

# **Mount Vernon Independent School District**

## **District Improvement Plan**

### **2017-2018**

**Accountability Rating: Met Standard**



**Board Approval Date: January 18, 2018**

# Mission Statement

The Mount Vernon Independent School District, in its uncompromising commitment to academic excellence, and in partnership with parents, community, faculty, and staff, will secure for every student an exceptional academic program that helps each student: 1) Become a lifelong learner. 2) Be committed to responsible citizenship, provide service to others and practice ethical attitudes, beliefs, and behaviors. 3) Maximize his/her learning potential. 4) Develop intellectually, emotionally, socially, and physically. 5) Become productive and cooperative members of the world through technology.

# Vision

The vision of MVISD is excellence in every area; as a result, our expectations of each other must be high. The staff will partner with the community and parents to provide each student a diverse education in a safe, supportive environment that instills self discipline, motivation and excellence in learning. We will inspire, challenge and expect our students to view standardized academic knowledge as merely the beginning of a quality education. Therefore, the instruction at MVISD will demand excellence, and the staff will be professional and purposeful. The experience of learning will be motivating, and the young men and women who walk across the graduation stage each year will be thoughtful, self-sufficient adults prepared for success in a global community.

# Motto

Together We Will Achieve Excellence

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mount Vernon ISD has had an average enrollment increase of 25 students each year since 2009-2010 until the 2015-2016 school year and we saw a decline by 3 and in 2016-2017 we saw a decline of 36 students. Student enrollment by Ethnicity over the previous year show we maintained African American students at 5.3% and a 1% decrease in the percentage of White students (62.9%) and .06% increase in Hispanic/Latino students (25.8%-26.4%). Economically disadvantaged students increased from 56.3% to 60.7% of the student population.

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

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

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

### Demographics Strengths

Mount Vernon ISD has been referred to as the "heart" of Mount Vernon and Franklin County. Community members, local churches, businesses and citizens provide immeasurable support through volunteer programs, events, recognitions and other ways that offer encouragement to our students and staff. The feeling of being part of a supportive family gives our school an advantage that few school communities are afforded. Mount Vernon ISD's strengths are found in its supporters, its parents, its teachers, its staff and its students. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

**Problem Statements Identifying Demographics Needs**

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

## Student Academic Achievement

### Student Academic Achievement Summary

MVISD Grades 3-8 Level II performances far exceeded state and region scores in 17 of the 22 areas tested, while 4 of 17 Grades 3-8 Level III performances exceeded state and region scores in 7 of 15 areas. MVISD Reading performance was 74% for All Students, 61% for AA, 64% for Hispanic, 80% for White, ECO 67% and 26% for SPED. 3-8 Math STAAR scores for MVISD Math performance for all students is 87%, for AA 80%, Hispanic is 85%, White is 88%, Eco is 83% and SPED is 48%. MVISD Writing performance was 66% for All Students, N/A for AA, 56% for Hispanic, 74% for White, ECO 56%, and 22% SPED student groups. District Science performance was 73% for All Students, 64% for AA, 75% for Hispanic, and 74% for White, ECO 67% and SPED 32% for the student groups. District Social Studies performance was 80% for All students, 67% for AA, 75% for Hispanics, 83% for White, ECO 71% and 32% for SPED student groups.

MVISD End-of-Course Level II Performance exceeded both State and Region 8 performance for both the All Students group and for the First Time Testers in Algebra I, Biology, and English II. US History and English I scores were below the State and Region scores.

MVISD and all four campuses achieved "Met Standard" ratings for 2017 Accountability.

Campuses earned DISTINCTION DESIGNATIONS as follows:

Mount Vernon ISD: Post Secondary Readiness

Mount Vernon High School - Academic Achievement in Science, Academic Achievement in Science, Top 25 Percent: Closing Performance Gaps, Post Secondary Readiness

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

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

Mount Vernon Elementary - Academic Achievement in Math

System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that districts and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR

and STAAR EOC tests. State System Safeguards: MVISD, High School missed 3 system safeguards in the areas of Performance Rates, the Junior High school missed 3 safeguards in the area of performance rates, the intermediate missed 6 safeguards in the area of performance rates, and the Elementary missed 6 system safeguards in the area of performance rates. Federal System Safeguards: MVISD and all campuses missed several of the Federal System Safeguards for 2016. Even though TEA received a waiver from having to meet AYP, all Texas schools must look at their performance on the safeguards report and address it in their district and campus plans. Mount Vernon ISD is dedicated to ensuring that every child is successful and is receiving the best instruction and support from all teachers, support staff and administrators.

