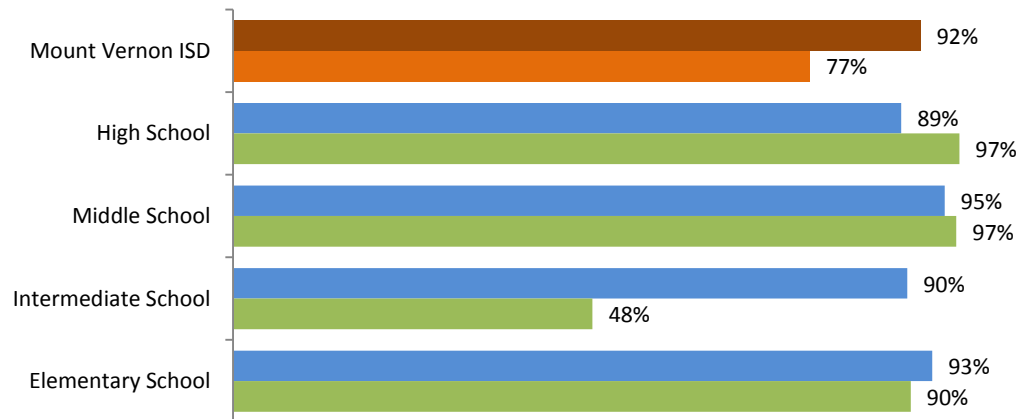
I get the information I need from campus leaders.



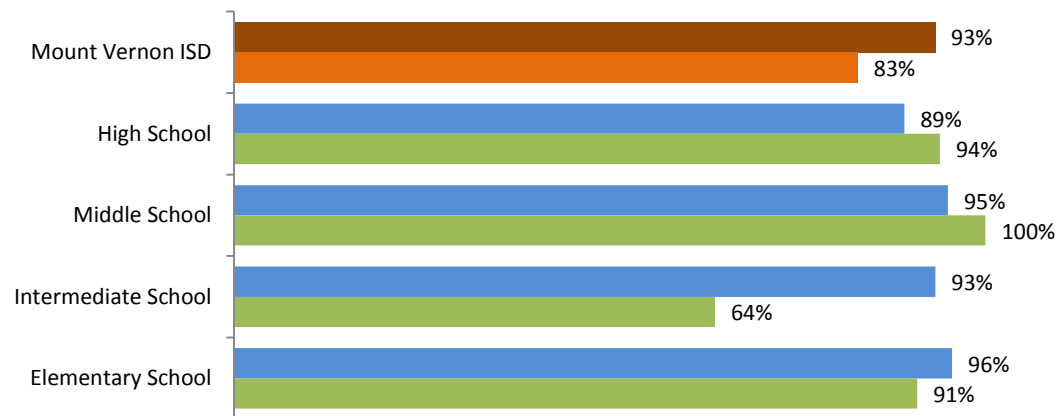
My campus is clean and properly maintained.



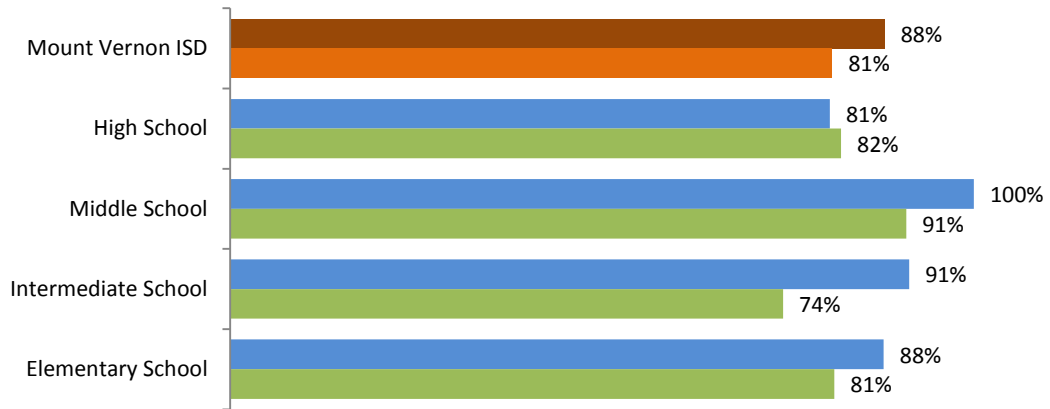
My principal is effective in leading my campus to achieve its goals.



