

Mount Vernon Independent School District
District Improvement Plan
2018-2019



Mission Statement

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.

Motto

Together We Will Achieve Excellence

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Comprehensive Needs Assessment

Revised/Approved: November 01, 2018

Demographics

Demographics Summary

Mount Vernon ISD has had an average enrollment increase of 25 students each year since 2009-2010 until the 2015-2016 school year and we saw a decline by 3 and in 2016-2017 we saw a decline of 36 students. Student enrollment by Ethnicity over the previous year show we maintained African American students at 5.3% and a 1% decrease in the percentage of White students (62.9%) and .06% increase in Hispanic/Latino students (25.8%-26.4%).

Economically disadvantaged students increased from 56.3% to 60.7% of the student population.

Students served in the Special Education program represent 9.5% of the student population; Gifted and Talented students represent 5.6%; Career and Technology (CATE) students represent 26.7%; students served in the English as a Second Language/Bilingual education program represent 13.3% of the student population. The most recent TAPR report (2016-2017) indicates that 42.3% of the students are At-Risk, with the statewide average at 50.1%. About 9.4% of the student population is made up of LEP students who are included in the AT-Risk student group, and approximately 2% of the student population qualify as foster care, homeless and unaccompanied youth. MVISD has fewer than 10 Migrant students who represent families who have moved into our district within the past 3 years and have a parent who works in an agriculture related job. Migrant funds are utilized to provide school supplies, tutoring, and assistance with other ----++needs to help them be successful students.

Mount Vernon ISD has a total staff of 234.2 members, with 123.7 teachers (25.2 male, 98.4 females), 9.7 professional support staff, 6.7 campus administrators, and 4.5 Central Office administrators. Of the 123.7 teachers, 114.7 are White, 2 are African American, and 7 are Hispanic.

The district's teacher/student ratio is generally 1 teacher for every 14-19 students for grades PK - HS. Specialized teachers, AEP, DAEP SPED, Behavior Unit, etc. work with smaller numbers of students and bring our teacher/student ratio to 1/14.9 according to the 2016-2017 TAPR data. MVISD has 100% Highly Qualified Teachers who are dedicated to helping every child be successful. **Based on 2016-2017 TAPR Report will be updated when new report is released.**

Demographics Strengths

Mount Vernon ISD has been referred to as the "heart" of Mount Vernon and Franklin County. Community members, local churches, businesses and citizens provide immeasurable support through volunteer programs, events, recognitions and other ways that offer encouragement to our students and staff. The

feeling of being part of a supportive family gives our school an advantage that few school communities are afforded. Mount Vernon ISDs strengths are found in its supporters, its parents, its teachers, its staff and it students.Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district enrollment has decreased during the last two years. **Root Cause:** Several industries and businesses have closed due to the economy and families have moved for work related reasons. Affordable housing is also difficult to find for singles or young families.

Student Academic Achievement

Student Academic Achievement Summary

MVISD Grades 3-8 Level II performances exceeded state average in 7 of 17 tested areas and region average scores in 9 of 17 areas tested, while 3 of 17 Grades 3-8 Level iii performances exceeded state and region scores in 9 of 17 areas. MVISD Subject 2018 **Level I Approaches** (2017 in brackets) scores are as follows: **Reading** 77%(+4) for All Students, 61%(=) for AA, 77% (-13) for Hispanic, 79%(-9) for White, ECO 70%(+3) and 31%(+5) for SPED. 3-8, **Math** STAAR scores for MVISD Math performance for all students is 86% (-1), for AA 74%,(-6) Hispanic is 89% (+4), White is 79% (-9), Eco is 82% (-1) and SPED is 46%(-2). MVISD **Writing** performance was 56%(-10) for All Students, 37% (N/A) for AA, 50%(-6) for Hispanic, 60% (-14%) for White, ECO 48%,(-8) and 9% (-13) SPED student groups. District **Science** performance was 78%(+5) for All Students, 64%(=) for AA, 72%(-3) for Hispanic, and 80% (+6) for White , ECO 70%(+3) and SPED 38%(+6) for the student groups. District **Social Studies** performance was 80%(=) for All students, 58%(-9) for AA, 74%(-1) for Hispanics, 85%(+1) for White, ECO 69%(-2) and 41%(+9) for SPED student groups.

