Mount Vernon Independent School District

Mount Vernon Elementary

2018-2019 Campus Improvement Plan

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.

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Comprehensive Needs Assessment

Revised/Approved: November 06, 2018

Needs Assessment Overview

A comprehensive needs assessment will be conducted by the campus 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.

Demographics

Demographics Summary

Mt. Vernon Elementary is a Pre-K-4th grade Title I campus in Mt. Vernon ISD located in Mt. Vernon, Texas. Mount Vernon is the county seat of Franklin County, Texas in the northeastern part of the state of Texas. Mt. Vernon ISD is the sole district serving Franklin County and its residents. Student enrollment at the Elementary campus has decreased for the past three years. Enrollment has decreased from 695 students to 669 students in 2016-2017 down to 637 students in 2017-2018, and down to a current enrollment of 605 students.

Student demographics for the campus are: 7% African American, 27% Hispanic, 78% White, 22% American Indian, .8% Asian, .1% Pacific Islander. 43% of the student population is considered At-Risk and 68% are Economically Disadvantaged. 16% of the students at Mt. Vernon Elementary are LEP (Limited English Proficient), 9% of students are served by Special Education services, 4% are served by 504 program services, 4% of the student population qualify as Dyslexic and receive instruction from a Dyslexia Specialist.

The campus mobility rate is 11.8%, which is below the state average of 16.5%. Attendance rates have remained steady over the last three years, averaging between 96 and 97%. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

While the federal mandate for highly qualified requirements has expired, Mt. Vernon Elementary School continues to place a high priority in employing a high-quality, talented staff. Two new teachers have been hired for the 18-19 school year. Both of the new hires are experienced in the grade level and/or subject area they are assigned to teach.

Mt. Vernon Elementary school employs 38 general education teachers, 3 special education teachers, 1 speech pathologist, 1 certified PE teacher, 3 intervention/support teachers, 1 Dyslexia specialist, 1 certified counselor, 1 registered nurse, and 22 paraprofessionals/support staff. Of the 38 general education teachers, 5 are bilingual certified.

While overall student attendance remains consistently at 96-97%, Pre-K/Head Start and Kindergarten attendance is much lower, ranging in the lower 90s.

Demographics Strengths

Mt. Vernon Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area or request transfer to the district just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. Students at Mt. Vernon Elementary are very accepting of new students regardless of race or ethnicity.
3. There is a sense of unity, support, and a child-centered focus at Mt. Vernon Elementary. The administrative and instructional staff are open and

willing to try new techniques and methods of instructional support.
4. The Dual Language program has helped involve more Hispanic families with increased activities.
5. Letters and school communications are sent home in both Spanish and English.
6. To support our families and community, the Elementary office staff is bilingual in English and Spanish.
7. Overall, MVES has a consistently strong attendance percentage in grades 1-4.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.

Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.

Problem Statement 3: Campus-wide student attendance is impacted heavily by Pre-K and Kindergarten attendance percentages. **Root Cause**: An understanding of both students and parents of the importance of attendance in lower grades and exposure to new germs and illnesses.

Problem Statement 4: A mobility rate of close to 12% impacts student learning as those students lack consistency in their instructional environment. **Root Cause**: Lack of affordable housing and local employment contributes to student mobility.

Student Academic Achievement

Student Academic Achievement Summary

The 2018 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. Meets and Masters levels are all considered to have met expectations of the grade level instructional objectives. The Approaches category indicates that students are likely to succeed in the next grade or course, but with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are highly likely to succeed in the next grade or course as they have mastered grade level learning objectives.

2018 STAAR ALL STUDENTS	APPROACHES Grade Level Performance 2017	APPROACHES Grade Level Performance 2018	MEETS Grade Level Performance 2017	MEETS Grade Level Performance 2018	MASTERS Grade Level Performance 2017	MASTERS Grade Level Performance 2018	DID NOT MEET Grade Level Performance 2017	DID NOT MEET Grade Level Performance 2018
3rd Math	78%	69%	53%	32%	26%	11%	22%	31%
4th Math	86%	83%	55%	61%	32%	30%	14%	17%
3rd Reading	68%	77%	43%	29%	28%	18%	32%	23%
4th Reading	62%	68%	38%	33%	20%	17%	38%	32%
4th Writing	50%	41%	23%	21%	7%	3%	50%	59%

Scores decreased in the Approaches, Meets, and Masters performance indicators in 3rd grade Math and 4th grade Writing. Scores increased in both 3rd and 4th grade Approaches, but decreased in both Meets and Masters percentages. In 4th grade Math, scores increased in the Meets category, but decreased in both Approaches and Masters.

The low percentages in the Meets and Masters performance indicators reveals a need to focus on learning activities than extend and enrich learning objectives to challenge students and provide more rigorous instruction.

Digging deeper into the accountability data and using the Meets Grade Level performance indicator as the comparison standard, the following gaps exist:

READING

The Special Education (SpEd) scores show the greatest variance of all student groups as compared to all students at the Meets level. In 4th grade, 10% SpEd scored Meets Grade Level. In 3rd grade, 0% SpEd scored Meets Grade Level .An analysis of scores for each student group at each grade level in READING revealed the following:

An analysis of scores for each student group at the Meets Grade Level performance standard in READING revealed the following:

3rd Grade Meets Grade Level standard:

- All students: 29%, down from 43% in 16-17
- Economically Disadvantaged: 30%, down from 35% in 16-17, and higher than grade level average of 29%
- LEP: 20%, up from 13% in 16-17, lower than grade level average of 29%
- SpEd: 0%, same as 16-17, lower than grade level average of 29%
- Hispanic: 25%, down from 43% in 16-17, lower than grade level average of 29%
- African American: 20%, down from 35% in 16-17, lower than grade level average of 29%
- White: 30%, up from 13% in 16-17, higher than grade level average of 29%
- 2 or More Races: 20%, up from 0% in 16-17, lower than grade level average of 29%

4th Grade, Meets Grade Level standard:

- All students: 33%, down from 38% in 19-17
- Economically Disadvantaged: 24%, down from 27% in 16-17, lower than grade level average of 33%
- LEP: 23%, up from 18% in 16-17, lower than grade level average of 33%
- SpEd: 10%, up from 0% in 16-17, lower than grade level average of 33%
- Hispanic: 23%, up from 22% in 16-17, lower than grade level average of 33%
- African American: 11%, down from 20% in 16-17, lower than grade level average of 33%
- White: 38%, down from 47% in 16-17, lower than grade level average of 33%
- 2 or More Races: 80%, no comparison data from 16-17, higher than grade level average of 33%

The most significant finding(s) in the analysis of all READING academic achievement data is overall low scores in Meets and Masters performance categories and within the subgroups, significant differences in the categories of Economically Disadvantaged, Special Education, LEP, Hispanic, African American, and 2 or more Races.

