

Mount Vernon Independent School District
Mount Vernon High School
2017-2018 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Profile

The Vision of Mt. Vernon High School is “Together We Can Achieve Excellence.” The Mission of Mt. Vernon ISD is The Mount Vernon Independent School District, in its Commitment to uncompromising 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

Mt. Vernon High School student body is comprised of approximately 460 students, which is considered a large district within the AAA UIL classification. Each year, each of our four grades will average approximately 115 students per class. We are a diverse high school with the following demographics; African American-7.4%, Hispanic-23.7%, White-64.1%, Asian-1.5%, two or more races-2.8%, American Indian-0.2% and Economically Disadvantaged-51%. We believe that our strength lies in the cultural and socio-economic diversity of our students. We have highly qualified staff who care about our students and work to ensure the success of each child. Mt. Vernon ISD works to ensure we have the best teachers and staff for our students by actively recruiting and retaining teachers/staff of high quality who love kids. This year, there are 15 new teachers at MVHS which is supported by a strong teacher mentor program. Mt. Vernon High School has numerous extracurricular and co-curricular activities in addition to UIL Academics, Theater, Student Council, Leadership, Clubs and Organizations for students to be a part of. We encourage our students to be active and involved. By doing so, research has shown that being involved in a club or activity helps student stay in school and become more determined to achieve their goals. By keeping our students actively engaged in the various activities our graduation rate last school year was 100% which is an increase from the previous year of 97.1%. The mobility rate for the previous year at MVHS was 13.2%. Mt. Vernon High School offers over 120 courses with approximately 10 dual credit and 11 PAP/AP courses so

students have the opportunity to receive college credit while still in high school. We have a challenging and rigorous curriculum but one that helps prepare our students for postsecondary education whether it is college or career focused. Mt. Vernon High School believes in making sure our students have the best opportunities available. Students at Mt. Vernon High School are encouraged to utilize the Counselor and other administrators to help them with planning of classes and career pathways.

Demographics Strengths

Mount Vernon High School has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. New teachers report that the campus mentoring and support process to help them get started is very helpful and effective.
3. Our community at large is a tremendous supportor of our school. Everyone works together to ensure that students at MVHS are successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 7% of SPED students scored Approaches grade level in Reading on the 2016-2017 STAAR **Root Cause:** Lack of individualized support during the 16-17 school year

Student Academic Achievement

Student Academic Achievement Summary

Academic Achievement

A comparison of EOC scores at approaches grade level for 2016 and 2017. MVHS showed growth in 3 of the 5 areas but saw a significant decrease in the area of English 1.

STAAR EOC		
	2016	2017
English 1	79	62
English 2	74	77
Algebra 1	83	83
US History	87	90
Biology	91	90

The 2017 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course 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 Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention.

2017 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
English 1	38	62	58	7
English 2	23	77		
Algebra 1	17	83	38	13
Biology	10	90	63	17

US History	10	90	61	21

ELA

Looking deeper, STAAR 2016 READING Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR READING		
	2016	2017
English 1	79	62
English 2	74	77

An analysis of scores for each student group at each grade level in READING revealed the following:

- English 1 scores dropped by 17 points from 2016 to 2017 but remained only 2 points below the state average.
- English 2 scores rose 3 points to 77% in 2017 which was 11 points higher than the state average.
- Economically Disadvantaged (ECD) scores are significantly lower than non-ECD scores. ECD students in English 1 saw a drop of 18 percent between 2016 and 2017.
- Only 7% of ELA students achieved Masters grade level in 2017.
- English Language Learner (ELL) scores are consistently low at all three grade levels. Only 40% scored Approaches as compared with 70% of the non-ELL students scoring Approaches on reading.

The most significant finding(s) during the analysis of all READING academic achievement data is the significant drop in ELA 1 approaches grade level scores during the 2016 – 2017 school year

Algebra 1

STAAR 2016 MATH Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR MATH		
	2016	2017
Algebra 1	83	83

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An analysis of scores for each student group at each grade level in MATH revealed the following:

- Hispanic students had the highest passing percentage in Algebra 1 at 89%.
- African American students saw their passing rate increase from 64% to 86% between 2016 and 2017.
- Special Ed students scored 35% and saw a decrease of 15% from the previous school year.
- 38% of Algebra 1 students were at meets grade level as opposed to a state average of 50%.

The most significant finding(s) during the analysis of all MATH academic achievement data is Eco Dis students were able to meet approaches grade level at a rate of 83% which is the same as the state average for all students.