MVISD End-of-Course Performance had 10/15 above in the Region and State Approaches, Meets and Masters.

MVISD and all four campuses achieved "Met Standard" ratings for 2018 Accountability. The District, High School and Middle School received a B in the new A-F Accountability rating. MVISD Elementary received a D.

Campuses earned DISTINCTION DESIGNATIONS as follows:

Mount Vernon ISD: None

Mount Vernon High School - Academic Achievement in Science,

Mount Vernon Junior High - Academic Achievement in ELAR, Top 25% Academic Growth, Top 25% Closing Performance Gaps, Post secondary Readiness.

Mount Vernon Intermediate - Academic Achievement in Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, Post Secondary Readiness.

Mount Vernon Elementary - None

Each campus received Additional Support Targeted Areas that must be addressed in the current school year. Targeted areas of improvement are designed to ensure that student groups which are too small to be reported for accountability are recognized as areas of need. Targets are in place so that no child is overlooked and that districts and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests. High School Missed Targeted areas include: ELL and SPED Current and Monitored, Middle

School Two or More Races, Elementary All Students, African American and White. Due to our campuses missing receiving Additional Targeted Support, a team from each campus completed

Student Academic Achievement Strengths

MVISD Approaches reading level increased by a few % points in all areas except white.

Level 11 Student Performance in the End-of Course assessments that exceeded both State and Region 8 performance were Algebra 1, Biology, English 1 and English 11. Level 11 Student Performance in U.S. History was 1% below Region 8 performance and 2% lower than the state performance.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: District Reading scores are showing a decline across the campuses. **Root Cause:** Instruction and grading is not cohesive to the level of TEKS for each grade level.

Problem Statement 2: The performance of white students was a missed target of all campuses. **Root Cause:** A high level of engagement must be present for all students.

District Processes & Programs

District Processes & Programs Summary

In December of 2017, a District Staff Survey was given to all staff to assess the district processes and programs. 100% participation was received due to a stipend for completing the survey.

A review by our Leadership team during the summer revealed that school-wide processes needing improvement: (1) District/Campus-based, common assessments (CBAs) including the analysis of results, (2) reaching instructional rigor, and (3) a review of all special programs to focus on how to better meet the needs of all students.

For the 2017-2018 school year, the district chose to move from DMAC Data Management System to using the Eduphoria Suite. This allowed all lesson planning, common assessments, STAAR Data, TELPAS data, Staff Evaluations and demographic information to be stored in one location. This change paved the way for us to focus on learning how to design and implement better campus-based common assessments (CBAs) and how to conduct effective assessment analysis meetings. Professional development included a How to Write Grade Level Questions Aligned to your TEKS, Eduphoria Creation of Lesson Plans, CBA scoring and Aware training have been the focus for this school year. We are moving forward with our Leadership Academies for Principals, and Assistant Principals, Lead Teachers for each campus that are sharing learned skills with their staff, and a better understanding on how to use data to ensure our children are making progress.

After school tutorials with bus service has allowed more students to take advantage of additional help. We will continue to work to improve this process by implementing a district benchmarks in December and other CBM measures to guide campuses in conversations with parents. Our goal is a +10 growth for all students. As we move forward, we hope to increase the understanding of all staff on how to marry the CBM data, RTI, and the afterschool tutorials so all students are receiving needed instructional interventions.

District Processes & Programs Strengths

Area will be updated when new TAPR report is available.

Mt. Vernon ISD has identified the following strengths:

- All campuses report progress in designing Curriculum Bases Assessments.
- The Leadership team and most staff members are seeing the relationship between the creating Curriculum Based Assessments and writing lesson plans. Reteaching those skills that are not mastered become evident in this process.
- Most teachers participated in multiple professional development opportunities during this past school year focused on designing, and implementing CBA's. Future training will be on analyzing the results and using them to improve instruction.

