

MT VERNON J H Campus Improvement Plan 2016/2017

"Together We Can Achieve Excellence!"

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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 J H 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 J H Site Base

Name	Position
Baird, Regina	Teacher
English, Latrisha	Assistant Principal
Finney, Brittany	Teacher
Hallonquist, Laura	Teacher
Huffstetler, Don	Business Representative
Lowery, Lance	Parent
Mahan, Jill	Teacher
Newcombe, Richard	Community Member
Nicholson, Jeff	Business Representative
Raley, Rhonda	Counselor
Rogers, Colby	District Technology
Romines, Marsha	Community Member
Sewell, Monica	Teacher
Wagner, Jeff	Parent
Watson, Craig	Principal

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.

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Goal 1. 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. Objective 1 - Academic Program: MVJH will provide quality programs to ensure student success in the areas of reading, math, science, social studies, writing and technology, while striving to reach 90% passing on state mandated testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue utilizing the TEKS Resource System for all core subject areas. This curriculum is directly aligned to the TEKS, which provides a concept based curriculum that spirals across each grade level. (Title I SW: 3,4,6,10) (Target Group: All)	Curriculum Director, Principals, Region 8 Staff, Superintendent, Teacher(s)	August-June		Formative - Feedback through daily projects, Six-Weeks grades, Unit exam scores, STAAR scores,
2. Teachers will utilize data disaggregation to individualize student instruction that targets specific Student Expectations and TEKS where student outcomes and curricula are the weakest. Hispanic and Economically disadvantaged students will be targeted in Social Studies and Special Education students will continue to be targeted in the areas of Reading and Math in order to ensure they meet state system safeguards. (Title I SW: 2,3,4,8,9) (Target Group: All, 7th , 8th)	Curriculum Director, Principals, Region 8 Staff, Superintendent, Teacher(s), Technology	August-June		Summative - Unit exams, Benchmarks, STAAR scores
3. MVJH academic programs will be designed to help all students to be successful on state mandated test. (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,5)	Counselor(s), Curriculum Director, Director of Special Programs, Librarian, Principals, Staff, Superintendent, Teacher(s), Technology	August-June		Summative - Benchmark exams, STAAR Scores
4. Teachers are encouraged to attend training in content area through Region VIII Service Center. Science teachers participate in Science Collaborative. (Title I SW: 4,9) (Target Group: All)	Curriculum Director, Principals, Region 8 Staff, Staff, Teacher(s)	August-June		Formative - Professional Development records are kept on file with Region 8, school office, and with teacher.
5. MVJH uses the STAR reading program to determine the reading level of students and monitor student progress. (Title I SW: 8,9) (Target Group: All)	Teacher(s)	August-June		Formative - Periodic evaluation to address student advancement in reading level.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. MVJH will combine Title Funds, State Compensatory Funds, and Local Funds to close the scoring gap, including passing percentage and Level III performance on state mandated tests for all student group members. (Title I SW: 1,2,3,4,6,7,8,9,10) (Target Group: All)	Business Manager, Principals, Superintendent	August-June		Formative - Evaluate program effectiveness where funds are expended.
7. Maintain class size of 21 or less students. (Title I SW: 1) (Target Group: All)	Counselor(s), Principals, Superintendent	Ongoing		Summative - Class counts from master schedule
8. Utilize Study Island as online intervention curricula as well as E-textbooks. (Target Group: AtRisk)	Principals, Staff, Teacher(s)	August-June		Formative - STAAR and Unit Assessment scores

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- Goal 1.** 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.** Objective 2 - Special Populations: MVJH will provide specific academic programs to meet the needs of all special population students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ESL: MVJH will provide ESL instruction and use instructional strategies for LEP students so that all LEP students may master use of the English language. ESL instruction is provided in a stand alone class for most ESL students. (Title I SW: 3,4,9) (Target Group: ESL, LEP) (NCLB: 2)	Counselor(s), Curriculum Director, Principals, Teacher(s)	August-June		Summative - LPAC
2. GT: MVJH will monitor and revise as needed the Gifted and Talented program in order to provide an effective GT program. Differentiated instruction is provided in all classrooms. (Title I SW: 10) (Target Group: GT)	Curriculum Director, Principals, Teacher(s)	August-June		Formative - Classroom data documenting effective differentiation strategies.
3. MVJH will provide RTI classes, ESL, Academic Success, and Tutorials available both during and outside of regular school hours. (Title I SW: 3,8,10) (Target Group: AtRisk, Dys)	Counselor(s), Curriculum Director, Principals, Teacher(s)	August-June		Summative - Course grades and STAAR scores
4. Provide classes for students with dyslexia in order to teach strategies that will improve reading. (Title I SW: 10) (Target Group: Dys)	Counselor(s), Principals, Teacher(s)	August-June		Summative - Data and feedback from Dyslexia teacher and 504 committee when applicable
5. MVJH will utilize the Evernote application to provide oral testing to Special Education and 504 students who require oral testing accommodations. (Target Group: SPED, Dys, 504)	Educational Aides, Principals, Special Ed Teachers, Teacher(s), Technology	Aug-May		Formative -