US History

STAAR 2016 US History Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR History		
	2016	2017
US History	87	90

An analysis of scores for each student group at each grade level in History revealed the following:

- White students reached approaches with a rate of 97%, African American 80%, and Hispanic 78%.
- ECD scored 84% approaches which was an increase of 3% from the previous year.
- 50% of sped students reached approaching in History, this was the highest mark for SPED in any of the 5 tested subjects.

The most significant finding(s) during the analysis of all WRITING academic achievement data is MVHS had 61% students reach “meets grade level” in US History which is 10 points higher than state average.

Biology

STAAR 2016 SCIENCE Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR SCIENCE		
	2016	2017
Biology	91	90

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- African American students scored highest at 92%, White 91% and Hispanic 90%.
- 88 % of ECD students met approaches grade level in Biology. This was the highest subject area for ECD students at MVHS.
- 67% of White students reached meets grade level, 11% higher than state average.
- SpEd students scored 48% approaches grade level in Biology.
- 17% of students reached Masters grade level, highest for MVHS in the tested areas.

Student Academic Achievement Strengths

MVHS has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- MVHS students scored higher percentages of students at “approaches” grade level in 4 of 5 areas than the state average.
- Biology and US History both scored at least 90% at approaches grade level.
- MVHS had more students reach “meets grade level” than the state average in 4 of 5 testable areas.

School Processes & Programs

School Processes & Programs Summary

For 2017, our district and individual campus has chosen to focus on utilizing data to analyze student performance and drive instruction. With this implementation, teachers at MVHS are utilizing eduphoria to create and administer frequent assessments to monitor student performance. They are to utilize the data from the assessments to highlight areas that need reteaching and to plan subsequent lessons. This process is still being implemented as there is a steep learning curve for many teachers on proper utilization of the program.

Working off a need identified during the 16-17 school year, MVHS has changed the way that Special Education students are serviced for the current 17-18 school year. Our special education students are now served within the regular classroom via an inclusion model of instruction. Special ed teachers and classroom aides work within the mainstream classroom with students and the gen ed teachers. Some students will receive further support via a weekly time of one-on-one content mastery with his or her special education teacher.

MVHS continues to develop all of its Career and Technical Education programs. 2017-18 has seen the addition of a Health Science program which has been very successful thus far. Students will also be able to obtain a certification in Pharmacy Tech before graduation if they choose to do so. Currently, some of the programs in CTE offered at MVHS are Cosmetology, Health and Human Services, Audio Video applications, Agriculture, Career Prep, etc. MVHS will continue to expand its CTE programs and further develop current ones in order to better prepare students for success after high school.

School Processes & Programs Strengths

MVHS has identified the following strengths:

- MVHS teachers with over 20 years experience is 33%. This is well above the state average of 15.5%
- 41.5% of MVHS teachers held a masters degree in 16-17. This is well above state and district average of 23% and 24% respectively.
- 100% of teachers participated in multiple professional development opportunities during this past school year focused on designing, implementing, and analyzing the results of frequent assessments
- MVHS teachers have displayed a strong willingness to adapt to new programs and implement new initiatives successfully.

Perceptions

Perceptions Summary

Based on teacher/student feedback from the 16-17 school year, the goal of MVHS for the current year was to positively influence the culture and climate of the school. Staff and student morale will be a focal point for the upcoming 17-18 school year. By working collaboratively with teachers, MVHS administration will set a culture where teachers feel valued and respected. Several recognition programs will be implemented to highlight successful teachers and students.

MVHS strongly believes that each and every student can be successful when given the proper resources and support.

Teachers will work collaboratively with one another and with administration to achieve excellence for our students in both academics and any other avenue in which the student pursues.

Perceptions Strengths

- Most teachers and students at MVHS feel that our school places the highest priority in academics.
- MVHS has developed a culture of respect and mutual appreciation between staff and administration.
- MVHS is working hard to develop plans to cultivate the relationship between parents and school.
- Teachers and staff feel that MVHS is implementing our discipline protocol effectively and consistently.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

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

Performance Objective 1: MVHS will provide quality programs to ensure success for all students.