- Teachers have a strong sense of urgency to implement the best instructional practices every class period, every day.

Additional strengths include:

- The latest TAPR confirms that the average number of years experience for a MVIDS teacher is 14.3. The state average years of experience is 10.9 for teachers.
- The TAPR also reveals that MVIDS teachers' average teaching experience with the district is 8.1 and exceeds the states average of 7.2.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: MVIDS needs professional development writing quality assessments that is based on current student needs determined by curriculum based assessments. **Root Cause:** Our staff has had numerous hours of professional development to assist with classroom instruction but very little directed at creating test that will guide the instructional process.

Problem Statement 2: Grades in some areas are inflated and do not match student achievement on STAAR test. **Root Cause:** Teaching is taking place but learning is not.

Problem Statement 3: Some students are not attending summer school or tutorials. **Root Cause:** A minimum number of students are invited to attend tutorials and summer school. A larger number of students must be identified to receive these services and better parent communication is needed.

Perceptions

Perceptions Summary

In December 2017, a Campus a District Survey was given to all staff to assess the district and campus culture and climate. 100% of the staff participated in the survey.

A district parent survey will be conducted soon.

Job satisfaction:

Survey participants responded favorably regarding job satisfaction, with at least 88 percent expressing agreement with each statement. Four items had at least 97 percent agreement: like the work, understand expectations, feel good about accomplishments, and using skills and abilities.

Overall, respondents view job satisfaction favorably there were three notable decreases. Ratings for being proud to work at MVISD decreased 5 percentage points from 2015 to 95 percent and recommending their district decreases 8 points from 2015 to 88 percent this year. Respondents were slightly more likely to recommend their campus (91 percent) which only had a 4 percentage point decrease from 2015.

There were mostly small fluctuations from 2015, indicating that the district respondents are again satisfied by the work they do. Later topics will give additional insight into what items, outside of the job itself, make respondents satisfied with their employment at Mount Vernon ISD.

Overall Results:

Survey participants responded favorably regarding job satisfaction, with at least 88 percent expressing agreement with each statement. Four items had at least 97 percent agreement: like the work, understand expectations, feel good about accomplishments, and using skills and abilities.

Overall, respondents view job satisfaction favorably there were three notable decreases. Ratings for being proud to work at MVISD decreased 5 percentage points from 2015 to 95 percent and recommending their district decreases 8 points from 2015 to 88 percent this year. Respondents were slightly more likely to recommend their campus (91 percent) which only had a 4 percentage point decrease from 2015.

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Perceptions Strengths

Due to a declining attendance , MVISD Marketing Committe has continued to assist with the image of our school and to promote community based activities.

We have sponsored a Tiger Tailgates to support the MVISD Tiger football team, created a district wide slogan and hashtag. Our superintendent has increased the use of social media and others have followed suit to create a larger following for our district and campuses.

The marketing committee is preparing a brochure to highlight the strengths of MVISD to be shared with local real estate agents, Chamber of Commerce and other locations to attract families to our area.

The Elementary campus provides opportunities for the parents to be on campus on a regular basis by highlighting the students in musical events, open house or activities that involve physical activity. The High Schooland Middle school campuses have activities that are centered around athetics and their fine arts program that encourage parents to be present and involved.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 15, 2018

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.

Performance Objective 1: MVISD will provide quality instruction, continuous monitoring, and intervention programs so 100% of our students reach a plus 10 growth in all core content areas and on state assessments.






Evaluation Data Source(s) 1: 2018 State Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Ensure the implementation of the MVISD TEKS Resources curriculum with fidelity in K-12 in all core academic areas to provide a research-based, aligned curriculum as follows: The MVISD District Curriculum Team will provide (and update as needed) a written Curriculum Plan for Implementation that includes (1) implementation that is consistent with every campus K-12, and (2) TEKS based lesson planning created in Eduphoria Forethought that is built around curriculum based pre and post assessments.</p>	2.4, 2.5, 2.6	Assistant Principal(s), Assistant Superintendent(s), Curriculum Director, Principals, Superintendent					