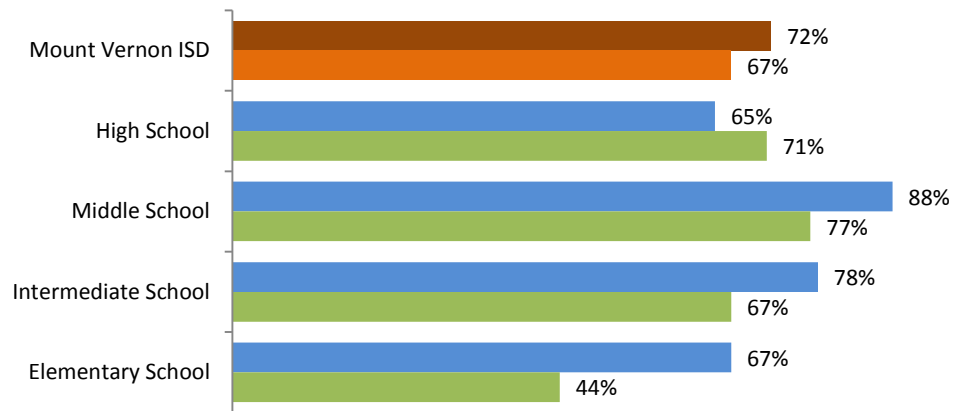
My principal treats me with respect.



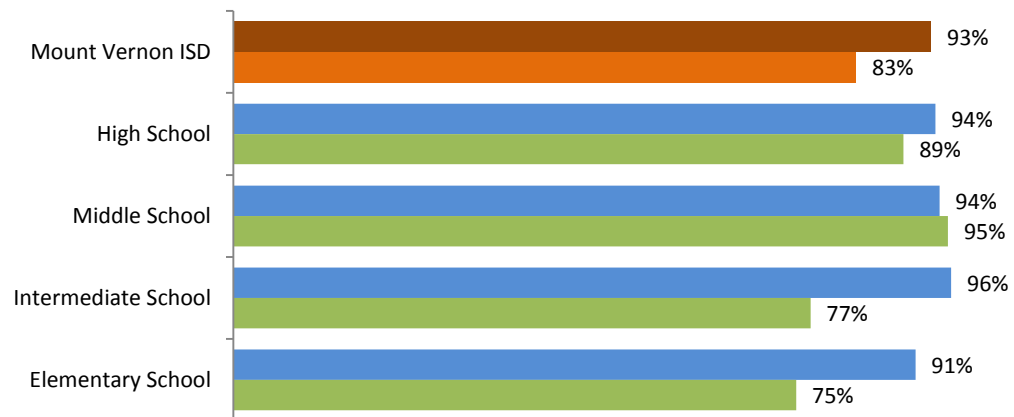
I have sufficient access to resources and materials.



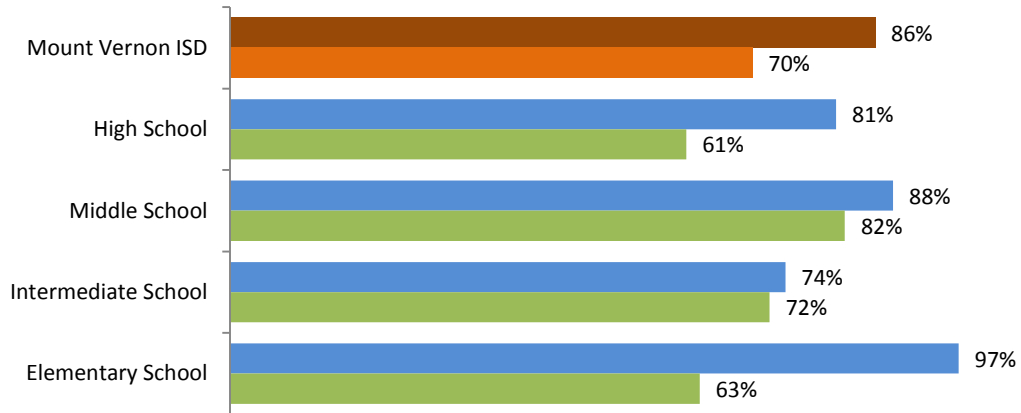
I have sufficient access to instructional technology.