MATH

The largest gap between student groups is between the SpEd scores and 2 or More Races scores as compared to all students at the Meets level. Both SpEd

and 2 or More Races sub-pops scores 0% in the Meets Grade Level category in 3rd Grade. In 4th grade, the largest gaps exist in SpEd students with 0% in Meets Grade Level, and also in African American students, who scored 22% in Meets Grade Level.

An analysis of scores for each student group at the Meets Grade Level performance standard in MATH revealed the following:

3rd Grade Meets Grade Level standard:

- All students: 32%, down from 53% in 16-17
- Economically Disadvantaged: 38%, down from 48% in 16-17, higher than grade level average of 32%
- LEP: 18%, down from 44% in 16-17, lower than grade level average of 32%
- SpEd: 0%, same as 16-17, lower than grade level average of 32%
- Hispanic: 36%, down from 51% in 16-17, higher than grade level average of 32%
- African American: no data (did not meet minimum size)
- White: 33%, down from 56% in 56% in 16-17, higher than grade level average of 32%
- 2 or More Races: 0%, down from 60% in 16-17, lower than grade level average of 32%

4th Grade Meets Grade Level standard:

- All students: 61%, up from 55% in 16-17
- Economically Disadvantaged: 42%, up from 40% in 16-17, lower than grade level average of 61%
- LEP: 55%, up from 46% in 16-17, lower than grade level average of 61%
- SpEd: 0%, down from 10% in 16-17, lower than grade level average of 61%
- Hispanic: 48%, up from 41% in 16-17, lower than grade level average of 61%
- African American: 22%, up from 0% in 16-17, lower than grade level average of 61%
- White: 52%, down from 68% in 16-17, lower than grade level average of 61%
- 2 or More Races: 60%, no comparison data for 16-17, lower than grade level average of 60%

The most significant finding(s) in the analysis of all MATH academic achievement data is overall low scores in Meets and Masters performance categories and within the subgroups, significant differences in the categories of Special Education, LEP, African American, and 2 or more Races. In 4th grade, significant differences occur in the categories of Economically Disadvantaged, Special Education, LEP, Hispanic, African American, White, and 2 or more Races.

WRITING

The largest gap between student groups is between the Special Education scores and the African American scores as compared to all students at the Meets level. An analysis of scores for each student group in WRITING revealed the following:

4th Grade Writing Meets Grade Level standard:

- All students: 21%, down from 23% in 16-17
- Economically Disadvantaged: 11%, down from 13% in 16-17, lower than grade level average of 21%
- LEP: 14%, up from 0% in 16-17, lower than grade level average of 21%
- SpEd: 0%, same as 16-17, lower than grade level average of 21%
- Hispanic: 10%, down from 12% in 16-17, lower than grade level average of 21%
- African American: 0%, down from 17% in 16-17, lower than grade level average of 21%
- White: 26%, down from 29% in 16-17, higher than grade level average of 21%
- 2 or More Races: 60%, no comparison data from 16-17, higher than grade level average of 21%

Teachers' observations and classroom grades are not consistent with the STAAR data, as teachers felt that the students would score higher, and benchmark testing projected higher scores on the 4th grade writing test.

The most significant finding(s) during the analysis of all WRITING academic achievement data is in the area of Special Education students and African American students.

Student Academic Achievement Strengths

Mt. Vernon Elementary has a population of hard-working students. The campus is proud of many different student achievement strengths, including:

- Students track their own academic progress in grades 2-5.
- Benchmark and checkpoint assessments are used to reteach, form small group instruction and intervention, and prepare for classroom differentiated instruction.
- STAAR Math scores in both 3rd and 4th grades increased due to common and consistent planning between grade levels.
- Students in need of intervention services through RTI and/or 504 are being identified earlier with supporting data and documentation.
- The utilization of small-group instruction as an in-class support for struggling students has increased.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.

Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

Problem Statement 6: Meets and Masters percentages are low across all content areas, grade levels, and student groups. **Root Cause**: Targeting lower performing and at-risk students has been a priority rather than focusing on the improvement of all students with an emphasis on enrichment and extension for higher achievers.

School Processes & Programs

School Processes & Programs Summary

Over the prior school year, the Elementary campus has focused on the implementation of better campus-based common assessments (CBAs) in Reading/Language Arts and consistent implementation of the RtI process campus-wide. Inconsistencies in grading vs. CBA scores and CBA scores vs. state assessment scores has resulted in a further examination and application of TEKS objectives in the depth, rigor, and complexity in which they are written. Academic vocabulary has also been an area of weakness in all grade levels and sub-pops.

Training has been provided to all grade levels in breaking down learning objectives to determine exactly what the standard is asking students to know, execute, apply, etc. along with a streamlined approach to vocabulary development with both academic vocabulary words that students will see in formal curriculum-based materials and vocabulary that is more common (every day vocabulary).

Professional development has been given and will continue to be implemented throughout the school year in data analysis, data disaggregation for instructional planning purposess. The Reading and Math interventionists will lead data days each six weeks in both Reading and Math through Glow and Grow sessions and Data Days. A Literacy Boot-Camp has also been scheduled as an eleven-part program to emphasize teaching and instructional strategies in the areas of word study, Reading workshop, Writing workshop, and putting all three areas together. The Literacy Boot-camp will provide all ELAR teachers with the same training in order to provide solid, consistent instruction throughout each grade level and enable students to receive consistent instruction with common strategies and approaches.

A campus survey taken in November 2017 indicated that 66% of staff felt they have sufficient access to instructional technology and 62% felt they had sufficient access to resources and materials.

The Elementary campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. All CBAs and Unit Assessments are written by the Reading and Math interventionists to ensure the level or rigor comparable to state assessments.