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide core content area support and professional development for teachers and administrators through Region VII Content Area Specialist, the ESC Science and Math Collaborative, the STAAR Writing Cohort, teacher conferences and other research based training in order to meet the diverse needs of students and support quality instruction. Develop a plan for teachers who attend professional development to share what they have learned. Options for sharing information may include (1) email with a short summary of information gained, scanned documents, or links to websites acquired at trainings; (2) use of Project Share or other professional learning communities to disseminate information to specific teacher groups; (3) sharing information at teacher/team meetings, and/or through classroom learning walks, etc. Provide substitute teachers for classroom teachers attending professional development. Provide classroom materials for teachers to implement the curriculum. (NCLB: 1,3)</p>		<p>Campus Administrators, Curriculum Directors, Instructional Facilitator, Teacher(s)</p>					
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Ensure that students are making +10 growth in all academic areas by updating the Response to Intervention (RTI) process to include current and data from curriculum based checkpoints. This process will be led by campus administrators and incorporated into teachers lesson planning. The that data collection and review are basis for making decisions to impact student achievement. Data discussions with lead teachers and/or campus administrators should be held on each campus where student data, including performance on state and local assessments, are consistently reviewed and monitored by teachers and administrators to provide intervention as appropriate for each student in all core content areas.</p>		<p>Campus Administrators, Curriculum Director, Instructional Facilitator, Teacher(s)</p>					

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide accelerated instruction in reading & math for struggling students in grades K-12 by furnishing pull-out programs, educational aides, class-size reduction, volunteer programs, summer school, after school tutorials for students Tier 2 and 3 instruction. Utilize Education Galaxy, I-STATION, Study Island software at Elementary, and JH. , A+ software is being implemented at the high school to provide accelerated instruction in all content areas. HS teachers for each of the EOCs required for HS graduation (English 1, Algebra 1, English 11, and U.S. History) will provide accelerated instruction before school, after school and in the summer</p>		<p>Assistant Superintendent(s), Campus Administrators, Community Volunteers, Educational Aides, Special Ed Teachers, Teacher(s)</p>					
<p align="center">Critical Success Factors CSF 5 CSF 7</p> <p>5) Conduct an audit of CTE classes to ensure that proper pathways for courses are available to students to increase endorsements and certifications. Assess current PEIMS coding for CTE classes and provide training on proper coding techniques to maximize funding opportunities. (Title 1 SW: 34,10) (Target Group: All) (NCLB: 1,3,5)</p>		<p>Assistant Principal(s), Assistant Superintendents(s), Campus Administrators, Principals, Teacher(s) Technology</p>					
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Mount Vernon ISD will combine Title Funds, State Compensatory Funds, and Local Funds to close the scoring gap, including passing percentage and advanced performance, on state mandated tests for all study group members. (NCLB: 1,5)</p>		<p>Assistant Principals(s), Assistant Superintendent(s), Principals, Superintendent</p>					

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>7) A comprehensive needs assessment will be conducted by the district site based committee to identify educational strengths and weaknesses in student performance, curriculum (including alignment), parental involvement, and the campus facility (including physical structure and campus climate). A variety of qualitative and quantitative data sources will be used. (NCLB 4)</p>	2.4, 2.6	Superintendent, Assistant Superintendent, Campus Principals					
<p align="center">Comprehensive Support Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Provide Leadership Academies, web based programs and other staff development opportunities that will assist the campus leaders in the ability to guide staff in reaching the +10 growth measure for all students.</p>	2.4, 2.5, 2.6	Superintendent, Assistant Superintendent					
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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.





Performance Objective 2: Provide specific programs to meet the diverse needs and interests of all student groups to ensure that 100% make a 10+ growth on state assessments.