### **Student Academic Achievement Strengths**

MVISD Level 11 Student Performance in Grades 5-8 math was strong and higher than that of the State and Region 8. Level 11 Student Performances in 6th, 7th and 8th grade Reading, 7th Grade Writing, and 8th Grade Social Studies also exceeded those of the State and Region 8.

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

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** District Reading scores are showing a decline across the district. **Root Cause:** Student performance in Grades 3, 4 and 5 Reading and Grade 4 Writing and Grade 5 Science, and English I are in need of improvement. Professional development on writing curriculum based assessments and good questioning techniques are being incorporated into the ELAR, Math, Social Studies and Science classes to ensure that students are receiving instruction aligned to each grade level standard.

## **District Processes & Programs**

### **District Processes & Programs Summary**

In December 2017, a District Staff Survey was given to all staff to assess the district processes and programs.

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

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

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

### **District Processes & Programs Strengths**

Mt. Vernon ISD has identified the following strengths:

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

Additional strengths include:

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

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** MVISD needs processes in place for writing lesson plans, delivering instruction that are based on current student needs determined by curriculum based assessments. **Root Cause:** Our staff has had numerous hours of professional development to assist with classroom instruction but very little directed at creating test that will guide the instructional process.



## **Perceptions**

### **Perceptions Summary**

In December 2017, a Campus a District Survey was given to all staff to assess the district and campus culture and climate. The survey results are not active yet and this area will be updated at that time.

### **Perceptions Strengths**

A MVISD Marketing Committe has been created to assist with the image of our school and to promote community based activties. To date we have sponsored two successful Tiger Tailgates to support the MVISD Tiger football team and one to support the Tiger Basketball teams. Community support has been very high with monetary donations and attendance. Attendance has averaged about 500 for the football events. Attendance at the basketball tailgate was lower due to timing and weather conditions.

The committee is preparing a brochure to highlight the strengths of MVISD to be shared with local real estate agents, Chamber of Commerce and other locations to attract families to our area. Plans are also being made to create a paid monthly or every other month newspaper spread that will highlight the positive things taking place in our district.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

## **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

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









**Evaluation Data Source(s) 1:** 2017 State Assessment













**Summative Evaluation 1:** Some progress made toward meeting Performance Objective















**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

**Next Year's Recommendation 1:** We will continue with the process into the 2018-2019 school year.

| Strategy Description   | TITLE I        | Monitor  | Strategy's Expected Result/Impact | Reviews   |   |   |   |
|--|----------------|--|-----------------------------------|---|---|---|---|
|  |                |  |                                   | Formative   |   |   | Summative   |
|  |                |  |                                   | Nov   | Jan   | Mar   | June  |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Equity Plan Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 7</p> <p>1) Ensure the implementation of the MVISD TEKS Resources curriculum with fidelity in K-12 in all core academic areas to provide a research-based, aligned curriculum as follows: The MVISD District Curriculum Team will provide (and update as needed) a written Curriculum Plan for Implementation that includes (1) implementation that is consistent with every campus K-12, and (2) TEKS based lesson planning created in Eduphoria Forethought that is built around curriculum based pre and post assessments.</p> | 3.0, 4.0, 10.0 | Assistant Principal(s), Assistant Superintendent(s), Curriculum Director, Principals, Superintendent |                                   |  |  |  |  |

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| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide core content area support and professional development for teachers and administrators through Region VII Content Area Specialist, the ESC Science and Math Collaborative, the STAAR Writing Cohort, teacher conferences and other research based training in order to meet the diverse needs of students and support quality instruction. Develop a plan for teachers who attend professional development to share what they have learned. Options for sharing information may include (1) email with a short summary of information gained, scanned documents, or links to websites acquired at trainings; (2) use of Project Share or other professional learning communities to disseminate information to specific teacher groups; (3) sharing information at teacher/team meetings, and/or through classroom learning walks, etc. Provide substitute teachers for classroom teachers attending professional development. Provide classroom materials for teachers to implement the curriculum. (NCLB: 1,3)</p> | <p>1.0, 3.0, 10.0</p> | <p>Campus Administrators, Curriculum Directors, Instructional Facilitator, Teacher(s)</p> |  |   |   |   |   |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>3) Ensure that students are making +10 growth in all academic areas by updating the Response to Intervention (RTI) process to include current and data from curriculum based checkpoints. This process will be led by campus administrators and incorporated into teachers lesson planning. The that data collection and review are basis for making decisions to impact student achievement. Data discussions with lead teachers and/or campus administrators should be held on each campus where student data, including performance on state and local assessments, are consistently reviewed and monitored by teachers and administrators to provide intervention as appropriate for each student in all core content areas.</p>  | <p>3.0, 8.0</p>       | <p>Campus Administrators, Curriculum Director, Instructional Facilitator, Teacher(s)</p>  |  |  |  |  |  |

