MT VERNON INT
Campus Improvement Plan
2015/2016

"Together We Can Achieve Excellence!"

Kathie Thompson

Mt. Vernon Intermediate, 501 HWY 37 South, Mt. Vernon, Texas 75457

903-537-2546 ext. 3232

kthompson@mtvernonisd.net

Date Reviewed: 10/05/15   Date Approved: 11/09/15

MT VERNON INT

Mission

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

Vision

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

Mt. Vernon Intermediate Site Base Committee

Name	Position
Bates, Ashley	Teacher
Baxter, Jason	Teacher
Cameron, Jeremy	Business Member
Damron, Michell	Community Member
Griggs, Tracy	Parent
Hines, Carla	Teacher
Hunt, Barabara	Parent
Key, Kristi	Teacher
Long, Rita	TEACHER
Martin, Misty	Parent
Randle, Karen	Business Member
Rutledge, Richard	Community Member
Rutledge, Wendy	Para Professional
Skidmore, Barabara	Business
Stephens, Lacey	Counselor
Stinson, Sandi	Teacher
Thompson, Kathie	Campus Administrator

MT VERNON INT

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

Objective 1. Mt. Vernon Intermediate strives for 100% success rate of all students on all state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Continuous implementation of MVISD curriculum and unit assessments in all subject areas. Continue to work toward teacher developed benchmarks in all subject areas. (Title I SW: 2,5,8) (Target Group: All) (NCLB: 1,5)	Principals, Region 8 Staff, Teacher(s)	August - June	(F)Title I - $500, (S)State Compensatory - $1,200	Summative - Student performance on unit assessments and state mandated testing
4. Mt. Vernon Intermediate will combine Title Funds, State Compensatory Funds and Local Funds to close the scoring gap for passing percentages and commended performance on all state mandated test for each student group. (Title I SW: 1,9) (Target Group: All, H, W, AA, ECD, ESL)	Principals	August - June	(F)Title I, (F)Title II A Principal & Teacher Recruitment, (F)Title VI, Part B Rural/Low Income, (L)Local/Basic, (S)State Compensatory	Summative - Federal and State Accountability Measures
5. Increase research opportunities across curriculum areas using library online resources and other available material. (Title I SW: 3,4) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Librarian, Principals, Staff, Teacher(s), Technology	August - June	(L)Local/Basic	Summative - Unit test and STAAR Assessment results
6. Provide vocabulary support to science, reading and math curriculum by adding an additional teacher at the 5th and 6th grade level that focuses on vocabulary and reading strategies in non fiction material. (Title I SW: 1,3,5) (Target Group: All) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Local and state assessment performance
7. Expand our technology opportunities by incorporating professional development to enhance the use of our additional computer lab, IPAD mobile stations and classroom IPADS to enhance critical thinking skills in our students and increasing the mastery of reading, math and science state mandated TEKS. (Title I SW: 1) (Target Group: 5th, 6th) (NCLB: 1,5)	Campus Administrators, Director of Technology, Teacher(s), Technology	August-May	(F)Title VI, Part B Rural/Low Income, (L)Local Fund	Summative - Successful completion of computer lab and acquisition of iPAD moble unit. Student performance on local and state assessments.

MT VERNON INT

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

Objective 1. Mt. Vernon Intermediate strives for 100% success rate of all students on all state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Ensure the state safeguards are continued to be met on all state mandated assessments. Due to a higher standard, Federal safeguards in the area of white students in math were not met and economically disadvantaged students in math and reading. Our state has received a waiver that we do not have to meet AYP, Mt. Vernon Intermediate will always strive to make sure that all students are successful in the classroom and MVISD graduates. (Target Group: 5th, 6th)	Principals, Staff, Teacher(s)	August-June	(F)Title VI, Part B Rural/Low Income, (L)Local Fund	Summative - Unit test and STAAR Assessments results