Evaluation Data Source(s) 2: 2018 State Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide an intensive Bilingual/ESL program to meet the needs of limited English proficient students at each grade level. Utilize Rosetta Stone and Imagine Learning software for students who are within the first 2-3 years in U.S schools to enhance and track their progress in attaining proficiency in English. Employ HQ Bilingual Teachers and Aides to support students who are in their first year in U.S. schools.(NCLB: 2,5)</p>		Campus Administrators, Director of Special Programs, Staff, Teacher(s)					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Provide Bilingual/ESL Summer School for students entering Kindergarten and 1st Grade, as required by TEC-Chapter 89, to support the academic, affective and linguistic needs of LEP students. Incorporate other grade levels of Bilingual students as funds permit. (NCLB: 2)</p>		Campus Administrators, Staff, Teacher(s)					

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Establish a competitive Bilingual/ESL program by utilizing local funds to furnish Bilingual and ESL teachers stipends for additional responsibilities in providing support for LEP students. Actively recruit and hire Bilingual certified Kindergarten and 5th Grade teachers for the 2017-2018 school year. (NCLB: 2)</p>	2.4	Campus Administrators, Principals, Staff, Teacher(s)					
<p>Critical Success Factors CSF 1</p> <p>4) Use Migrant Funds to provide Migrant student services including school supplies, and other services in order to support their academic success. (NCLB: 1,5)</p>		Campus Administrators, Counselor(s), Director of Special Programs, Teacher(s)					
<p>Critical Success Factors CSF 1</p> <p>5) Provide an effective gifted and talented program to meet the needs of identified students. (Title 1 SW: 3) (Target Group: GT) (NCLB: 3)</p>	3.2	Campus Administrators, Counselor(s), Assistant Superintendent, Teacher(s)					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide instruction at the appropriate level for special populations (Pre-K, GT, SPED, LEP, Dyslexia, and Bilingual) that allow them to be successful in the classroom and on state assessments. (NCBL: 3,4)</p>	2.4, 2.5, 2.6	Campus Administrators, Principals, Teacher(s)					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>7) Provide a high quality, Full day Head Start program, Pre-Kindergarten program to help economically disadvantaged and LEP students prepare for Kindergarten. (NCLB: 4,5)</p>		Campus Administrators, Counselor(s), Instructional Facilitator, Superintendent, Teacher(s)					

<p align="center">PBMAS</p> <p align="center">Equity Plan Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) MVISD will escalate the integration of technology through increased funding/purchasing of electronic mobile devices for teachers and students. (NCLB: 1,3,5)</p>	<p align="center">2.5</p>	<p>Campus Administrators, Campus Instructional Technologist, Director of Technology, Teacher(s)</p>					
<p>Funding Sources: 244 - Perkins Career & Technical Education - 0.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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.

Performance Objective 3: Provide professional development activities that equip teachers and administrators to foster high expectations for academic success among all students so that 100% of students are successful in the core academic areas and on state assessments.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>1) Continue to support an MVISD Professional Development Plan that focuses on MVISD TEKS Resources Curriculum implementation and student monitoring. Utilize ESC 8 specialists, state conferences and local personnel to support teachers and provide professional development that addresses successful strategies for all students and for specific student groups. Include staff development needed in the following areas of curriculum implementation: (1) TEKS Resource Curriculum Documents and Unit Assessments. (2) Eduphoria to develop formative and summative assessments and disaggregate student performance data. (3) Common time for vertical alignment meetings (PK-5, 6-12) so teachers may collaborate and use student data to plan effective instruction and interventions. (NCLB: 1,3)</p>		<p>Campus Administrators, Curriculum Director, Principals, Region 8 Staff, Teacher(s), Technology</p>					
<p>Critical Success Factors</p> <p>CSF 1</p> <p>2) Provide opportunities for staff to acquire technology training, including scheduled classes, online courses and regional and state technology conferences. In addition, provide staff development through the Region 8 Digital Media/Instructional Technology Cohort and the MVISD Technology Specialists to help teachers integrate technology into the curriculum in order to enhance student learning. (NCBL: 1,3,5)</p>		<p>Campus Administrators, Curriculum Director, Region 8 Staff, Staff, Teacher(s), Technology</p>					

<p>3) Establish a Mentor program that provides support for new teachers in the areas of curriculum implementation, classroom management and student performance. Provide training and on-going professional development for the Mentor teachers as well as an incentive program that allows for comp time as appropriate for after school time spent for planning. (NCLB: 3,4,5)</p>		<p>Campus Administrators, Curriculum Director, Teacher(s), Technology</p>					
<p>Critical Success Factors CSF 1</p> <p>4) Provide staff development opportunities for the staff to work as teams to develop academic checkpoints and assessments that include high level(Depth of Knowledge) question stems that will ensure the students are reaching the level of rigor needed to be successful at the next grade level. (NCLB 5)</p>		<p>Assistant Superintendent(s), Campus Administrators, Teacher(s)</p>					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


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.