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| <p align="center"><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>4) Provide accelerated instruction in reading &amp; math for struggling students in grades K-12 by furnishing pull-out programs, educational aides, class-size reduction, volunteer programs, summer school, after school tutorials for students Tier 2 and 3 instruction. Utilize Education Galaxy, I-STATION, Study Island software at Elementary, and JH. . A+ software is being implemented at the high school to provide accelerated instruction in all content areas. HS teachers for each of the EOCs required for HS graduation (English 1, Algebra 1, English 11, and U.S. History) will provide accelerated instruction before school, after school and in the summer</p> | <p>1.0, 2.0, 3.0, 5.0, 10.0</p> | <p>Assistant Superintendent(s), Campus Administrators, Community Volunteers, Educational Aides, Special Ed Teachers, Teacher(s)</p> |  |   |   |   |   |
| <p align="center"><b>Equity Plan Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 5 CSF 7</p> <p>5) Conduct an audit of CTE classes to ensure that proper pathways for courses are available to students to increase endorsements and certifications. Assess current PEIMS coding for CTE classes and provide training on proper coding techniques to maximize funding opportunities. (Title 1 SW: 34,10) (Target Group: All) (NCLB: 1,3,5)</p>  | <p>3.0, 4.0, 10.0</p>           | <p>Assistant Principal(s), Assistant Superintendents(s), Campus Administrators, Principals, Teacher(s) Technology</p>               |  |  |  |  |  |
| <p align="center"><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>6) Mount Vernon ISD will combine Title Funds, State Compensatory Funds, and Local Funds to close the scoring gap, including passing percentage and advanced performance, on state mandated tests for all study group members. (NCLB: 1,5)</p>   | <p>1.0, 2.0, 9.0, 10.0</p>      | <p>Assistant Principals(s), Assistant Superintendent(s), Principals, Superintendent</p>   |  |  |  |  |  |

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| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>7) A comprehensive needs assessment will be conducted by the district site based committee to identify educational strengths and weaknesses in student performance, curriculum (including alignment), parental involvement, and the campus facility (including physical structure and campus climate). A variety of qualitative and quantitative data sources will be used. (NCLB 4)</p>   | 1.0              | Superintendent,<br>Assistant<br>Superintendent,<br>Campus Principals |  |   |   |   |   |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Equity Plan Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Provide Leadership<br/>Academies, web based programs and other staff development opportunities that will assist the campus leaders in the ability to guide staff in reaching the +10 growth measure for all students.</p>   | 1.0, 3.0,<br>4.0 | Superintendent,<br>Assistant<br>Superintendent                       |  |  |  |  |  |
| <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:** Provide specific programs to meet the diverse needs and interests of all student groups to ensure that 100% make a 10+ growth on state assessments.

**Evaluation Data Source(s) 2:** 2017 State Assessments





















**Summative Evaluation 2:** Some progress made toward meeting Performance Objective











**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

**Next Year's Recommendation 2:** We will continue this performance objective during the 2018-2019 school year.

| Strategy Description   | TITLE I            | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|--------------------|--|-----------------------------------|-----------|-----|-----|-----------|
|  |                    |  |                                   | Formative |     |     | Summative |
|  |                    |  |                                   | Nov       | Jan | Mar | June      |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p><b>Equity Plan Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>1) Provide an intensive Bilingual/ESL program to meet the needs of limited English proficient students at each grade level. Utilize Rosetta Stone and Imagine Learning software for students who are within the first 2-3 years in U.S schools to enhance and track their progress in attaining proficiency in English. Employ HQ Bilingual Teachers and Aides to support students who are in their first year in U.S. schools.(NCLB: 2,5)</p> | 3.0, 6.0, 8.0, 9.0 | Campus Administrators, Director of Special Programs, Staff, Teacher(s) |                                   |           |     |     |           |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Provide Bilingual/ESL Summer School for students entering Kindergarten and 1st Grade, as required by TEC-Chapter 89, to support the academic, affective and linguistic needs of LEP students. Incorporate other grade levels of Bilingual students as funds permit. (NCLB: 2)</p>  | 3.0, 6.0, 8.0, 9.0 | Campus Administrators, Staff, Teacher(s)                               |                                   |           |     |     |           |