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide programs for students with disabilities to ensure the highest quality of instruction. MVJH will utilize a full inclusion model with resource lab in all core content areas. Instructional aide will assist in providing inclusion support. Efforts will be focused on improving special education STAAR scores in Reading and Math. (Title I SW: 1,3,9,10) (Target Group: SPED) (NCLB: 1)	Educational Aides, Principals, Special Ed Teachers, Teacher(s)	August-May		Summative - Students will be progressed monitored by special education teacher throughout the school year.

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- Goal 1.** 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.** Objective 3 - Technology Integration: Provide teachers with up to date tools to incorporate into daily instruction. These tools are for students to research, create, develop projects, and to make projections or predictions based on student work.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MVJH will integrate two Mac labs, one MacBook lab, and teacher iPads in the classroom. Teachers each have a macbook, ceiling mounted projectors, and interactive projectors in six classrooms. Campus has a mobile iPad lab w/air printer and two Special Education classroom have a class set of 10 iPads each. Goal of 1:1 ratio (Target Group: All)	Director of Technology, Librarian, Principals, Staff, Teacher(s)	August-June		Formative -
2. Student products including computer generated presentations, newsletters, models, designs, and websites. MVJH will offer a stand-alone technology class and incorporate the use of technology into the core curriculum. (Title I SW: 1,3,4,10) (Target Group: All)	Librarian, Principals, Staff, Teacher(s), Technology	August-June		Formative - Student work product
3. MVJH will utilize e-books for students in Science, Social Studies, and Math, making the textbook available on any Internet-ready device. (Title I SW: 1,9) (Target Group: All)	Principals, Teacher(s)	August-May		Summative -
4. MVJH will replace outdated projectors with HDMI capable projectors and Apple TVs to enhance teacher mobility and connectivity with technology devices in the classroom. (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2)	Principals, Technology	August-May		Summative -
5. MVJH will use Title funds to increase the number of internet ready devices available to students in the classroom.				Summative -

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Goal 2. 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. Objective 1 - Attendance: MVJH will monitor student attendance and work with parents in order to achieve 96% attendance rate for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance incentives are offered for perfect attendance each grading period. (Title I SW: 2) (Target Group: All)	Principals, Staff	August-June		Formative - Attendance Reports
2. Warning letters are sent to parents to notify them of attendance issues. Students will make up time if they are not in compliance by attending detention or Saturday school. MVJH will make every effort to work with parents in resolving attendance issues. Persistent non-attendance issues will be filed against the parent with the court. (Target Group: All)	MVISD Chief of Police, Principals	August-June		Summative - Attendance records

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Goal 2. 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. Objective 2 - Drop Out Prevention: identified at risk students will be monitored closely for attendance and academic progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DMAC data will be used to identify academically at risk students. Individualized instruction will be provided. A plan will be developed via Student Assistance Team or any applicable special program. (Target Group: All)	Principals, Staff, Teacher(s)	August-June		Formative - Grade and attendance monitoring
2. Counselor and CIS will meet with at-risk students and parents throughout the school year. They will coordinate with parents to make sure each student has school supplies and has clothing, food, glasses, medical, and dental needs met. (Target Group: ECD, AtRisk)	Community in Schools, Counselor(s)	August-June		Formative - CIS records
3. Summer school is provided to prevent retention. Retention greatly increases the risk of dropping out of school. (Target Group: AtRisk) (NCLB: 5)	Principals	June		Summative - Retention Rates

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Objective 3. Objective 3 - Parent Involvement and communication