Evaluation Data Source(s) 1: Benchmarks, STARR Testing, Graduation rates, CTE certifications, teacher/student feedback.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) MVHS will provide English as a Second Language (ESL) instruction for Limited English Proficient (LEP) students. Instructional activities will be incorporated that support the curriculum in the regular classroom. Certification will be encouraged of all MVHS teaching staff.</p>	3.0	Assistant Principal(s), Principals, Teacher(s)	A higher percentage of staff that is current and up-to-date about how to effectively reach ESL students. This will lead to increased scores in this population.				
<p>System Safeguard Strategy</p> <p>2) MVHS will offer online credit recovery period for students who failed a previous course.</p> <p>For students who are at risk of not graduating, MVHS will offer a fast track program to gain course credits via online coursework. (Target Group: Eco Dis, At Risk)</p>		Counselor(s), Principals, Teacher(s)	Graduation rate will be near 100%, students will graduate on time.				
<p>Critical Success Factors CSF 6</p> <p>3) MVHS will continue to expand our CTE course offerings. We will offer courses that will allow students to obtain certifications prior to graduation. These will include but are not limited to Agriculture, Health Sciences, Cosmetology, (Target Group: All)</p>	2.0	Campus Administrators, Counselor(s), Teacher(s)	Students will be prepared to enter the workforce immediately after high school.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) MVHS will target its SPED population by utilizing an inclusion model. SPED teachers and aides will work with students in the mainstream classrooms.</p> <p>SPED students will also be provided a time of one on one content mastery time weekly. (Target Group: SPED)</p>	2.0	Business Manager, Campus Administrators, Counselor(s), Dean of Student Services, Special Ed Teachers, SPED Director, Teacher(s)	This restructuring along with additional SPED staff for the 17-18 school year will result in higher scores on Reading/Math among this sub-group.				
<p>5) Communities in Schools counselor will be utilized to coordinate with parents and students regarding individual student needs such as clothing, medical needs, glasses, school supplies, and nutritional needs. (Target Group: All, AtRisk)</p>		Assistant Principal(s), Counselor(s), Principals, Teacher(s)	Students with specific needs that adversely affect their ability to learn will serviced. The result will be an increase in academic performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: By the end of the 17-18 school year, 75% of students will reach approaches grade level on ELA End of course examinations.

Evaluation Data Source(s) 2: EOC Results

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Fall and spring benchmark testing to track student progress toward goals.</p>		Teacher, Principals, department chair	Teachers will disaggregate data and determine areas of deficiencies before EOC testing.				
<p>2) Utilization of Eduphoria aware and common assessments to monitor student progress throughout school year.</p>		Principals, Teachers	Teachers are able to identify standards (TEKS) that students are struggling to grasp. Those standards can be re-taught before moving on to subsequent portions of the curriculum.				
<p>3) Bi-weekly departmental meetings during a common planning time.</p>		Department Chair, Principals	Teachers will collaborate with their peers and discuss proven instructional strategies.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 3: By the end of the 17-18 school year, all content areas will see a 5% increase in students meeting masters grade level on EOC assessments.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Common assessments and Data analysis through Eduphoria Aware.		Teachers, Principals	Teachers can quickly identify those students who can achieve masters grade level, allowing them to provide targeted instruction to get them there.				
2) Teacher professional development aimed at reaching higher level (GT) students.		principals,	Teachers learn tools and proven strategies to allow higher performing students to reach their potential.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: MVHS will prepare students for post graduation success through a variety of College and Career readiness initiatives.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) MVHS seeks to increase the number of dual credit offerings before the 18-19 school year.</p> <p>Students in AP courses will be strongly encouraged to take the AP exam for college credit.</p> <p>Pending available funds, MVHS will pay a portion of the tuition/fees/textbooks for up to two dual credit courses.</p>		Campus Administrators, Counselor(s), Teachers	Mores students will leave MVHS with college credits.				
<p>Critical Success Factors CSF 1</p> <p>2) MVHS will provide the following opportunities to students;</p> <p>PSAT testing Pre-ACT testing ASVAB testing TSI testing On-site ACT testing</p>		Campus Administrators, Counselor(s), Services, Teacher(s)	Students will have the opportunity to find out where they stand in terms of college readiness. They also may be able to earn scholarships based on the results of these test.				
<p>Critical Success Factors CSF 5</p> <p>3) MVHS will host a Financial Aid night for all 11th and 12th grade students and their parents to help complete and submit FAFSA applications and answer any questions about the college admissions process.</p>	6.0	Campus Administrators, Dean of Student Services	Students/families will get a head start on the college application process.				
<p>4) Juniors and Seniors will have the opportunity to participate in at least 1-2 college and career fairs off site during the school year.</p>		Campus Administrators, Counselor(s), Dean of Student Services					