Performance Objective 4: Utilize resources to attract and retain quality teaching candidates and existing staff members.


Evaluation Data Source(s) 4: Number of retained quality staff members and number of quality candidates applying for open positions.

Summative Evaluation 4:

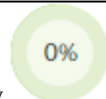
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Hire qualified and effective teachers and paraprofessionals. Post job openings on local, regional and state websites, participate in college recruitment fairs. (NCLB: 1,2,3,4,5)</p>		Campus Administrators, Principals, Superintendent					
<p>Critical Success Factors CSF 7</p> <p>2) Provide stipends for difficult to fill positions such as HS Spanish and Bilingual in order to be competitive and attract and retain highly qualified and effective teachers. (NCLB: 3,5)</p>		Campus Administrators, Principals, Superintendent					
<p>3) Provide training for administrators recognize quality teaching, questioning skills and classroom management to provide consistency of effective staff members throughout the district.</p>							




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

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.

Performance Objective 5: Address 2017-2018 Additional Target Improvement areas and PBMAS criteria in order to improve Student Achievement by all student groups.

Evaluation Data Source(s) 5: 2018 State and Federal Accountability

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that district and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests. MVIDS met 47 of 52 State System Safeguards in 2017. MVIDS missed Federal System Safeguards in Reading and Math for several student groups. Mount Vernon ISD is dedicated to ensuring that every child receives excellent instruction and support in order to be successful in the classroom, on state assessments, and beyond graduation. (NCLB: 1,5)</p>		Assistant Principal(s), Director of Special Programs, Educational Aides, Principals, SPED Director, Teacher(s)					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



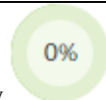

Goal 2: Mount Vernon ISD will actively involve parents as partners in the education of our students through planning, information sharing, and program designing to provide a safe and productive learning environment.

Performance Objective 1: Provide quality communication to parents in order to provide a positive school-home experience for all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Campuses will use technology, including web pages, Facebook, Twitter, Instagram and district/campus website to communicate with parents about school programs, activities, character education, and athletic events. Campuses will use the School Messenger phone system to communicate with parents about student absences, early release reminders, late starts, weather warnings, and other information related to student safety. (NCLB 4,5)</p>	3.2	Campus Administrators, Counselor(s), Librarian, Principals, Teacher(s), Technology					
<p>Critical Success Factors CSF 5</p> <p>2) Campuses and teachers will communicate with parents about individual academic progress and student behavior through the electronic grade book/Parent Portal, parent conferences, telephone conferences, postal mail, email and other appropriate measures. (NCLB: 1,5)</p>	3.1, 3.2	Campus Administrators, Principals, Teacher(s), Technology					

<p>Critical Success Factors CSF 5</p> <p>3) Encourage parent and community involvement through Title 1 meeting, assemblies, grade level productions, Campus Open House, Curriculum Nights, and volunteer and mentor programs, such as Lunch Pals, the Backpack Program, and Mount Vernon Cares. Use the school marquee to post times and locations for events. Offer Adult ESL for parents of limited English proficient students. NCLB:1,5)</p>	<p>3.1, 3.2</p>	<p>Campus Administrators, Community Volunteers, Counselor(s), Parent Volunteers, Principals, Teacher(s)</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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.