School Processes & Programs Strengths

Mt. Vernon Elementary has identified the following strengths:

- A sense of family within the campus setting.
- An emphasis on student success.
- Strong community support.
- Small class sizes with a low student to teacher ratio
- Teachers who care deeply about students

Additional strengths include:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (leadership team)
- RTI is being utilized successfully before students are referred to special education
- Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
- Interruptions are kept to a minimum during the instructional day
- The latest TAPR confirms that the number of Mt. Vernon Elementary teachers with 11-20 years experience (26.8%) is aligned with the state (27.3%).
- The TAPR also reveals that Mt. Vernon Elementary teachers' average teaching experience with the district (6.3%) is closely aligned with both district (7.7%) and state (7.3%).
- Benchmark and checkpoint assessments have been implemented and continue to be improved to provide information and data for planning purposes.
- Instructional staff is utilizing available data and data disaggregation programs for planning purposes.
- Collaboration between grade level instructional teams working toward implementing curriculum with fidelity with the use of common planning periods.
- Technology is being implemented and used more as an instructional support for learning.
- Teachers participate in annual goal-setting and professional development toward an independent and team goal.
- Eduphoria suite of software provides a unified platform for curriculum, lesson planning, and assessment (data collection and disaggregation).
- Curriculum maps for ELAR and Math have been developed and implemented in grades 1-4.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The programming of the RTI program has been provided more structure and definition, however, the instructional personnel to provide intervention services is limited. **Root Cause**: Interventionist positions have been recently added at the Elementary level in both Reading and Math with two teachers who are knowledgeable in pedagogy and instruction who will serve as a resource for teachers and to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

Problem Statement 2: Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause**: Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

Problem Statement 3: Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause**: Not all classrooms have adequate or functioning student computers to access instructional material and software. The three computer labs and IPad carts located in pods are in high demand with not enough time to allocate to the classrooms that need access. Additional IPads have been distributed to all classrooms, however, teachers also need training in the implementation of technology.

Problem Statement 4: There are limited opportunities for advanced learners and GT students which could extend and enrich their learning capacity. **Root**

Cause: Lack of training for differentiation for advanced learners, lack of specialized personnel for GT instruction, and scheduling difficulties hindered the development of high-level learners. Tiger Time has been implemented for 30 minutes daily to provide enriched instruction as well as intervention.

Perceptions

Perceptions Summary

One of the core beliefs at Mt. Vernon Elementary is that students learn best in an environment where they are loved and supported. Being a small community school, we serve the siblings of many of our students, and even the children of former students. We pride ourselves as feeling like one big family.
Tangible and intangible reward choices are offered frequently through the 'Caught Being Good' token system from Communities in Schools; students love having lunch with a friend, earning a Stinky Feet (no shoes) pass, or earning a popcorn and movie party. Jolly Notes and Bravo Beads are given to students and staff believing that this builds relationships and community.

Teachers know that in top classrooms, time is allotted for students to learn how to do routines and rituals correctly.
Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask. Students, staff, and parents feel that our school is a safe place to learn, that teachers will support them so that they can achieve at school and that rules are fair and consistent for all students.

This year, we continued our ROAR Rally events and have added a Yay Day at the end of each six week grading period. Students are allowed to participate in ROAR Rallies depending on their attendance and their good behavior. Yay Day provides recognition for Honor Roll students, good citizenship, and perfect attendance.

Our FUN (Faculty Unity and Networking)
Committee sponsors special monthly events to make sure our staff feel appreciated and valued. Events like Johnny Appleseed day, Pumpkin Day, Christmas treats, Valentines, St Patrick's treat, Fortune Cookie day, STAAR treats and End of the Year giveaways have contributed to building staff appreciation and morale.

Our Staff Survey showed that 85% of our staff feel as if they are supported with problems by their supervisor/administration and 86% feel appreciated by and trust their supervisor. 93% of staff felt respected by the campus principal. 95% of staff indicated that they felt their principal is effective in leading the campus to achieve its goals.

According to the Staff Survey, 96% of staff felt proud to work for Mt. Vernon ISD and 97% like the work they do and feel good about their accomplishments on most days. 96% of staff members felt that they can depend on their coworkers.

98% of staff feel campus administration provides leadership in setting and maintaining behavioral standards for students with 93% feeling that the student code of conduct is fairly and consistently enforced and 96% feling that they are given appropriate assistance to resolve disciplinary problems in their classroom.

The PTO is very small, averaging 5 or fewer members at PTO meetings. The PTO Board consists of only one officer having a child enrolled in MVISD

schools. Little information is distributed regarding PTO events or expenditures.

Perceptions Strengths

Mt. Vernon Elementary celebrates these strengths:

- Many opportunities for community involvement: Meet the Teacher, Grade Level Parent Meetings, Dad's Night, Open House, Turkey Trot, Turkey Bowl, Thanksgiving Meal, Family Olympics. Class field trips, class parties, and special projects are also offered to students and families.
- Supportive community that wants the school to be successful.
- Multiple means of communication: email, paper-based, website, automated calling program, communication apps (Bloomz, Remind, Class Dojo). Multiple resources and tools to provide information to parents keeps parents and families abreast of student progress, activities, and events.
- Bilingual office staff welcomes public and visitors in a positive manner and strives to project a positive atmosphere.
- Consistent, firm, and fair disciplinary practices and behavioral expectations for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The process and procedures for addressing concerns and complaints often overrides the published policy regarding 'Chain of Command'. **Root Cause**: Concerns and/or complaints are often taken directly to central administration or the School Board which eliminates the opportunity to resolve issues at the campus level. Publishing concerns and complaints on social media (Facebook, Twitter) rather than addressing the complaint or concern with teachers or administration leads to inflammation of the situation rather than resolution.

Problem Statement 2: Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause**: Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

Problem Statement 3: Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause**: Parent training is needed in current instructional techniques and strategies.

Problem Statement 4: PTO membership is extremely small with only one of the four officers having a child enrolled in MVISD schools. **Root Cause**: Restructuring of the PTO needs to be examined and considered.

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 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- 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
- Special education population, including performance, discipline, attendance, and mobility
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 15, 2018

Goal 1: Mount Vernon Elementary will create an innovative, engaging, and personalized system of learning which will define and implement measures by which student growth, progress, and success for all student groups can be determined in the core content areas of curriculum in Mathematics, Social Studies, Science, and English/Language Arts.

Performance Objective 1: MVES will continue to maintain a Met Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of MVES students meeting grade level or mastering grade level expectations for all students and for student groups/program groups on all STAAR tests will be at least:
80% for Reading, 80% for Math, and 70% for Writing.