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 5: MVHS will recruit and retain highly qualified personnel to accomplish our schools mission and vision.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) MVHS will provide new teachers with opportunities for relevant professional development from the outset of their time at MVHS.	3.0	principals, department chair	Teachers will be more prepared and up to date with new information that will help them in their new position.				
2) MVHS administration will pay certification\examination fees for those asked to be certified in specific areas.	3.0	Campus administration					
3) MVHS will continue to develop common planning periods for core content teachers.		principals, department chair	Teachers will work collaboratively to develop best teaching practices that will benefit students.				
Critical Success Factors CSF 7		principals, counselor, teachers	Better quality candidates will be selected for open positions.				
4) MVHS will utilize a campus based committee to interview and hire new teachers. Teachers of similar content area will be given input into decisions.							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: MVHS will incorporate parents and invite them to be a part of their child's academic experience by creating multiple opportunities for collaboration.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) MVHS will host an Open House for parents at the beginning of the school year. Parents are encouraged to meet administrators, counselors and teachers.</p>	6.0	Campus Administrators, Staff, Teacher(s)	Parents feel welcome and valued in the education of their student.	✓	✓	✓	
<p>Critical Success Factors CSF 5</p> <p>2) Parents are encouraged to complete multiple online surveys. Data will be used in the campus CNA (comprehensive needs assessment).</p>	6.0	Campus Administrators, Staff, Teacher(s)	School gains perspective of the perceptions of parents. Parents see that their opinions are valued.	●		●	
<p>3) Portal ID numbers will be provided to each parent and student so both can monitor student academic progress and attendance.</p>		Campus Administrators, Counselor(s), Dean of Student Service, Teacher(s)	Parents remain updated on student academic performance.	✓	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: MVHS will strive to effectively communicate with parents of all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) MVHS will utilize a translator (English to Spanish) in parent conferences when needed.	6.0	Campus Administrators, Counselor(s), Dean of Student Services, Teacher(s)	Effective communication between all parties.				
2) MVHS will utilize ECAMPUS USA to keep parents informed of students tardiness and discipline referrals.		Secretary, Assistant Principal,	Parents are notified immediately when their student has a tardy or is issued a discipline consequence.				
3) MVHS will keep pertinent information posted on social media sites, school website, and utilize the school reach call system to deliver news.		District Media Specialist, Principals	All school announcements and information is easy to obtain.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: MVHS will partner with service organizations and community members to help ensure the success of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) MVHS will continue to partner with community agencies, such as the Rotary Club, to host the academic banquet to honor MVHS academic achievement.</p> <p>Two MVHS students will also be honored as Rotary student of the month.</p>		Campus Administrators, Counselor(s), Dean of Student Services					
<p>Critical Success Factors CSF 5</p> <p>2) MVHS Agriculture Science department will continue to benefit from community support for the local livestock and project show.</p>		Campus Administrators, Community Volunteers, Department Heads					
<p>Critical Success Factors CSF 6</p> <p>3) MVHS Junior students will participate with community members in the Leaders of Tomorrow program. (Target Group: 11th)</p>		Campus Administrators, Community in Schools, Community Volunteers, Counselor(s), Teacher(s)					
<p>4) MVHS students will be paired with adult, community members in a mentoring relationship through Mt. Vernon Cares program. (Target Group: At Risk)</p>		Campus Administrators, Community in Schools, Community Volunteers, Counselor(s),					
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 1: MVHS will work to make safety and security of the school a top priority.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) MVHS will conduct safety drills on a regular basis. These will include lockdown, severe weather, reverse evacuation, monthly fire drills, etc.		Campus Administrators, Counselor(s), Dean of Student Services, Personnel Director, Superintendent, Teacher(s)					
2) MVHS will provide staff/student training in Teen Suicide Prevention and Identification of at-risk students.		Campus Administrators, Communities in Schools, Counselor(s), School Nurse	Students and staff will be able to identify students who are at risk for such behaviors and take preventative measures.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: MVHS will continually work to upgrade and refurbish its facilities in order to make the environment more conducive to learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) MVHS will seek to obtain 100 new student desks before the 18-19 school year.		Principals					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	MVHS will offer online credit recovery period for students who failed a previous course. For students who are at risk of not graduating, MVHS will offer a fast track program to gain course credits via online coursework. (Target Group: Eco Dis, At Risk)
1	1	4	MVHS will target its SPED population by utilizing an inclusion model. SPED teachers and aides will work with students in the mainstream classrooms. SPED students will also be provided a time of one on one content mastery time weekly. (Target Group: SPED)

2017-2018 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Michael Hammonds	Educator
Administrator	Jason Glover	Educator
Community Representative	Amy Briscoe	
Parent	DeAnn Sewell	
Community Representative	Ronnie Stoker	
Business Representative	Pablo DeSantiago	
Business Representative	Joe Kuhl	
Parent	Judy Coffey	
Parent	Heather Hughes	
Classroom Teacher	Cynthia Duncan	educator
Non-classroom Professional	Lacey Stephens	Counselor
Classroom Teacher	Rebecca Russell	Educator
Classroom Teacher	Paul Tullis	Educator