|  |                |  |  |   |   |   |   |
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| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Equity Plan Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>3) Establish a competitive Bilingual/ESL program by utilizing local funds to furnish Bilingual and ESL teachers stipends for additional responsibilities in providing support for LEP students. Actively recruit and hire Bilingual certified Kindergarten and 5th Grade teachers for the 2017-2018 school year. (NCLB: 2)</p> | 1.0, 3.0       | Campus Administrators, Principals, Staff, Teacher(s)                                       |  |     |     |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) Use Migrant Funds to provide Migrant student services including school supplies, and other services in order to support their academic success. (NCLB: 1,5)</p>   | 9.0            | Campus Administrators, Counselor(s), Director of Special Programs, Teacher(s)              |  |    |    |    |    |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>5) Provide an effective gifted and talented program to meet the needs of identified students. (Title 1 SW: 3) (Target Group: GT) (NCLB: 3)</p>   | 3.0, 8.0, 10.0 | Campus Administrators, Counselor(s), Assistant Superintendent, Teacher(s)                  |  |    |    |    |    |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>6) Provide instruction at the appropriate level for special populations (Pre-K, GT, SPED, LEP, Dyslexia, and Bilingual) that allow them to be successful in the classroom and on state assessments. (NCBL: 3,4)</p>  | 1.0, 3.0, 7.0  | Campus Administrators, Principals, Teacher(s)  |  |    |    |    |    |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) Provide a high quality, Full day Head Start program, Pre-Kindergarten program to help economically disadvantaged and LEP students prepare for Kindergarten. (NCLB: 4,5)</p>   | 3.0, 6.0, 7.0  | Campus Administrators, Counselor(s), Instructional Facilitator, Superintendent, Teacher(s) |  |  |  |  |  |

|   |                          |   |  |  |  |  |  |
|---|--------------------------|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>8) MVISD will escalate the integration of technology through increased funding/purchasing of electronic mobile devices for teachers and students. (NCLB: 1,3,5)</p>  | <p>1.0, 3.0,<br/>5.0</p> | <p>Campus Administrators, Campus Instructional Technologist, Director of Technology, Teacher(s)</p> |  |  |  |  |  |
| <p align="center">  = 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:** Provide professional development activities that equip teachers and administrators to foster high expectations for academic success among all students so that 100% of students are successful in the core academic areas and on state assessments.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

**Next Year's Recommendation 3:** We will continue with this objective throughout the 2018-2019 school year.

| Strategy Description  | TITLE I       | Monitor  | Strategy's Expected Result/Impact | Reviews   |   |   |   |
|---|---------------|--|-----------------------------------|---|---|---|---|
|   |               |  |                                   | Formative   |   |   | Summative   |
|   |               |  |                                   | Nov   | Jan   | Mar   | June  |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b></p> <p>1) Continue to support an MVIDS Professional Development Plan that focuses on MVIDS TEKS Resources Curriculum implementation and student monitoring. Utilize ESC 8 specialists, state conferences and local personnel to support teachers and provide professional development that addresses successful strategies for all students and for specific student groups. Include staff development needed in the following areas of curriculum implementation: (1) TEKS Resource Curriculum Documents and Unit Assessments. (2) Eduphoria to develop formative and summative assessments and disaggregate student performance data. (3) Common time for vertical alignment meetings (PK-5, 6-12) so teachers may collaborate and use student data to plan effective instruction and interventions. (NCLB: 1,3)</p> | 3.0, 4.0, 8.0 | Campus Administrators, Curriculum Director, Principals, Region 8 Staff, Teacher(s), Technology |                                   |  |  |  |  |

|   |                     |   |  |  |  |  |  |
|---|---------------------|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Provide opportunities for staff to acquire technology training, including scheduled classes, online courses and regional and state technology conferences. In addition, provide staff development through the Region 8 Digital Media/Instructional Technology Cohort and the MVISD Technology Specialists to help teachers integrate technology into the curriculum in order to enhance student learning. (NCBL: 1,3,5)</p> | 3.0, 4.0, 10.0      | Campus Administrators, Curriculum Director, Region 8 Staff, Staff, Teacher(s), Technology |  |  |  |  |  |
| <p>3) Establish a Mentor program that provides support for new teachers in the areas of curriculum implementation, classroom management and student performance. Provide training and on-going professional development for the Mentor teachers as well as an incentive program that allows for comp time as appropriate for after school time spent for planning. (NCLB: 3,4,5)</p>  | 3.0, 4.0, 9.0       | Campus Administrators, Curriculum Director, Teacher(s), Technology                        |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) Provide staff development opportunities for the staff to work as teams to develop academic checkpoints and assessments that include high level(Depth of Knowledge) question stems that will ensure the students are reaching the level of rigor needed to be successful at the next grade level. (NCLB 5)</p>   | 1.0, 3.0, 4.0, 10.0 | Assistant Superintendent(s), Campus Administrators, Teacher(s)                            |  |  |  |  |  |
| <p align="center">  = 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 4:** Utilize resources to attract and retain quality teaching candidates and existing staff members.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