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize SchoolReach online parent communication system to reach parents with notifications 24 hours a day via voice calls or texts. Additionally, we will utilize the local newspaper and MVISD website to disseminate information to parents. (Target Group: All)	Principals, Staff, Superintendent, Teacher(s), Technology	August-June		Formative - Parent Feedback
2. Parents are encouraged to meet with teachers throughout the school year to help meet the needs of their children. Open house night and early release dates are provided as opportunities for parents to meet with teachers, as well as daily teacher conference periods. Teachers contact parents when student is struggling to pass or having behavior issues. Teachers are using Remind 101 as a text based communication system with parents and students. (Target Group: All)	Principals, Staff, Teacher(s)	August-June		Formative - Parent feedback Parent contact records are kept on file.
3. MVJH will send progress reports home after the 3rd week of each six week grading period. Report cards will be sent home at the end of the grading period. (Target Group: All)	Counselor(s), Principals, Staff, Teacher(s)	August-June		Summative -

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Objective 4. Objective 4 - Safe Learning Environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal and Resource Officer will disseminate the crises management plan among personnel and will provide training, to include regular drills, for students and staff in the event of a crisis. (Target Group: All)	MVISD Chief of Police, Principals	August-June		Formative - Feedback from SRO
2. Staff is trained in CPR and the use of an AED. (Target Group: All)	Principals, School Nurse	August		Summative - Certificates are issued to all staff certified.
3. Building is secured by all entrances being locked except one, video surveillance, and campus wide communication system. (Target Group: All)	Custodial Staff, Principals, Staff, Teacher(s)	continual		Formative -
4. Students who disrupt the safe learning environment can be removed to ISS, AEP, or BAC. (Target Group: All)	Principals, Teacher(s)	August-June		Summative - Discipline records

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Goal 3. 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. Objective 1 - MVJH will provide an environment that is free from drugs and violence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will work with Resource Officer and local law enforcement to utilize canine units for periodic random checks for drugs on campus. (Target Group: All) (NCLB: 4)	MVISD Chief of Police, Principals	August-June		Formative -
2. MVJH will host school wide assemblies that address character issues, drug and alcohol prevention, bullying and harassment, and making good choices. (Target Group: All)	Community in Schools, Community Volunteers, Counselor(s), MVISD Chief of Police, Principals, Teacher(s)	August-June		Formative -
3. Bullying and Harassment prevention will be incorporated into the Health classes through the use of "Bullying In Schools" curriculum. (Target Group: All)	Principals, Teacher(s)	August-June		Summative - Teacher feedback on data from student lessons. Evaluation of frequency of Bullying and Harassment reports.
4. MVJH 8th grade students will utilize the Esteem abstinence program offered through Health classes. (Target Group: 8th)	School Nurse, Teacher(s)	August-May		Formative -

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Objective 2. MVJH encourages positive behavior through character education and by providing rewards for student conduct.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reward drawings are held for students that exhibit positive character traits, perfect attendance, and for those who are on the "A" honor roll. (Target Group: All)	Principals, Teacher(s)	May		Summative - Review of attendance and discipline records
2. Famous quotes that convey positive messages or messages of good character are displayed throughout the campus (Target Group: All)	Superintendent	August 2011		Formative -

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Goal 3. 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. Communities in Schools helps at-risk students improve in academics, attendance, and behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CIS provides services and resources through community partnerships to meet the needs of students by providing: vision, medical, nutritional, educational needs, along with counseling. CIS helps ensure students will stay in school and prepare for post-secondary education. (Target Group: ECD, AtRisk)	Community in Schools	August-June		Summative -
2. Mt Vernon Cares works through CIS to provide Brookshire's gift card in the amount of \$50 per month and necessary toiletries, along with a weekly mentoring program for students who have parental permission to participate. (Title I SW: 6,9,10) (Target Group: 7th , 8th) (NCLB: 4)	Community in Schools, Community Volunteers, Principals	August-May		Formative -

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Goal 3. 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 4. MVJH will partner with service organizations and community members to help ensure the success of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Rotary Club to help meet the needs of at risk students by identifying 8th grade students that will benefit from a full 2 year scholarship to a local community college. (Title I SW: 9) (Target Group: ECD, AtRisk)	Community Volunteers, Counselor(s), Principals, Teacher(s)	Spring Semester		Summative - College graduation rates of students receiving the scholarship
2. Partner with Mount Vernon Historical Society on the Civil War Journal project and Civil War Journal Banquet. (Target Group: All)	Community Volunteers, Principals, Teacher(s)	Spring Semester		
3. Partner with local Veteran's of Foreign Wars post in the Patriot's Pen Essay Contest. (Target Group: All)	Community Volunteers, Principals, Teacher(s)	October		

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Goal 4. Goal 4 - Mt. Vernon Jr. High will attract, retain, and develop the highest quality personnel including faculty, staff, and administration.