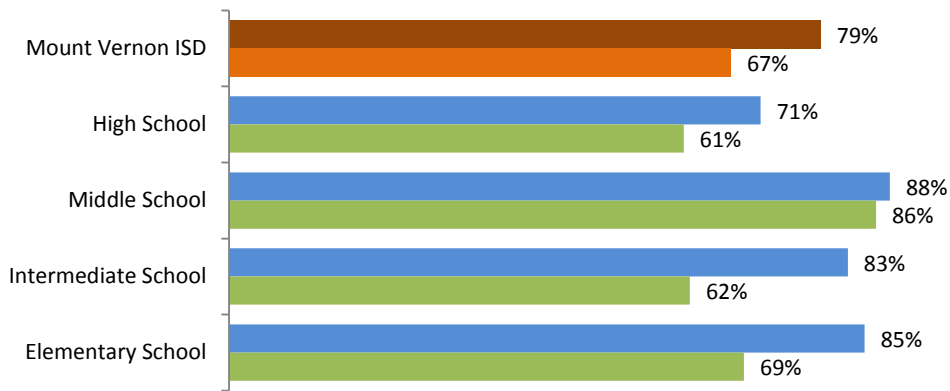
Teachers have a role in selecting instructional materials and resources.



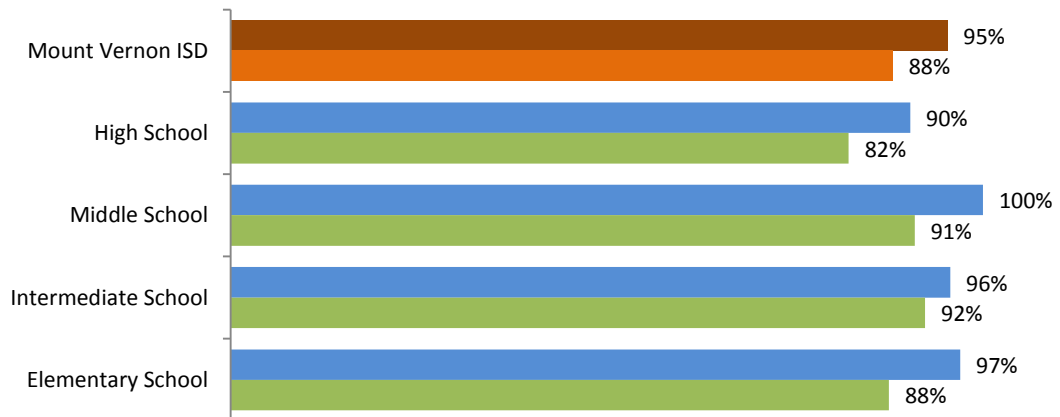
Staff development provides teachers with useful knowledge and skills.



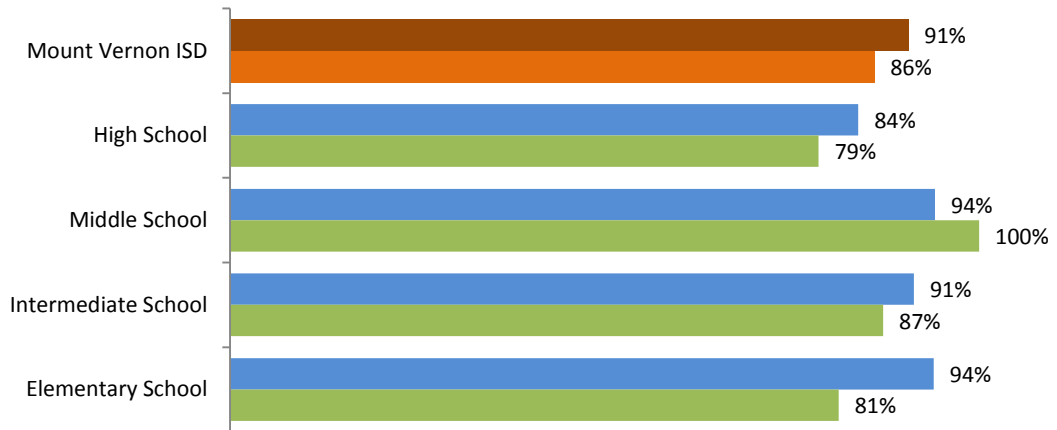
I am satisfied with resources for teachers with special populations.