| Strategy Description  | TITLE I        | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|----------------|---|-----------------------------------|-----------|-----|-----|-----------|
|   |                |   |                                   | Formative |     |     | Summative |
|   |                |   |                                   | Nov       | Jan | Mar | June      |
| <p><b>Equity Plan Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) Hire qualified and effective teachers and paraprofessionals. Post job openings on local, regional and state websites, participate in college recruitment fairs.<br/>(NCLB: 1,2,3,4,5)</p>        | 3.0, 5.0, 10.0 | Campus Administrators, Principals, Superintendent |                                   |           |     |     |           |
| <p><b>Equity Plan Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) Provide stipends for difficult to fill positions such as HS Spanish and Bilingual in order to be competitive and attract and retain highly qualified and effective teachers.<br/>(NCLB: 3,5)</p> | 3.0, 5.0       | Campus Administrators, Principals, Superintendent |                                   |           |     |     |           |
| <p><b>Equity Plan Strategy</b></p> <p>3) Provide training for administrators recognize quality teaching, questioning skills and classroom management to provide consistency of effective staff members throughout the district.</p>   | 3.0, 10.0      |   |                                   |           |     |     |           |
| <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 5:** Address 2016-2017 State Accountability System Safeguards and PBMAS criteria in order to improve Student Achievement by all student groups.

**Evaluation Data Source(s) 5:** 2017 State and Federal Accountability

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** We will continue with the performance objective on all campuses.

| Strategy Description  | TITLE I             | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------------------|--|-----------------------------------|-----------|-----|-----|-----------|
|   |                     |  |                                   | Formative |     |     | Summative |
|   |                     |  |                                   | Nov       | Jan | Mar | June      |
| <p><b>System Safeguard Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that district and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests. MVISD met 47 of 52 State System Safeguards in 2017. MVISD missed Federal System Safeguards in Reading and Math for several student groups. Mount Vernon ISD is dedicated to ensuring that every child receives excellent instruction and support in order to be successful in the classroom, on state assessments, and beyond graduation. (NCLB: 1,5)</p> | 3.0, 5.0, 9.0, 10.0 | Assistant Principal(s), Director of Special Programs, Educational Aides, Principals, SPED Director, Teacher(s) |                                   |           |     |     |           |
| <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 1:** Work to increase communication with parents in order to provide a positive school-home experience for all students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** We will continue to work toward this performance objective.

| Strategy Description  | TITLE I       | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------------|--|-----------------------------------|-----------|-----|-----|-----------|
|   |               |  |                                   | Formative |     |     | Summative |
|   |               |  |                                   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Campuses will use technology, including web pages, Facebook, Twitter, Instagram and district/campus website to communicate with parents about school programs, activities, character education, and athletic events. Campuses will use the School Messenger phone system to communicate with parents about student absences, early release reminders, late starts, weather warnings, and other information related to student safety. (NCLB 4,5)</p> | 1.0, 6.0, 9.0 | Campus Administrators, Counselor(s), Librarian, Principals, Teacher(s), Technology |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Campuses and teachers will communicate with parents about individual academic progress and student behavior through the electronic grade book/Parent Portal, parent conferences, telephone conferences, postal mail, email and other appropriate measures.(NCLB: 1,5)</p>  | 1.0, 6.0      | Campus Administrators, Principals, Teacher(s), Technology                          |                                   |           |     |     |           |

|   |     |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) Encourage parent and community involvement through Title 1 meeting, assemblies, grade level productions, Campus Open House, Curriculum Nights, and volunteer and mentor programs, such as Lunch Pals, the Backpack Program, and Mount Vernon Cares. Use the school marquee to post times and locations for events. Offer Adult ESL for parents of limited English proficient students. NCLB:1,5)</p>  | 6.0 | Campus Administrators, Community Volunteers, Counselor(s), Parent Volunteers, Principals, Teacher(s) |  |  |  |  |  |
| <p align="center">  = 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:** Implement programs and support systems for students in order to increase attendance, completion rates and student achievement.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** We will continue to work toward this objective.