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

Evaluation Data Source(s) 2: District attendance results for the 2018-2019 school year.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Equity Plan Strategy Critical Success Factors CSF 4 1) Campuses will find ways to motivate students to strive for perfect and good attendance by providing incentives and increasing classroom student engagement.. (NCLB 1,5)	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administrators, Counselor(s), Parents, Principals					
Critical Success Factors CSF 1 2) Campuses will provide support to students who are at risk of dropping out of school, including mentor programs, counseling, Communities in Schools assistance, accelerated instruction, tutoring, and A+ credit recovery. (NCLB: 5)		Campus Administrators, Community in Schools, Counselor(s), Dean of Student Services, Teacher(s)					
Critical Success Factors CSF 5 3) Comply with procedures for district truancy prevention program and partner with local judicial agency to promote restorative discipline practices for students and families out of compliance. (NCBL: 5)		Assistant Principal(s), Campus Administrators, Parents, Principals					

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.

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

Evaluation Data Source(s) 3: Number of AEP referrals and severe discipline issues during the 2018-2019 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) MVISD personnel will disseminate the crisis management plan specific to each campus among school personnel. The MVISD Chief of Police will provide training for staff in the event of a crisis and additional security on campuses and at extracurricular events. Conduct fire, lockdown and tornado drills on each campus regularly to ensure that students and staff are aware of what to do in the case of an emergency. (NCLB: 4)</p>		Board of Directors, Campus Administrators, MVISD Chief of Police, Parent Volunteers, Staff					
<p>Critical Success Factors CSF 6</p> <p>2) Provide CPR training for teachers and students. Train teachers who work with high-risk students on the use of an Automatic External Defibrillator (AED). Post location of the AED in each classroom with the evacuation plan. (NCLB: 4)</p>		Campus Administrators, Curriculum Director, School Nurse					
<p>Critical Success Factors CSF 6</p> <p>3) Consistently improve safety measures by maintaining all security cameras and outdoor lighting and by securing outside doors to restrict campus access. (NCLB: 4)</p>		Campus Administrators, Technology Department, MVISD Police Chief and Facilities Director					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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.

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

Evaluation Data Source(s) 1: Increase in community awareness in needs of school district.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Continue partnerships with local businesses, community leaders, and volunteers who serve as mentors for students in the Lunch Pal, Reading Pal, Breakfast Crew, Lowe's Study Buddies, Mount Vernon Cares, and Big Brother Programs. (NCLB: 5)</p>		Campus Administrators, Community Volunteers, Counselor(s)					
<p>Critical Success Factors CSF 5</p> <p>2) MVHS will continue to work with the Franklin County Chamber of Commerce to provide a Leaders of Tomorrow Program for 25 Junior Class students who participate in activities highlighting business, government, education, health care and industry. (NCLB: 1,4,5)</p>		Cam;pus Administrators, Community Volunteers, Counselor(s), Student Council Sponsors					
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Work with Rotary and NTCC to provide scholarships to 8th Grade at-risk students who are members of the Rotary organized Interact Club that encourages community service and involvement. (Title 1 SW: 2,10) (Target Group: AtRisk) (NCLB: 1,5)</p>		Community Volunteers, Counselor(s), Principals, Teacher(s)					





<p>Critical Success Factors CSF 1</p> <p>4) MVIDS Communities in Schools will work with Rotary Club to continue the Backpack Program for Elementary and Intermediate students and with Mount Vernon Cares program for JH and HS students in order to provide nutritious food for the weekends. In addition, MVIDS will work with local churches and volunteers to provide Bountiful House, an after-school mentoring program, and Lunches or Love for at-risk students during summer break.(NCLB: 1,4,5)</p>		<p>Community In Schools, Community Volunteers, Counselor(s)</p>					
<p>Critical Success Factors CSF 5</p> <p>5) Support various school booster clubs in an effort to encourage student participation in extracurricular activities and build home-school-community relations. (NCBL: 5)</p>		<p>Campus Administrators, Community Volunteers, Parents, Staff, Teacher(s)</p>					
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) MVHS will continue to work with the Franklin County Chamber of Commerce and other entities to provide students opportunities to participate in activities highlighting business, government, education, health care and industry to create interest in CTE courses. (NCLB: 5)</p>		<p>Campus Administrators, Community Volunteers, CTE Director</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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.