MT VERNON INT

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

Objective 2. Provide quality instruction, continuous monitoring, and intervention programs so 100% of our students are successful in all core content areas and meet passing standards on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the MVISD curriculum to ensure that every child is being taught at the specificity of their state designed curriculum to the level of rigor expected to be successful on accountability measures. The principal will provide opportunities and encouragement for the teachers to implement at least two new instructional strategies that differentiate learning to meet all students' needs. (Title I SW: 3,4) (Target Group: All, 5th, 6th) (NCLB: 1,2,3,5)	Principals, Teacher(s)	August - June	(F)Title I, (L)Local/Basic	Summative - Student performance on local and state assessments
2. Incorporate the online resources Study Island, Flocabulary, Brain POP and Galaxy so that parents can become actively involved in student success. (Title I SW: 5) (Target Group: All) (NCLB: 1,5)	Principals, Teacher(s)	August - June	(F)Title VI, Part B Rural/Low Income, (S)Local Funds	Summative - Surveys and Student Success Rates on Math and Reading assessments
3. Provide accelerated instruction for struggling learners in reading, math and science by utilizing the Success Center, and after school tutorials to enhance the growth measures for all students. (Title I SW: 2,3,10) (Target Group: All, AtRisk, 5th, 6th) (NCLB: 1,5)	Campus Administrators, Principals, Teacher(s)	August - June	(L)Local/Basic - $4,000, (S)FTE - 1.25, (S)State Compensatory - $41,978	Summative - Unit Assessments/Success Evaluations/State Assessments
4. Provide opportunities for students to participate in character building activities and learn about careers of our local community members by bringing them into our classes as special guests. (Title I SW: 2) (Target Group: All, AtRisk) (NCLB: 5)	Community in Schools, Community Volunteers, Principals, Staff, Teacher(s)	August - June	(O)Community Donations - $100, (O)Community in School Fund - $200, (O)Principal Fund - $200	Summative - Campus Climate and Office Referrals
5. Increase the Level III Advanced reading scores for all students, with an intense focus on improving the current 2% Level III for our LEP students by incorporating Rosetta Stone and other ELPS strategies. (Title I SW: 1,2) (Target Group: All, LEP, GT) (NCLB: 1,2,5)	Principals, Staff, Teacher(s)	August - June	(F)Title VI, Part B Rural/Low Income, (L)Local Fund	Summative - Student performance on STAAR Assessments/UNIT Tests

MT VERNON INT

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

Objective 2.   Provide quality instruction, continuous monitoring, and intervention programs so 100% of our students are successful in all core content areas and meet passing standards on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Attract highly qualified teachers by developing relationships between local colleges for student teachers to observe, student teach, and form relationships for possible upcoming employment. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Principals	August-June	(L)Local Fund	Summative - Successful hiring of new teachers who have completed their student teaching and observation on our campus
7. Enhance our reading and math programs by incorporating "The Million Word Challenge" and "Think Yourself Out of Box by Becoming a MultiMagician!" (Title I SW: 3,6) (Target Group: All) (NCLB: 5)	Principals, Teacher(s)	August - June	(O)Principal Fund	Summative - Number of students accepting the "challenge" and their performance on local and state assessments
8. Provide parents an online resource that encourages reinforcement of skills taught at school. An example would be Kahn Academy and/or our adopted textbook resource. (Title I SW: 5,6) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Principals, Staff, Teacher(s), Technology	August - June	(L)Local Fund	Summative - Parent feedback and student achievement
9. Analyze state testing data and local assessment data to determine needs of students and ensure that all children are receiving appropriate instruction. Incorporate summer instruction as needed for students in need of assistance and enrichment opportunities. (Title I SW: 1,8) (Target Group: All, 5th, 6th) (NCLB: 1,5)	Curriculum Director, Principals, Region 8 Staff, Teacher(s)	August - June	(F)Title I	Summative - Student performance on local and state assessments

MT VERNON INT

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

Objective 3. Provide programs to meet the diverse needs and interests of the student population to ensure that 100% of all student groups are successful on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate student reading levels three times per year using the STAR reading assessment. Incorporate appropriate interventions based on data. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, Teacher(s), Technology	August - June	(L)Local Fund	Summative - Student performance on STAR Reading Assessment
2. Provide high quality critical thinking instruction in math and science that supports current state requirements and prepares all students for requirements for End of Course. (Title I SW: 3,4) (Target Group: All, LEP, SPED) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Student performance on Unit Assessments, Benchmarks, and State Assessments
3. Provide a Reading teacher to enable class size reduction so that students who struggle in reading may receive more individualized instruction and Response to Intervention. An RTI team will evaluate the success of designated students and develop accommodation plans to enhance student's classroom performance. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June	(F)Title II A Principal & Teacher Recruitment - $50,743, (S)FTE - 1	Summative - Benchmarks and Grade Reports
4. Provide a schedule that allows time for students to receive instruction that enhances their ability levels and provides opportunities for enrichment. (Title I SW: 3,5) (Target Group: All, GT) (NCLB: 1,5)	Principals, Teacher(s)	August - June	(L)Local Fund	Summative - Student performance on Unit Assessments, Benchmarks and State Assessments
5. Provide high quality staff development by allowing release time for math, reading and science teachers to attend subject specific trainings to understand the flow of the new TEKS alignment to enhance planning. (Title I SW: 1,2,4,10) (Target Group: All, ESL, SPED, GT) (NCLB: 1,5)	Principals, Teacher(s)	August - June	(F)Title I, (L)Local/Basic, (S)State Compensatory - $400	Summative - Student Math performance on local and state assessments