| Strategy Description   | TITLE I             | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------------------|---|-----------------------------------|-----------|-----|-----|-----------|
|  |                     |   |                                   | Formative |     |     | Summative |
|  |                     |   |                                   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 4</p> <p>1) Campuses will find ways to motivate students to strive for perfect and good attendance by providing incentives and increasing classroom student engagement.. (NCLB 1,5)</p>   | 2.0, 6.0            | Campus Administrators, Counselor(s), Parents, Principals  |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Campuses will provide support to students who are at risk of dropping out of school, including mentor programs, counseling, Communities in Schools assistance, accelerated instruction, tutoring, and A+ credit recovery. (NCLB: 5)</p> | 2.0, 6.0, 9.0, 10.0 | Campus Administrators, Community in Schools, Counselor(s), Dean of Student Services, Teacher(s) |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) Comply with procedures for district truancy prevention program and partner with local judicial agency to promote restorative discipline practices for students and families out of compliance. (NCBL: 5)</p>                            | 2.0, 6.0            | Assistant Principal(s), Campus Administrators, Parents, Principals                              |                                   |           |     |     |           |
| <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 3:** Provide a safe learning environment for students and staff.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** We will continue to work toward this

| Strategy Description   | TITLE I  | Monitor  | Strategy's Expected Result/Impact | Reviews   |   |   |   |
|--|----------|--|-----------------------------------|---|---|---|---|
|  |          |  |                                   | Formative   |   |   | Summative   |
|  |          |  |                                   | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) MVISD personnel will disseminate the crisis management plan specific to each campus among school personnel. The MVISD Chief of Campus Police will provide training for staff in the event of a crisis and additional security on campuses and at extracurricular events. Conduct fire, lockdown and tornado drills on each campus regularly to ensure that students and staff are aware of what to do in the case of an emergency. (NCLB: 4)</p>  | 2.0, 9.0 | Board of Directors, Campus Administrators, MVISD Chief of Police, Parent Volunteers, Staff |                                   |    |   |   |    |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>2) Provide CPR training for teachers and students. Train teachers who work with high-risk students on the use of an Automatic External Defibrillator (AED). Post location of the AED in each classroom with the evacuation plan. (NCLB: 4)</p>   | 4.0, 9.0 | Campus Administrators, Curriculum Director, School Nurse                                   |                                   |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>3) Consistently improve safety measures by maintaining all security cameras and outdoor lighting and by securing outside doors to restrict campus access. (NCLB: 4)</p>  | 2.0      | Campus Administrators, Technology Department, MVISD Police Chief and Facilities Director   |                                   |  |  |  |  |
| <p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p> |          |  |                                   |   |   |   |   |

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



















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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** We will continue to work toward this objective.

| Strategy Description   | TITLE I   | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|-----------|--|-----------------------------------|-----------|-----|-----|-----------|
|  |           |  |                                   | Formative |     |     | Summative |
|  |           |  |                                   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Continue partnerships with local businesses, community leaders, and volunteers who serve as mentors for students in the Lunch Pal, Reading Pal, Breakfast Crew, Lowe's Study Buddies, Mount Vernon Cares, and Big Brother Programs. (NCLB: 5)</p>                     | 6.0, 9.0  | Campus Administrators, Community Volunteers, Counselor(s)                            |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) MVHS will continue to work with the Franklin County Chamber of Commerce to provide a Leaders of Tomorrow Program for 25 Junior Class students who participate in activities highlighting business, government, education, health care and industry. (NCLB: 1,4,5)</p> | 9.0, 10.0 | Cam;pus Administrators, Community Volunteers, Counselor(s), Student Council Sponsors |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>3) Work with Rotary and NTCC to provide scholarships to 8th Grade at-risk students who are members of the Rotary organized Interact Club that encourages community service and involvement. (Title 1 SW: 2,10) (Target Group: AtRisk) (NCLB: 1,5)</p>              |           | Community Volunteers, Counselor(s), Principals, Teacher(s)                           |                                   |           |     |     |           |

|   |           |   |  |   |   |   |   |
|---|-----------|---|--|---|---|---|---|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) MVISD Communities in Schools will work with Rotary Club to continue the Backpack Program for Elementary and Intermediate students and with Mount Vernon Cares program for JH and HS students in order to provide nutritious food for the weekends. In addition, MVISD will work with local churches and volunteers to provide Bountiful House, an after-school mentoring program, and Lunches or Love for at-risk students during summer break.(NCLB: 1,4,5)</p>  | 10.0      | Community In Schools, Community Volunteers, Counselor(s)                |  |   |   |   |   |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>5) Support various school booster clubs in an effort to encourage student participation in extracurricular activities and build home-school-community relations. (NCBL: 5)</p>   | 6.0       | Campus Administrators, Community Volunteers, Parents, Staff, Teacher(s) |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>6) MVHS will continue to work with the Franklin County Chamber of Commerce and other entities to provide students opportunities to participate in activities highlighting business, government, education, health care and industry to create interest in CTE courses. (NCLB: 5)</p>   | 1.0, 10.0 | Campus Administrators, Community Volunteers, CTE Director               |  |  |  |  |  |
| <p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |           |   |  |   |   |   |   |