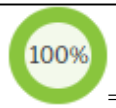
Evaluation Data Source(s) 1: STAAR data, Accountability information for 2018-19

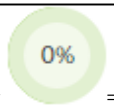
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 7 1) Mt. Vernon Elementary will allocate funds (199 in addition to Title I) toward the purchase of resources such as supplemental instructional software programs such as IStation and Study Island to engage and increase student learning in order to increase assessment scores.	2.4, 2.5	Lead Teachers Campus Administrators	Increase in student achievement and academics in the areas of Reading, Math, and Writing.				
	Problem Statements: Student Academic Achievement 1, 5 - School Processes & Programs 1, 3 **Funding Sources**: 211 - Title I, Part A - 11014.00						

Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) MVES will work to increase student achievement of all student groups and close achievement gaps between groups. Emphasis will be given to the targeted groups of: All Students, Hispanic, White, Economically Disadvantaged, ELs, Special Education, Continuous, and Non-Continuously enrolled, by providing supplemental intervention during the day through RTI blocks and Tiger Time and tutorials after school for targeted instruction in content areas tested by STAAR.	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administrators	Increase in student achievement and in quality of learning time in all core subject areas.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 4 **Funding Sources**: 211 - Title I, Part A - 0.00, 255 - Title II, Part A, TPTR - 0.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Mt. Vernon Elementary will develop and implement meaningful, varied checkpoint and campus-based assessments written in a format similar to state assessments to inform students and educators for continuous improvement and growth.	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administrators	Increase in Reading, Math, and Writing performance on STAAR.				
	Problem Statements: Student Academic Achievement 2, 3, 4, 5 - School Processes & Programs 1, 2, 3 **Funding Sources**: 199 - Local Funds - 2225.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Special programming, intervention, and related services will be provided to appropriately identified students such as Special Education, GT, 504, RTI, and LEP.	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administrators District Program Coordinators (SpEd, 504, GT, ELL)	Increase in state and local assessment scores, grades, and student achievement.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1, 4 **Funding Sources**: 199 - State Compensatory Education (SCE) - 98201.00						

Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 5) Disaggregate STAAR and local assessment data using Eduphoria to identify student academic need by skill and objective to aid in planning appropriate classroom instruction, reteaching, intervention, and extension. Achievement gaps between student groups (All, Hispanic, White, Economically Disadvantaged, EL, Special Education, and Continuous/Non-Continuous enrolled, will be identified and targeted for intervention.	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administration					
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 **Funding Sources**: 199 - Local Funds - 1875.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 7 6) Provide extensive, aligned professional learning to staff in the content areas of Reading, Language Arts, and Math through workshops and conferences, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.	2.4, 2.5, 2.6	Classroom Teachers Tutorial Personnel Campus Administration					
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 2, 3, 4 **Funding Sources**: 211 - Title I, Part A - 19500.00						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 2**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
Student Academic Achievement
Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.

Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

School Processes & Programs

Problem Statement 1: The programming of the RTI program has been provided more structure and definition, however, the instructional personnel to provide intervention services is limited. **Root Cause 1**: Interventionist positions have been recently added at the Elementary level in both Reading and Math with two teachers who are knowledgeable in pedagogy and instruction who will serve as a resource for teachers and to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

Problem Statement 2: Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 2**: Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

Problem Statement 3: Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 3**: Not all classrooms have adequate or functioning student computers to access instructional material and software. The three computer labs and IPad carts located in pods are in high demand with not enough time to allocate to the classrooms that need access. Additional IPads have been distributed to all classrooms, however, teachers also need training in the implementation of technology.

Problem Statement 4: There are limited opportunities for advanced learners and GT students which could extend and enrich their learning capacity. **Root Cause 4**: Lack of training for differentiation for advanced learners, lack of specialized personnel for GT instruction, and scheduling difficulties hindered the development of high-level learners. Tiger Time has been implemented for 30 minutes daily to provide enriched instruction as well as intervention.

Goal 1: Mount Vernon Elementary will create an innovative, engaging, and personalized system of learning which will define and implement measures by which student growth, progress, and success for all student groups can be determined in the core content areas of curriculum in Mathematics, Social Studies, Science, and English/Language Arts.

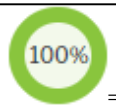
Performance Objective 2: At least 75% of all students will show growth on the STAAR Reading and Math tests, as measured by STAAR and the ELL Progress Measure. We will work to close gaps among all student groups, ensuring that all groups meet targets by the end of the 2018-2019 school year.

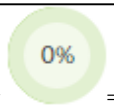
Evaluation Data Source(s) 2: Data and reports from STAAR assessment, monthly i Station reports, data reports from campus checkpoints and benchmarks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7	2.4, 2.5, 2.6	Classroom Teachers Campus Administrators Students	Increase in reading development as well as increase in the areas of reading and writing on STAAR.				
1) Mt. Vernon Elementary will develop and implement meaningful, varied assessments that inform students and educators for continuous improvement and growth.	**Problem Statements**: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1, 3 **Funding Sources**: 199 - Local Funds - 0.00, 255 - Title II, Part A, TPTR - 0.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administrators	Increase in scores on CBAs, Unit Assessments, and STAAR scores				
2) Students will participate in goal-setting sessions with their teachers, analyzing their performance on common assessments, graphing results, and aiming for improvement . Campus administration and interventionists will help disaggregate data formally on a routine basis; campus staff will analyze performance of sub-populations and growth rates of each.	**Problem Statements**: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 2, 4 **Funding Sources**: 199 - Local Funds - 2225.00						

3) Students in special education, GT, as well as at-risk students and students diagnosed with dyslexia or other reading disorders, will be provided supplemental instruction specific to individual needs.		Classroom Teachers Special Education Teachers Dyslexia Specialist					
	Problem Statements: Demographics 2 - Student Academic Achievement 5 **Funding Sources**: 199 - Local Funds - 0.00, 224 - IDEA B, Formula SpEd - 14093.00, 199 - State Special Education (SpEd) - 181195.00, 225 - IDEA B, Preschool, SpEd - 19579.00						



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 2**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
Student Academic Achievement
Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.
Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.
Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.
Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.
Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.
School Processes & Programs
Problem Statement 1: The programming of the RTI program has been provided more structure and definition, however, the instructional personnel to provide intervention services is limited. **Root Cause 1**: Interventionist positions have been recently added at the Elementary level in both Reading and Math with two teachers who are knowledgeable in pedagogy and instruction who will serve as a resource for teachers and to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

Problem Statement 2: Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 2**: Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.
Problem Statement 3: Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 3**: Not all classrooms have adequate or functioning student computers to access instructional material and software. The three computer labs and IPad carts located in pods are in high demand with not enough time to allocate to the classrooms that need access. Additional IPads have been distributed to all classrooms, however, teachers also need training in the implementation of technology.
Problem Statement 4: There are limited opportunities for advanced learners and GT students which could extend and enrich their learning capacity. **Root Cause 4**: Lack of training for differentiation for advanced learners, lack of specialized personnel for GT instruction, and scheduling difficulties hindered the development of high-level learners. Tiger Time has been implemented for 30 minutes daily to provide enriched instruction as well as intervention.