Objective 1. Highly Qualified Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide summer professional development in technology for new ways teachers can implement technology into the classroom. (Title I SW: 3,4,9) (Target Group: All)	Director of Technology, Technology	June-August		Formative - Evaluation of lesson plans and implementation rates of new technology ideas into lessons
2. Encourage teachers to attend workshops offered by Region 8 and build into the school calendar staff exchange days where teachers can attend professional development classes in the summer in order to help meet the diverse learning needs of all students. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 3)	Curriculum Director, Principals, Region 8 Staff	Ongoing		Summative - Professional development records
3. Post job openings on Region 8 cohort job board and MVISD website utilizing the TalentEd system for a streamlined application process. (Title I SW: 3,5) (Target Group: All)	Director of Technology, MVISD Chief of Police, Personnel Director, Principals, Superintendent	Ongoing		Summative - Staff retention rates and Highly Qualified status.
4. Utilize AESOP substitute calling system to attract highly qualified substitute teachers to meet student needs when the teacher is out of the classroom. (Target Group: All)	Personnel Director, Principals, Staff	Ongoing		Summative - AESOP records
5. MVJH will incorporate specific team building activities into professional development days to enhance working relationships among staff members and increase collaboration based on newly identified commonalities with the added goal of building morale among staff. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Assistant Superintendent(s), Principals, Superintendent	August[May		Formative - Feedback through annual surveys provided by the district as well as ongoing communication with staff.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mt Vernon Junior High School consists of all 7th and 8th grade students enrolled in MVISD. An average enrollment over the past 5 years has been between 225 and 268 students. Currently MVJH has an enrollment of 239 students. This figure is projected to remain within the 5 year average. MVJH Currently has 18 teachers dedicated full time to the JH campus and shares six elective teachers with other campuses. We have one principal, one counselor, two special education aides, one library aide, and one secretary as well. The average class size in our core class areas is 16.2 students. According to 2016 PEIMS enrollment data, the ethnic distribution of the campus is 66% white, 23% Hispanic, 7% Black, 3% Two or more races, and 1% Asian. This trend is predicted to remain steady for the next few years. The percentage of economically disadvantaged students is 53%, At-risk - 48%, GT - 8%, LEP - 5%, ESL - 5%, and Special Ed. - 14%.

Student Achievement

Student Achievement Summary

MVJH achieved a rating of "Met Standard" for the 2015-2016 year. All index scores were above target scores. The campus earned distinction measures for Academic Achievement in Academic Achievement in Reading, Math, and Science, Top 25% in Student Progress, Top 25% in Closing Performance Gaps, and Post-secondary Readiness. MVJH had a higher passing percentage and higher average scale score than the state and region averages in all subjects for 7th and 8th grade. MVJH failed to meet Federal System safeguards for Special Education students in Reading and Math, and Hispanics and Economically Disadvantaged students in Social Studies in 2016.

School Culture and Climate

School Culture and Climate Summary

School culture and climate are considered by most all stakeholders to be excellent. Classroom management is a strength of the JH staff. Experienced teachers have high expectations of behaviors and hold students accountable. This leads to a climate where children feel safe, aren't distracted, and can effectively learn. Positive behavior reinforcements are in place for all students in regards to attendance and behavior. 90% of our students are involved in at least one extra-curricular event. This student involvement in extracurricular activities leads to culture of pride in being a Mt Vernon Tiger and promotes academic success. We still battle apathy among some students and have developed incentive programs to try and provide external motivation where no intrinsic motivation is available.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

We are a 100% highly qualified campus in all teaching fields and para-professional positions. We lost 1.5 teachers from the 2015-16 school year. The need for a Math teacher currently exists. The average years of experience of our teaching staff is 16 years. New staff are provided with a mentor teacher and go through a two-day training specific to the policies and procedures of Mt Vernon ISD and Mt Vernon JH. New teachers with little or no experience observe other experienced teachers in the classroom setting. These observations are not always content specific, but may focus on the organization, presentation, and classroom management practices of the observed teacher and classroom. The mentor program has allowed teachers to draw from many years of experience held by veteran teachers. Talent Ed, ESC 8 consortium, and coordination with local universities are all a part of our recruitment process to fill open positions with highly qualified personnel. Our reputation in the region for being a strong academic district and campus is also a strength that aids in our recruitment process. Professional development decisions are made at the district and campus level. The JH teachers complete a survey that addresses their perceived needs annually. Student STAAR scores and academic performance in the classroom are strong drivers of our PD needs. PD highlights are membership in the ESC 8 Science Collaborative, Writing Academy, TI-84 workshop, multiple educational technology based programs, and exploration of new Math TEKS, and participation in the Kilgo Curriculum training.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Our curriculum at MVJH is the TEKS Resource System, which is a system of organizational documents and tools based on the TEKS that aid in integration of the TEKS into instruction. Included within are the Instructional Focus Document, Year at a Glance, and Vertical Alignment Documents. Additionally, we utilize additional resource materials and assessment tools from a variety of resources that are in compliance with the state standards such as adopted textbooks, DMAC assessment tools, and lessons and assessments within the TEKS resource system. Disaggregation of benchmarks developed annually through DMAC along with data gathered from recurring unit assessments helps us to pinpoint critical areas of need. At-risk students are identified and provided interventions based on specific TEKS and Student Expectation areas of weakness.