Performance Objective 2: Implement resources and work with community personnel to provide a safe and drug free learning environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) MVISD will work with local medical, government and law enforcement officials to implement the school and community evacuation plan in the event of a catastrophic or natural disaster. (NCBL: 4)</p>		Community Volunteers, MVISD Chief of Police, School Nurse, Staff, Superintendent					
<p>Critical Success Factors CSF 5</p> <p>2) The MVISD Chief of Police will work with law enforcement officials to provide patrol and support for a safe environment during extra-curricular activities and in situations requiring law enforcement intervention. (NCBL: 4)</p>		Campus Administrators, MVISD Chief of Police, Principals					
<p>Critical Success Factors CSF 4 CSF 5</p> <p>3) MVISD will work with local entities to provide drug awareness, drug abstinence training, the ESTEEM program, Red Ribbon Week activities, Shattered Dreams, Suicide Awareness presentation and periodic random checks for drugs on campus locations and random student testing. (NCLB: 5)</p>		Campus Administrators, Club Sponsors, Staff					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 1: Increasing the tools available to our staff and students on our technology inventory.

Summative Evaluation 1:



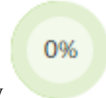

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) MVISD will maintain the current Technology Infrastructure and work to improve the bandwidth between buildings (with a goal of 10 Gigabytes) in order to support more wireless connections and additional technology labs. (NCLB: 1)</p>		Director of Technology, Superintendent, Technology					
<p>Critical Success Factors CSF 1</p> <p>2) Continue maintaining/upgrading Computer Labs on all campuses to ensure PK - 12 students have the tools necessary to prepare them for learning and working in a technological society. (NCLB: 3,4,5)</p>		Campus Administrators, Director of Technology, Technology					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 2: MVISD will continue utilize local and state funds to update facilities that provide safety for our students.

Evaluation Data Source(s) 2: Budgeted money spent toward safety.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) MVISD will continue to maintain and make improvements to current facilities so that student learning continues without disruption.</p>		Superintendent, Facilities Director, School Board, and Principals					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Kathie Thompson	Committee Chair
Administrator	Jason McCullough	Superintendent
District-level Professional	Craig Watson	Special Education Director
District-level Professional	Jennifer Sumrow	Student Services Director
Parent	Kayce Jordan	Parent
Parent	Jeremy Cameron	Parent
Business Representative	Dale Sellers	Business Owner
Community Representative	Ken Greer	Community Member
Business Representative	Zarinksi Morton	Guaranty Bank
Administrator	Crystal Adams	Middle School Principal
Administrator	Jason Glover	High School Principal
Administrator	Jennifer Driver	Elementary Principal
Classroom Teacher	Marti McCoy	6th Grade Math Teacher
Classroom Teacher	Amanda Harper	7th Grade ELA
Classroom Teacher	Brittany Finney	SPED Teacher Middle School
Classroom Teacher	Kayla Clawson	High School Math
Librarian	Diane Ramsay	Library/Media Specialist
Classroom Teacher	Misty Joplin	CTE Teacher
Classroom Teacher	Michelle Barron	High School English
Classroom Teacher	Shelby McAdoo	Elementary Teacher
Classroom Teacher	Lindsey Gable	Elementary Classroom Teacher
Classroom Teacher	Dayna Watson	Elementary Fine Arts Teacher
Community Representative	Donya Barker	Community Representative
Non-classroom Professional	Woodrow Thomas	Technology Director
Non-classroom Professional	Barbara Shubert	Business Manager

Classroom Teacher	Adrian Bolin	5th Grade Reading
Classroom Teacher	Rachel Kittle	2nd Grade Teacher
Classroom Teacher	Christa Harrison	KDG. Teacher
Classroom Teacher	Jenna Wilkins	High School Science

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$357,666.00
+/- Difference					\$357,666.00
224 - IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$332,663.00
+/- Difference					\$332,663.00
225 - IDEA B, Preschool, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,052.00
+/- Difference					\$19,052.00
244 - Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8	Technology Hardward		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,295.00
+/- Difference					\$19,295.00
262 - Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,713.00
+/- Difference					\$50,713.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$24,095.00
+/- Difference					\$24,095.00
Grand Total					\$0.00