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

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** We will continue to work toward this objective.

| Strategy Description  | TITLE I   | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|-----------|--|-----------------------------------|-----------|-----|-----|-----------|
|   |           |  |                                   | Formative |     |     | Summative |
|   |           |  |                                   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>1) MVISD will work with local medical, government and law enforcement officials to implement the school and community evacuation plan in the event of a catastrophic or natural disaster. (NCBL: 4)</p>   | 9.0, 10.0 | Community Volunteers, MVISD Chief of Police, School Nurse, Staff, Superintendent |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) The MVISD Chief of Police will work with law enforcement officials to provide patrol and support for a safe environment during extra-curricular activities and in situations requiring law enforcement intervention. (NCBL: 4)</p>   | 9.0       | Campus Administrators, MVISD Chief of Police, Principals                         |                                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 4 CSF 5</p> <p>3) MVISD will work with local entities to provide drug awareness, drug abstinence training, the ESTEEM program, Red Ribbon Week activities, Shattered Dreams, Suicide Awareness presentation and periodic random checks for drugs on campus locations and random student testing. (NCLB: 5)</p> | 10.0      | Campus Administrators, Club Sponsors, Staff                                      |                                   |           |     |     |           |
| <p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>  |           |  |                                   |           |     |     |           |















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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** We will continue to work toward this objective.

| Strategy Description   | TITLE I  | Monitor   | Strategy's Expected Result/Impact | Reviews   |   |   |   |
|--|----------|---|-----------------------------------|---|---|---|---|
|  |          |   |                                   | Formative   |   |   | Summative   |
|  |          |   |                                   | Nov   | Jan   | Mar   | June  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>1) MVISD will maintain the current Technology Infrastructure and work to improve the bandwidth between buildings (with a goal of 10 Gigabytes) in order to support more wireless connections and additional technology labs. (NCLB: 1)</p>   | 2.0, 9.0 | Director of Technology, Superintendent, Technology        |                                   |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Continue maintaining/upgrading Computer Labs on all campuses to ensure PK - 12 students have the tools necessary to prepare them for learning and working in a technological society. (NCLB: 3,4,5)</p>   | 1.0, 3.0 | Campus Administrators, Director of Technology, Technology |                                   |  |  |  |  |
| <p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p> |          |   |                                   |   |   |   |   |











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

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** We will continue to work toward this performance objective.

| Strategy Description  | TITLE I | Monitor   | Strategy's Expected Result/Impact | Reviews   |   |   |   |
|---|---------|---|-----------------------------------|---|---|---|---|
|   |         |   |                                   | Formative   |   |   | Summative   |
|   |         |   |                                   | Nov   | Jan   | Mar   | June  |
| <b>Critical Success Factors</b><br>CSF 6<br><br>1) MVISD will continue to maintain and make improvements to current facilities so that student learning continues without disruption.   | 10.0    | Superintendent, Facilities Director, School Board, and Principals |                                   |  |  |  |  |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue |         |   |                                   |   |   |   |   |

## System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | Ensure the implementation of the MVISD TEKS Resources curriculum with fidelity in K- 12 in all core academic areas to provide a research-based, aligned curriculum as follows: The MVISD District Curriculum Team will provide (and update as needed) a written Curriculum Plan for Implementation that includes (1) implementation that is consistent with every campus K-12, and (2) TEKS based lesson planning created in Eduphoria Forethought that is built around curriculum based pre and post assessments.   |
| 1    | 1         | 2        | Provide core content area support and professional development for teachers and administrators through Region VII Content Area Specialist, the ESC Science and Math Collaborative, the STAAR Writing Cohort, teacher conferences and other research based training in order to meet the diverse needs of students and support quality instruction. Develop a plan for teachers who attend professional development to share what they have learned. Options for sharing information may include (1) email with a short summary of information gained, scanned documents, or links to websites acquired at trainings; (2) use of Project Share or other professional learning communities to disseminate information to specific teacher groups; (3) sharing information at teacher/team meetings, and/or through classroom learning walks, etc. Provide substitute teachers for classroom teachers attending professional development. Provide classroom materials for teachers to implement the curriculum. (NCLB: 1,3) |
| 1    | 1         | 3        | Ensure that students are making +10 growth in all academic areas by updating the Response to Intervention (RTI) process to include current and data from curriculum based checkpoints. This process will be led by campus administrators and incorporated into teachers lesson planning. The that data collection and review are basis for making decisions to impact student achievement. Data discussions with lead teachers and/or campus administrators should be held on each campus where student data, including performance on state and local assessments, are consistently reviewed and monitored by teachers and administrators to provide intervention as appropriate for each student in all core content areas.  |
| 1    | 1         | 4        | Provide accelerated instruction in reading & math for struggling students in grades K-12 by furnishing pull-out programs, educational aides, class-size reduction, volunteer programs, summer school, after school tutorials for students Tier 2 and 3 instruction. Utilize Education Galaxy, I-STATION, Study Island software at Elementary, and JH. , A+ software is being implemented at the high school to provide accelerated instruction in all content areas. HS teachers for each of the EOCs required for HS graduation (English 1, Algebra 1, English 11, and U.S. History) will provide accelerated instruction before school, after school and in the summer   |
| 1    | 1         | 6        | Mount Vernon ISD will combine Title Funds, State Compensatory Funds, and Local Funds to close the scoring gap, including passing percentage and advanced performance, on state mandated tests for all study group members. (NCLB: 1,5)   |
| 1    | 1         | 8        | Provide Leadership Academies, web based programs and other staff development opportunities that will assist the campus leaders in the ability to guide staff in reaching the +10 growth measure for all students.  |



| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 2         | 1        | Provide an intensive Bilingual/ESL program to meet the needs of limited English proficient students at each grade level. Utilize Rosetta Stone and Imagine Learning software for students who are within the first 2-3 years in U.S schools to enhance and track their progress in attaining proficiency in English. Employ HQ Bilingual Teachers and Aides to support students who are in their first year in U.S. schools.(NCLB: 2,5)  |
| 1    | 2         | 2        | Provide Bilingual/ESL Summer School for students entering Kindergarten and 1st Grade, as required by TEC-Chapter 89, to support the academic, affective and linguistic needs of LEP students. Incorporate other grade levels of Bilingual students as funds permit. (NCLB: 2)  |
| 1    | 2         | 3        | Establish a competitive Bilingual/ESL program by utilizing local funds to furnish Bilingual and ESL teachers stipends for additional responsibilities in providing support for LEP students. Actively recruit and hire Bilingual certified Kindergarten and 5th Grade teachers for the 2017-2018 school year. (NCLB: 2)  |
| 1    | 2         | 6        | Provide instruction at the appropriate level for special populations (Pre-K, GT, SPED, LEP, Dyslexia, and Bilingual) that allow them to be successful in the classroom and on state assessments. (NCBL: 3,4)   |
| 1    | 2         | 7        | Provide a high quality, Full day Head Start program, Pre-Kindergarten program to help economically disadvantaged and LEP students prepare for Kindergarten. (NCLB: 4,5)  |
| 1    | 3         | 1        | Continue to support an MVIDS Professional Development Plan that focuses on MVIDS TEKS Resources Curriculum implementation and student monitoring. Utilize ESC 8 specialists, state conferences and local personnel to support teachers and provide professional development that addresses successful strategies for all students and for specific student groups. Include staff development needed in the following areas of curriculum implementation: (1) TEKS Resource Curriculum Documents and Unit Assessments. (2) Eduphoria to develop formative and summative assessments and disaggregate student performance data. (3) Common time for vertical alignment meetings (PK-5, 6-12) so teachers may collaborate and use student data to plan effective instruction and interventions. (NCLB: 1,3)   |
| 1    | 5         | 1        | System Safeguards are included in the Accountability Reports for Districts and Campuses and are designed to ensure that student groups which are too small to be reported for accountability are included in district and campus reports. Safeguards are in place so that no child is overlooked and that district and campuses are addressing the needs of every student and providing academic support and accelerated instruction to help them meet standards on the STAAR and STAAR EOC tests. MVIDS met 47 of 52 State System Safeguards in 2017. MVIDS missed Federal System Safeguards in Reading and Math for several student groups. Mount Vernon ISD is dedicated to ensuring that every child receives excellent instruction and support in order to be successful in the classroom, on state assessments, and beyond graduation. (NCLB: 1,5) |

# State Compensatory

## Budget for District Improvement Plan:

| <u>Account Code</u>                              | <u>Account Title</u>   | <u>Budget</u>       |
|--|--|---------------------|
| <b>6100 Payroll Costs</b>                        |  |                     |
| 6100   | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$509,805.00        |
| <b>6100 Subtotal:</b>                            |  | <b>\$509,805.00</b> |
| <b>6200 Professional and Contracted Services</b> |  |                     |
| 6200   | 6219 Professional Services   | \$53,000.00         |
| <b>6200 Subtotal:</b>                            |  | <b>\$53,000.00</b>  |
| <b>6300 Supplies and Services</b>                |  |                     |
| 6100   | 6390 Supplies and Materials - General                              | \$79,326.00         |
| <b>6300 Subtotal:</b>                            |  | <b>\$79,326.00</b>  |