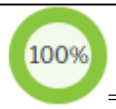
Goal 1: Mount Vernon Elementary will create an innovative, engaging, and personalized system of learning which will define and implement measures by which student growth, progress, and success for all student groups can be determined in the core content areas of curriculum in Mathematics, Social Studies, Science, and English/Language Arts.

Performance Objective 3: At least 35% of all students will score Masters performance level on all STAAR Reading tests, 35% Masters on all STAAR Math tests, and 20% Masters on all STAAR Writing tests.

Evaluation Data Source(s) 3: STAAR Results 2019

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Improve student achievement in all students groups so that more students score at the Masters Performance level, by identifying students closest to this threshold and targeting them during Tiger Time with extension activities.	2.4, 2.5, 2.6	Classroom Teachers Lead Teachers Campus Administration	Increased assessment scores, increase percentage of students achieving Masters performance, Levels of Distinction				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 4 **Funding Sources**: 199 - Local Funds - 0.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 2) Provide professional development to staff on vocabulary development and general reading and writing strategies. Extended language skills will promote extended thinking skills, resulting in better readers and writers	2.4, 2.5, 2.6	Teachers, campus administrators, interventionists	Increase percentages of students scoring at the Mastery level.				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 4						



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Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 6: Meets and Masters percentages are low across all content areas, grade levels, and student groups. **Root Cause 6**: Targeting lower performing and at-risk students has been a priority rather than focusing on the improvement of all students with an emphasis on enrichment and extension for higher achievers.

School Processes & Programs

Problem Statement 4: There are limited opportunities for advanced learners and GT students which could extend and enrich their learning capacity. **Root Cause 4**: Lack of training for differentiation for advanced learners, lack of specialized personnel for GT instruction, and scheduling difficulties hindered the development of high-level learners. Tiger Time has been implemented for 30 minutes daily to provide enriched instruction as well as intervention.

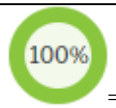
Goal 1: Mount Vernon Elementary will create an innovative, engaging, and personalized system of learning which will define and implement measures by which student growth, progress, and success for all student groups can be determined in the core content areas of curriculum in Mathematics, Social Studies, Science, and English/Language Arts.

Performance Objective 4: Mt. Vernon Elementary will work to close gaps among all student groups, ensuring that all groups meet targets by the end of the 2018-19 school year.

Evaluation Data Source(s) 4: Data from local and state assessments
STAAR results and data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Services will be provided to language learners and other students in special programs (SpEd, 504, RtI) through differentiation, modifications, and accommodations for stages of learning and learning needs.		Classroom Teachers Special Education Teachers Campus RTI Coordinator ESL/Bilingual Teachers Campus Administration	Increase in local and state assessment scores, grades, student achievement.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 2, 3, 5 **Funding Sources**: 199 - State Special Education (SpEd) - 0.00, 199 - Local Funds - 0.00, 199 - State Compensatory Education (SCE) - 0.00, 199 - State Bilingual/ESL - 0.00, 255 - Title II, Part A, TPTR - 30000.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 7 2) Through training, professional development, and financial support, MVES and MVISD will work to increase the number of ESL certified teachers on campus.		Campus Administration	Increase effectiveness of instruction of ELL students.				
	Problem Statements: Demographics 2 - Student Academic Achievement 3 **Funding Sources**: 255 - Title II, Part A, TPTR - 0.00						

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 3) Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program and effectiveness of instruction.		ESL Teachers Campus Administration					
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 3, 5 **Funding Sources**: 255 - Title II, Part A, TPTR - 0.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 4 CSF 7 4) MVES and MVISD will work to retain staff members working with special needs students and teachers certified in Special Education by providing continuous training and support.	2.4, 2.5, 2.6	Special Education Lead Teacher Campus Administration					
	Problem Statements: Demographics 2 - Student Academic Achievement 2 **Funding Sources**: 199 - State Special Education (SpEd) - 0.00, 224 - IDEA B, Formula SpEd - 0.00						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 5) Teachers will meet regularly to review student achievement data in AWARE, focusing on comparing sub-pop performance. Data will be sorted by sub-pops, and if improvement is not shown per sub-pop, small groups will be shifted to include students of specific, lagging sub-populations.	2.4, 2.5, 2.6	Teachers, Interventionists, Campus administrators	Gaps between student groups will close.				
 = Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 2**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
Student Academic Achievement

Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.
Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.
Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

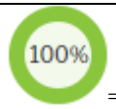
Goal 1: Mount Vernon Elementary will create an innovative, engaging, and personalized system of learning which will define and implement measures by which student growth, progress, and success for all student groups can be determined in the core content areas of curriculum in Mathematics, Social Studies, Science, and English/Language Arts.

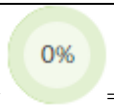
Performance Objective 5: Mt. Vernon Elementary will increase student reading abilities so that at least 70% of all student groups read on or above grade level.

Evaluation Data Source(s) 5: IStation reports
DRA scores
CBA and Benchmark data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 3 CSF 7 1) Training will be given to all ELAR teachers in all areas of Balanced Literacy included Guided Reading, Guided Writing, Word Study.	2.4, 2.5, 2.6	Campus administration	Common and consistent approach to Reading instruction Increased student reading abilities				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 4, 6						
2) Common assessments and universal screeners written in the language and rigor of STAAR for Reading and Language Arts will be developed and implemented.	2.4, 2.5, 2.6	Campus administration Reading Interventionist Lead Teachers	Increase in student reading abilities and reading assessment scores				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4, 5, 6						



= Accomplished = Continue/Modify 

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Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.

Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 2**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.

Student Academic Achievement

Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.

Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

Problem Statement 6: Meets and Masters percentages are low across all content areas, grade levels, and student groups. **Root Cause 6**: Targeting lower performing and at-risk students has been a priority rather than focusing on the improvement of all students with an emphasis on enrichment and extension for higher achievers.

Goal 2: Mount Vernon Elementary will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

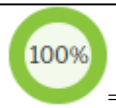
Performance Objective 1: Students and Teachers will use data to inform decision making regarding goal setting and instruction.

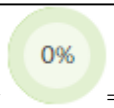
Evaluation Data Source(s) 1: STAAR, CBAs, local assessment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 1) Students will set academic goals, develop an awareness of performance and progress, and analyze their academic performance. Students will receive regular feedback and monitor and graph results to ensure that students and staff have ownership in student progress and growth.	2.4, 2.5, 2.6	Teachers, Interventionists	Increase in student performance				
	Problem Statements: Student Academic Achievement 1, 4, 6						

Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 2) Working with Instructional Interventionists and campus administration, teams of teachers will meet as PLCs on a weekly basis for planning instruction and the creation/analysis of common and local assessments. Results of such assessments will drive future instruction and will enable teachers to adjust and provide reteaching where needed. Academic Interventionists and campus administrators will participate in the development of the CBAs, as well as in the data analysis after administration.	2.4, 2.5, 2.6	Teachers, Interventionists, Campus Administration	Growth in student achievement and assessment scores				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2						
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 3) Campus Administration and Instructional Interventionists will use the district-provided Visioning Training as a guide to identify academic and programming needs.	2.4, 2.5, 2.6	Campus Administrators, Reading/Math Interventionists, Classroom Teachers	Improved instructional practices, Increase in student scores				



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Student Academic Achievement
Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.
Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.

Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

Problem Statement 6: Meets and Masters percentages are low across all content areas, grade levels, and student groups. **Root Cause 6**: Targeting lower performing and at-risk students has been a priority rather than focusing on the improvement of all students with an emphasis on enrichment and extension for higher achievers.

School Processes & Programs

Problem Statement 1: The programming of the RTI program has been provided more structure and definition, however, the instructional personnel to provide intervention services is limited. **Root Cause 1**: Interventionist positions have been recently added at the Elementary level in both Reading and Math with two teachers who are knowledgeable in pedagogy and instruction who will serve as a resource for teachers and to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

Problem Statement 2: Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 2**: Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

Goal 3: Mount Vernon Elementary will actively involve parents and community members as partners in the education of our students, working to develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

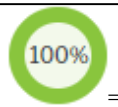
Performance Objective 1: Increase parental participation in school-wide events and parent-teacher conferences by 20% through events such as: Grade Level Parent Meetings, Fall Open House, Spring Open House, Field Trips, school-sponsored events (Field Day, Dad's Night, Turkey Trot, Family Olympics), as measured by sign-in sheets.

Evaluation Data Source(s) 1: Parent sign in sheets from each activity

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Mt. Vernon Elementary will host a minimum of six (6) parent involvement, engagement, and/or parent education activities in order to increase parent participation opportunities throughout the academic school year. Scheduled activities include: Grade Level Parent Meetings, Open House, Field Trips, Field Day, Dad's Night, Turkey Trot, Turkey Bowl, Family Olympics, Family Math Night, Family Literacy Night, CIS Back to School Fair, Lunches of Love, Lunch Pals, CIS Santa Store, CIS Back to School Store.	3.1, 3.2	Classroom Teachers Campus Administration Office Staff, CIS Staff	Increase in attended parent and community involvement opportunities				
	Problem Statements: Perceptions 2, 3 **Funding Sources**: 199 - Local Funds - 1000.00						
Critical Success Factors CSF 5 CSF 6 2) Increase membership in PTO.	3.2	PTO President, PTO Board, Campus administration	Increase in number of parents attending PTO meetings				
	Problem Statements: Perceptions 4						

3) Communicate school messages through the School Messenger automated call system and social media to inform parents of emergencies, schedule changes, etc.		Campus Administration Technology Department					
	Problem Statements: Perceptions 1, 3 **Funding Sources**: 199 - Local Funds - 0.00						
4) Use posts on school website calendar and social media to update and inform parents of campus events.		Campus Administration Technology Department	Increase in number of parents accessing campus website and social media				
	Problem Statements: Perceptions 1, 2, 3						
5) Communicate information regarding school events and activities in both English and Spanish.		Teachers Campus Administration	Increase in parent involvement and better communication with all parents.				
	Problem Statements: Perceptions 1, 2, 3						



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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The process and procedures for addressing concerns and complaints often overrides the published policy regarding 'Chain of Command'. **Root Cause 1**: Concerns and/or complaints are often taken directly to central administration or the School Board which eliminates the opportunity to resolve issues at the campus level. Publishing concerns and complaints on social media (Facebook, Twitter) rather than addressing the complaint or concern with teachers or administration leads to inflammation of the situation rather than resolution.
Problem Statement 2: Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause 2**: Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.
Problem Statement 3: Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause 3**: Parent training is needed in current instructional techniques and strategies.
Problem Statement 4: PTO membership is extremely small with only one of the four officers having a child enrolled in MVISD schools. **Root Cause 4**: Restructuring of the PTO needs to be examined and considered.

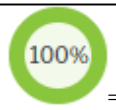
Goal 3: Mount Vernon Elementary will actively involve parents and community members as partners in the education of our students, working to develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

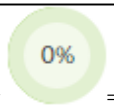
Performance Objective 2: Parents will be notified regarding academic progress through teacher/parent conferences, progress reports, report cards, etc. Mt. Vernon Elementary will provide full opportunities for the participation of all parents in a format, and, to the extent practicable, in a language that the parents understand.

Evaluation Data Source(s) 2: Copies of Parent Contact Logs
Use of Facebook, Twitter, Remind, School Messenger

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Regular communications will be shared with parents regarding academic and behavioral progress.		Classroom Teachers Campus Administration					
	Problem Statements: Perceptions 2, 3 **Funding Sources**: 199 - Local Funds - 0.00						
2) Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress.		Classroom Teachers	Increase in number of documented parent contacts and parent conferences and increased performance and progress of students.				
	Problem Statements: Perceptions 2, 3						
3) Communicate information regarding student performance in both English and Spanish by sending home information in both English and Spanish and providing translators for teacher conferences when necessary.		Classroom Teachers Campus Administration Office Staff	Better communication with all parents.				
	Problem Statements: Demographics 1 - Perceptions 2, 3						
Critical Success Factors CSF 5 4) Hold Fall (Beginning of Year) and Spring Grade Level Parent Meetings to inform parents of grade level expectations in relation to behavior and academics.	2.6, 3.1, 3.2	Classroom Teachers	Improve communication between school and home				



= Accomplished = Continue/Modify 

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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.

Perceptions

Problem Statement 2: Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause 2**: Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

Problem Statement 3: Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause 3**: Parent training is needed in current instructional techniques and strategies.

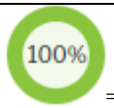
Goal 3: Mount Vernon Elementary will actively involve parents and community members as partners in the education of our students, working to develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

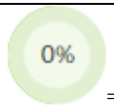
Performance Objective 3: Learning opportunities will be offered to parents in the areas of Reading and Math instruction to provide information and resources to support students academically at home.

Evaluation Data Source(s) 3: Event sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 1) Family Math Night and Family Literacy Night will be held in November and January to introduce parents to age-appropriate activities and resources to assist their children at home in the areas of Math and Reading.	2.4, 2.5, 2.6, 3.1, 3.2	Campus administration, Math & Reading Interventionists, Classroom Teachers	Improved academic connection with parents and school Increase in student academic progress				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 4, 5, 6 - School Processes & Programs 1, 3 - Perceptions 2, 3, 4							



= Accomplished = Continue/Modify 

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Student Academic Achievement
Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.

Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.

Problem Statement 5: Struggling students working below grade level, including students in the RTI program, Dyslexia program, LEP students, need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5**: The availability of intervention staff did not correlate with the number of students that need academic assistance.

Problem Statement 6: Meets and Masters percentages are low across all content areas, grade levels, and student groups. **Root Cause 6**: Targeting lower performing and at-risk students has been a priority rather than focusing on the improvement of all students with an emphasis on enrichment and extension for higher achievers.

School Processes & Programs

Problem Statement 1: The programming of the RTI program has been provided more structure and definition, however, the instructional personnel to provide intervention services is limited. **Root Cause 1**: Interventionist positions have been recently added at the Elementary level in both Reading and Math with two teachers who are knowledgeable in pedagogy and instruction who will serve as a resource for teachers and to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

Problem Statement 3: Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 3**: Not all classrooms have adequate or functioning student computers to access instructional material and software. The three computer labs and IPad carts located in pods are in high demand with not enough time to allocate to the classrooms that need access. Additional IPads have been distributed to all classrooms, however, teachers also need training in the implementation of technology.

Perceptions

Problem Statement 2: Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause 2**: Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

Problem Statement 3: Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause 3**: Parent training is needed in current instructional techniques and strategies.

Problem Statement 4: PTO membership is extremely small with only one of the four officers having a child enrolled in MVISD schools. **Root Cause 4**: Restructuring of the PTO needs to be examined and considered.

Goal 4: Mount Vernon Elementary will actively recruit, develop, and retain an exceptional, highly-skilled staff to optimize student engagement and learning.

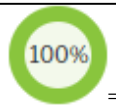
Performance Objective 1: Mt. Vernon Elementary will strive to provide highly qualified teachers and staff.

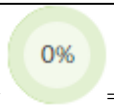
Evaluation Data Source(s) 1: Certification data from the State Board of Educator Certification
Training certificates from workshops, conferences, seminars
Evidence and reports from classroom walkthrough observations and teacher evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy **PBMAS** 1) MVES will recruit and retain highly qualified teachers in all content areas and specialized areas such as bilingual and special education, by offering a quality work environment and administrative support. All teachers, with an emphasis on ELAR teachers will be encouraged to seek ESL certification with district support.	2.4, 2.5, 2.6	Campus Administration	Number of highly qualified teachers recruited and retained will increase.				
	Problem Statements: Demographics 1, 2						
2) Actively seek, hire, and retain highly qualified teachers and staff by posting job openings in a timely manner using various job boards.		Campus Administration Human Resource Staff	Increase in number of highly qualified teachers hired.				
Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 3) Teachers will be provided with appropriate training and support in the assigned content area through professional development seminars, local staff development, and workshops offered at Region 8. Targeted training will be provided in the areas of data disaggregation and the use of data to guide instruction, balanced literacy, and planning instruction with depth and rigor.		Campus Administration Lead Teachers Classroom Teachers	Improvement in classroom instruction and increased confidence in content area instruction.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 6 - School Processes & Programs 2, 3, 4 **Funding Sources**: 211 - Title I, Part A - 8118.00, 199 - State Compensatory Education (SCE) - 440.00						

Targeted Support Strategy **PBMAS** **Critical Success Factors** CSF 7 4) A common daily planning period will be provided for grade level teachers to encourage collaboration, support, and communication regarding instructional planning and development.	2.4, 2.5	Campus Administration Lead Teachers Classroom Teachers	Improvement in classroom instruction, increase in consistency of content.				
	Problem Statements: School Processes & Programs 2						



= Accomplished = Continue/Modify 

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students of Limited English Proficiency across grade levels is increasing. This has impacted state assessment scores in both Reading and Writing for LEP students, as the scores have decreased since the prior year. **Root Cause 1**: The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELs.
Problem Statement 2: English Language Learners, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 2**: Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
Student Academic Achievement
Problem Statement 1: A high number of students are not reading on grade level, and this causes low state assessment scores in the area of Reading, Math, and Writing. **Root Cause 1**: Small group instruction and guided-reading is not implemented consistently or formal training has not been provided in the area of guided-reading. Teachers need assistance (training, materials, time) in delivering effective small group instruction. It is imperative that they know at which levels their students are reading, and how to best instruct at that level.
Problem Statement 2: Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2**: There has been a high turnover in Special Education teachers over the past three years. General education teachers need professional development in small group instruction and differentiating instruction for all learners.
Problem Statement 3: LEP students have not performed as well as their peers on state assessments. **Root Cause 3**: There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.
Problem Statement 4: Writing scores have fallen for the past two years according to STAAR data. Only 10% of students scored above a 4 on their STAAR Writing essay, 29% scored a 4, and 61% of students scored a 3 or lower. Grammar skills and the ability to use the written language effectively is a significant weakness among our students. **Root Cause 4**: A lack of consistency at the campus level regarding writing instruction and grammar instruction have contributed to a decrease in progress. Teachers need training in effective writing instruction and conferencing, and they need increased understanding of how to teach grammar and conventions daily.
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School Processes & Programs
Problem Statement 2: Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 2**: Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

Problem Statement 3: Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 3**: Not all classrooms have adequate or functioning student computers to access instructional material and software. The three computer labs and IPad carts located in pods are in high demand with not enough time to allocate to the classrooms that need access. Additional IPads have been distributed to all classrooms, however, teachers also need training in the implementation of technology.
Problem Statement 4: There are limited opportunities for advanced learners and GT students which could extend and enrich their learning capacity. **Root Cause 4**: Lack of training for differentiation for advanced learners, lack of specialized personnel for GT instruction, and scheduling difficulties hindered the development of high-level learners. Tiger Time has been implemented for 30 minutes daily to provide enriched instruction as well as intervention.

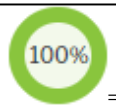
Goal 5: Mount Vernon Elementary students will actively support the emotional well-being of learners in a safe and positive environment.

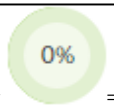
Performance Objective 1: Mt. Vernon Elementary will maintain consistent, firm, and appropriate disciplinary support for teachers and be proactive in addressing negative student behaviors.