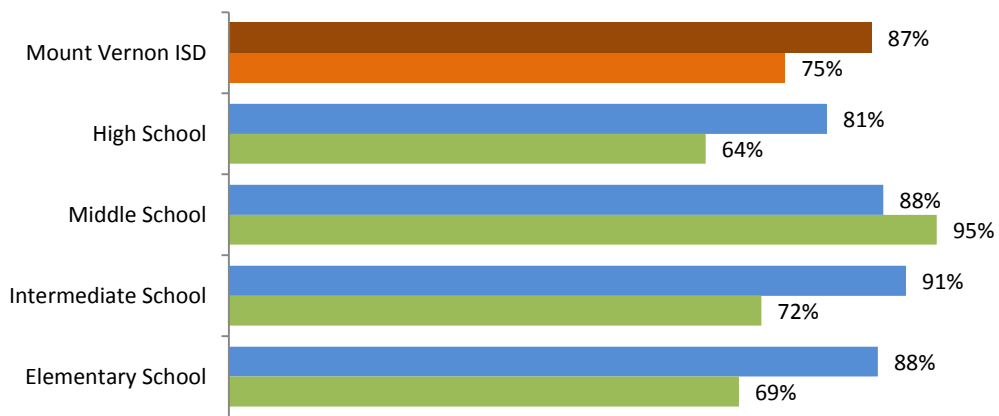
Teachers are held to high professional standards.



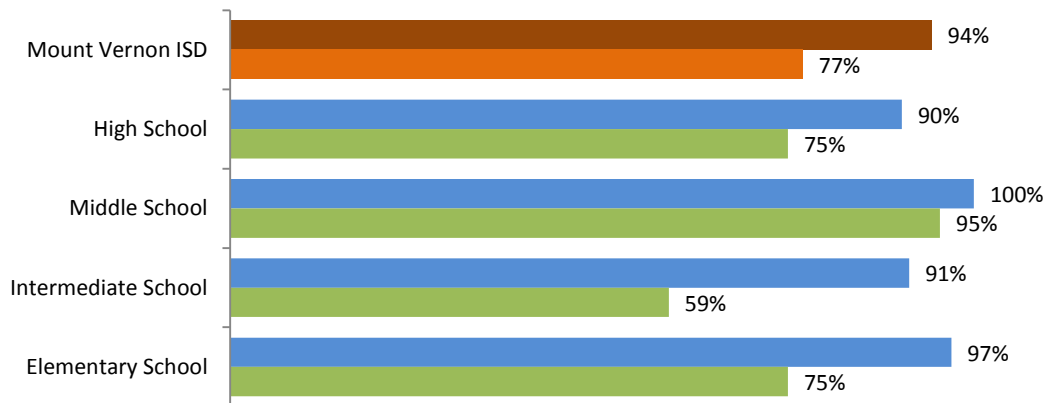
I have the opportunity to collaborate with colleagues.