RTI is provided through small group extended classes in the core content areas for those not successful on the STAAR. The most positive intervention was RTI provided in small groups by the core teacher in a 20 minute block at the end of the day. Every day we have small group tutorial time available for all kids in all areas for the last 20 minutes of the day and before school. DMAC reports are utilized in disaggregation of data by both student groups and on an individual basis. Targeted disaggregation of individual student performance is done in each subject area and identifies areas of weakness on both the TEKS and Student Expectation levels. Kilgo curriculum analysis helps to expose gaps in our curriculum for Math, Science, and Reading.

Family and Community Involvement

Family and Community Involvement Summary

Our open house/Meet the Teacher night had good attendance in 2016. Over 100 parents and students attended. Parents are utilizing the Parent Portal to access students attendance and grades and receive alerts concerning their student. Teachers are utilizing Remind 101 to communicate with parents and students who opt-in. The School Messenger notification system allows MVJH to keep parents informed of upcoming events and make emergency announcements to all parents through voice, email, and

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

text. Mt Vernon JH keeps an updated website throughout the school year as well. The Communities in Schools program offers aid to students and families in need and targets at-risk students to meet their basic needs first. Mt Vernon Cares program offers financial assistance to students in need for food and a weekly mentor session as well. MVJH partners with Rotary Club to help meet the needs of at risk students by identifying 8th grade students that will benefit from a full 2 year scholarship to a local community college. MVJH partners with Mount Vernon Historical Society on the Civil War Journal project and Civil War Journal Banquet. MVJH partners with local Veteran's of Foreign Wars post in the Patriot's Pen Essay Contest. Parents and community members serve on the Campus Improvement Committee.

School Context and Organization

School Context and Organization Summary

A campus climates survey of the teachers in the Fall of 2015 revealed that MVJH teachers responded positively in an overwhelming majority and often times unanimous to questions concerning job satisfaction and engagement, working conditions, and learning climate. The principal's office is always open for input, questions, and concerns. Teacher input is sought on many issues directly affecting teachers and students. Teachers serve on campus and district site-based committees. Teachers are the driving decision makers in the classroom in regards to instruction and assessment models. Staffing and scheduling is done with the three chief goals in mind:

- 1) Keep class sizes at a minimum
- 2) Schedule conferences together to aid in planning when possible
- 3) Extend class time for students struggling in Math and Reading

Technology

Technology Strengths

Technology Assets for student use:

- * One dedicated technology classroom with new Mac desktops
- * One Mac lab available on demand for class use.
- * One MacBook laptop lab on demand for class use
- * 20 Special Education iPads
- * Mobile iPad cart and Air printer for General Education use.
- * Some PCs in teacher classroom

Technology Assets for teacher use:

- * MacBook Air laptops
- * Projectors

Comprehensive Needs Assessment

Technology Strengths (Continued)

- * Interactive projectors in the math classrooms
- * Quomo tablets
- * iPads

Staff proficiency level with technology varies from moderate to great. Most staff are comfortable with all technology we have. Some are able to use it at deeper more meaningful levels with instruction. All core courses are integrating technology into instruction at various levels. Special Ed classroom fully integrates iPads into all areas of instruction and assessment and has experienced enhanced assessment and instruction since the implementation began.

Technology Weaknesses

The number of accessible devices to our students limits opportunities at times.

Technology Needs

We need to replace outdated projectors that remain in the Jh with HDMI projectors and Apple TVs. Connectivity and mobility of devices will be enhanced. Staff has expressed a desire for deeper PD in regards to technology integration into the classroom instruction.

Technology Summary

Teachers are wanting to utilize technology into instruction. We have made improvements with the addition of another Mac lab and iPad cart. Our available technology still needs to continue to increase as well as staff development to increase our staff's ability to appropriately integrate technology into classroom instruction. Projectors need to be replaced with Airplay compatible projectors in order to increase accessibility and facilitate mobility of learners and teachers.