Evaluation Data Source(s) 1: Discipline reports will be evaluated to evaluate the number of student disciplinary referrals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enforce Code of Conduct consistently and fairly.		Campus Administration	Decrease in number of discipline referrals.				
2) Non-Violent restraint and crisis intervention training will be provided to staff members.		Campus Administration Special Education Department	Decrease in amount of student restraints.				
3) Positive behavior reinforcement incentives directly related to school such as ROAR Rally, Caught Being Good, etc.		Classroom Teachers Campus Administration Communities in Schools personnel	Decrease in disciplinary referrals.				
	Funding Sources: 199 - Local Funds - 0.00						



= Accomplished = Continue/Modify 

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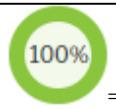
Goal 5: Mount Vernon Elementary students will actively support the emotional well-being of learners in a safe and positive environment.

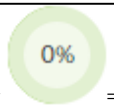
Performance Objective 2: Mt. Vernon Elementary students shall feel safe and positive about their learning environment through school safety planning, school safety education, safety drills, and school counseling services.

Evaluation Data Source(s) 2: Feedback and data from safety drills
Program evaluation of counseling program

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Regularly analyze and review discipline and achievement data for continued focus on trends, needs, and improvements.		Campus Administrators Counselor Classroom Teachers	Decreased number of discipline referrals.				
2) Students receive acknowledgement and recognition for non-academic achievement via the 'Caught Being Good' token system.		Classroom Teachers CIS Campus Coordinator	Decreased number of discipline referrals.				
3) Students receive monthly guidance lessons on positive character traits and conflict resolution techniques.		Counselor Classroom Teachers Campus Administration	Decrease in number of discipline referrals.				
4) Elementary school safety plan and safety procedures are developed and monitored for effectiveness throughout the school year.		Classroom Teachers Campus Staff Campus Administration	Observation of effective safety practices in relation to campus emergency situations and drills.				



= Accomplished = Continue/Modify 

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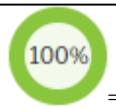
Goal 5: Mount Vernon Elementary students will actively support the emotional well-being of learners in a safe and positive environment.

Performance Objective 3: A variety of programs and activities will be offered to Elementary students throughout the school year to support a positive learning environment.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Development and implementation of Elementary Student Council, Green Team, and National Elementary Honor Society.		Teacher Sponsors Campus Administration	Increase in student grades and decrease in discipline referrals.				
2) Mt. Vernon Elementary students will participate in U.I.L. academic competitions.		UIL Coordinator UIL Event Coaches	Increase in number of students competing/number of students winning awards.				
	Funding Sources: 199 - Local Funds - 4800.00						



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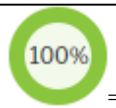
Goal 5: Mount Vernon Elementary students will actively support the emotional well-being of learners in a safe and positive environment.

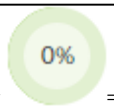
Performance Objective 4: Mt. Vernon Elementary students will participate in Physical Education daily through their specials rotation. Students will receive at least 150 minutes of physical activity daily via PE, class brain breaks, and recess.

Evaluation Data Source(s) 4: Fitnessgram Data
Use of Go Noodle or other resources for classroom brain breaks.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Dedicated daily time in schedule for Physical Education.	2.5, 2.6	Campus Administration	Increase in student fitness and awareness of healthy habits.				
2) Physical Education rotation will emphasize the CATCH program and incorporate strategies based on the program recommendations.		PE Teacher PE Aide Campus Administration	Increase in student fitness, healthy habits, healthy lifestyle.				



= Accomplished = Continue/Modify 

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Mt. Vernon Elementary will allocate funds (199 in addition to Title I) toward the purchase of resources such as supplemental instructional software programs such as IStation and Study Island to engage and increase student learning in order to increase assessment scores.
1	4	1	Services will be provided to language learners and other students in special programs (SpEd, 504, RtI) through differentiation, modifications, and accommodations for stages of learning and learning needs.
1	4	3	Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program and effectiveness of instruction.

State Compensatory

Budget for Mount Vernon Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6112-00-103-824000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$6,000.00
199-11-6119-00-103-824000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$52,066.00
199-11-6122-00-103-824000	6122 Salaries or Wages for Substitute Support Personnel	$2,000.00
199-11-6129-00-103-824000	6129 Salaries or Wages for Support Personnel	$21,618.00
199-11-6141-00-103-824000	6141 Social Security/Medicare	$791.71
199-11-6142-00-103-824000	6142 Group Health and Life Insurance	$8,207.04
199-11-6144-00-103-824000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,609.54
199-11-6146-00-103-824000	6146 Teacher Retirement/TRS Care	$1,908.89
	6100 Subtotal:	**$98,201.18**
6200 Professional and Contracted Services		
199-11-6219-00-103-824000	6219 Professional Services	$150.00
199-32-6219-00-103-824000	6219 Professional Services	$25,000.00
199-11-6249-00-103-824000	6249 Contracted Maintenance & Repair	$250.00
	6200 Subtotal:	**$25,400.00**
6300 Supplies and Services		
199-11-6399-00-103-824000	6399 General Supplies	$3,540.00
	6300 Subtotal:	**$3,540.00**
6400 Other Operating Costs		

199-11-6411-00-103-824000	6411 Employee Travel	$440.00
199-13-6411-00-103-824000	6411 Employee Travel	$200.00
	6400 Subtotal:	**$640.00**

Personnel for Mount Vernon Elementary:

Name	Position	Program	FTE
Amy Ford	Communities in Schools	State Compensatory	1
Dee Fitch	RTI Interventionist	State Compensatory	1
Donna Trantham	Instructional Aide	State Compensatory	1
Elsa Whitehurst	Instructional Aide	State Compensatory	1
Jamie Pamplin	RTI Aide	State Compensatory	1
Maricela Garcia	RTI Bilingual Aide	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jennifer Driver	Elementary Principal
Administrator	Shane Thedford	Elementary Assistant Principal
Classroom Teacher	Christa Harrison	Teacher
Community Representative	Jessica Post	
Parent	Cassie Foster	Parent
Business Representative	Cade Hohenberger	Community Member
Classroom Teacher	Risa Jones	Teacher
Classroom Teacher	Rachael Kittle	Teacher
Classroom Teacher	Tawny Williams	Teacher
Classroom Teacher	Shelby McAdoo	Teacher
Classroom Teacher	Leslie Reese	Teacher
Classroom Teacher	Linza Gann	Teacher
Classroom Teacher	Bridget Shrader	Teacher
Classroom Teacher	Beth Deal	Teacher
Classroom Teacher	Dee Fitch	Teacher
Classroom Teacher	Laurel Norwood	Teacher
Classroom Teacher	Rachel Thompson	Teacher
Classroom Teacher	Carol Crowson	Teacher
Community Representative	Amy Ford	Communities in Schools
District-level Professional	Diane Ramsay	District Media Specialist
Parent	Kristy Williamson	