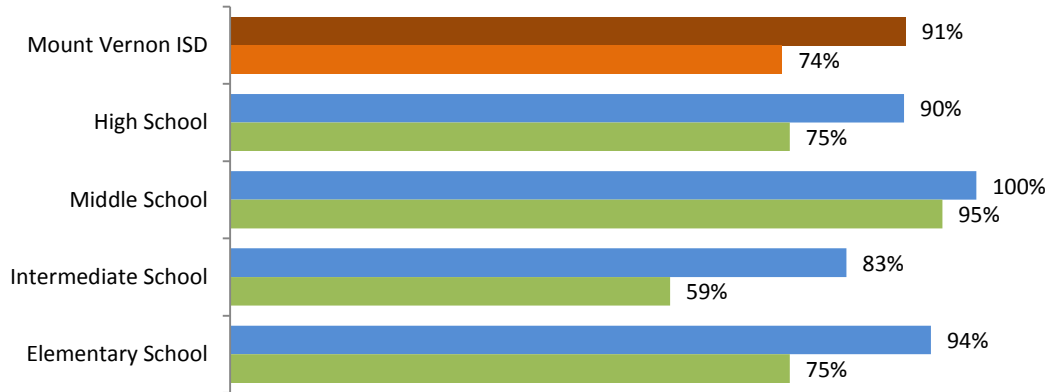
I am provided opportunities to learn from other teachers.



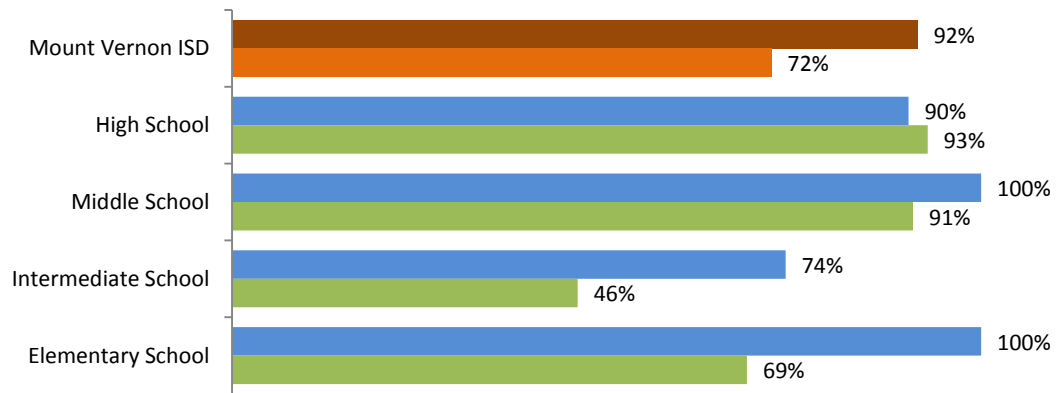
I receive feedback that can help me improve my teaching.



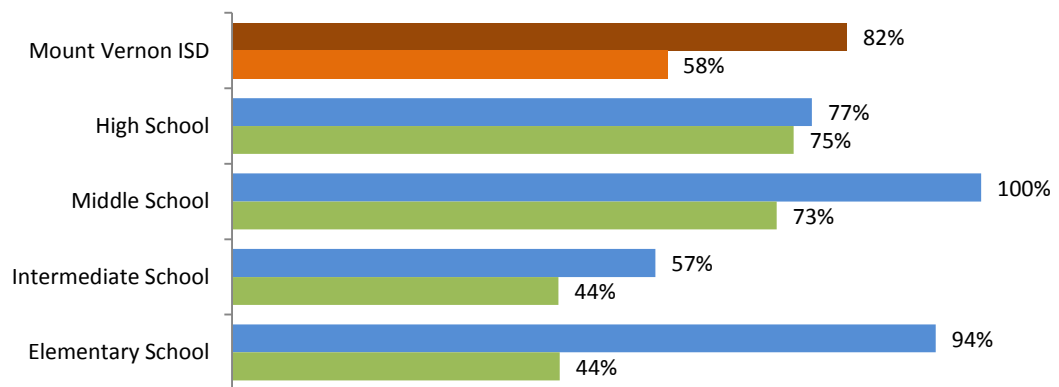
Teachers are involved in decisions about instructional issues.



The principal provides leadership in setting and maintaining behavioral standards for students.



Our student code of conduct is consistently and fairly enforced.



**I am given appropriate assistance
to resolve disciplinary problems in my classroom.**