MT VERNON INT

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

Objective 3. Provide programs to meet the diverse needs and interests of the student population to ensure that 100% of all student groups are successful on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide an English as a Second Language program to meet the needs of limited English proficient students. Utilize local funds to provide a Bilingual Aide to work with LEP students who are new to U.S. schools. Also, provide a stipend to a designated ESL teacher who works with other campus ESL teachers to ensure that LEP students' needs are met and their progress closely monitored. (Title I SW: 3) (Target Group: ESL, LEP) (NCLB: 2,5)	Director of Special Programs, Educational Aides, Principals, Teacher(s)	August - June	(L)Local/Basic - $14,687, (S)FTE - 1	Summative - ESL student performance STAAR and TELPAS
7. Provide programs for students with disabilities to ensure they are receiving high quality instruction. Provide Highly Qualified SPED teachers and Aides to ensure SPED students are receiving accommodated instruction as directed by the ARD committee. Provide classes for students with Dyslexia in order to teach them coping strategies that allow them to be successful in the classroom and on state assessments. (Title I SW: 3,9) (Target Group: SPED, Dys) (NCLB: 1,5)	Principals, SPED Director, Teacher(s)	August - June	(F)IDEA Special Education - $28,050, (F)Title I - $13,838, (L)Local Fund - $13,464, (S)FTE - 4.34	Summative - Local and state assessment performance

MT VERNON INT

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

Objective 4. Professional Development provided to staff members based on data completed by all stakeholders to provide high quality instruction for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize professionals from Region 8 and other resources to help our staff meet the ever changing requirements by the state and federal government with an emphasis on Science and LEP students. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Curriculum Director, Principals, Region 8 Staff, Superintendent	August - June	(F)Title I A , (L)Local/Basic	Summative - Teacher Surveys and Student Achievement Results
2. Utilize technology staff and online staff development to provide training on a regular basis. (Title I SW: 10) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, Staff, Teacher(s), Technology	August - June	(F)Title I, (L)Local Fund	Summative - Use of technology in the classroom
3. Share curriculum success strategies across grade levels PK-12 and allow time for teachers to observe across grade levels. (Title I SW: 7,8,10) (Target Group: All) (NCLB: 1,4,5)	Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Observation and Teacher Evaluation results across grade levels

MT VERNON INT

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

Objective 5. Attract and maintain staff members that are innovative and willing to engage students to the highest level by differentiating instructional methods to meet the needs of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attract Highly Qualified teachers and staff members by using AESOP and EASY online employment systems. (Title I SW: 2,3,5) (Target Group: All) (NCLB: 3)	Campus Administrators, Superintendent	August-June	(L)Local Fund	Summative - Student Performance on loca and State Assessments and State Accountability Ratings
2. Maintain visibility by having a consistent Principal walk-through and observation schedule. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 3)	Principals	August-June	(L)Local Fund	Summative - Teacher PDAS Performance
3. Provide high quality staff development by encouraging teachers to attend national conferences and make school visits to find new and innovative ways to engage students. Provide quality substitute teachers for student during teacher absences. (Title I SW: 4,9,10) (Target Group: All) (NCLB: 1,5)	Campus Administrators, Region 8 Staff, Superintendent, Teacher(s)	August - June	(F)Title I - $5,588, (S)State Compensatory - $1,150	Summative - STAAR Scores Teacher Evaluations Student surveys
4. The Principal will incorporate strategies gained at Region 8 Schoolwide Engagement Model trainings to bring about positive changes in student/teacher/parent relationships. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 1,5)	Campus Administrators, Community Volunteers, Principals, PTO, Region 8 Staff	2014-15 through 2015-16	(F)Title I, (L)Local Fund	Summative - Student Surveys Parent Surveys Teacher Surveys State Assessment Scores
5. Reform strategies for student learning opportunities by organizing a day each month that is based on grade level curriculum needs and that incorporates research and presentation skills. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,3,5)	Principals, Staff, Teacher(s), Technology	2014-2015 School Year	(L)Local Fund	Summative - Student and Teacher Survey responses. Student performance on state assessments

MT VERNON INT

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

Objective 1. Create an environment where frequent, clear and reciprocal communication occurs between the staff and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide curriculum nights to develop awareness of research based instructional practices used in our academic areas. (Title I SW: 1,5,6,7) (Target Group: All) (NCLB: 1,5)	Librarian, Principals, PTO, Teacher(s)	August - June	(O)Principal Fund - $100	Summative - Observation and Parent Survey responses
2. Partnerships will be developed between parents and teachers through e-mail, telephone contact, school conferences and written communication to enhance the success of the child. (Title I SW: 5,9) (Target Group: All) (NCLB: 3,5)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Observation of Teacher/Parent Relations. Teacher and Parent Survey Results
3. Develop an e-mail bank or social communication site that provides parents up to date information on campus activities. (Title I SW: 5,6) (Target Group: All) (NCLB: 3,5)	Counselor(s), Librarian, Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Observation/Parent Involvement in School Activites
4. Create an opportunity for parents to learn more about the specific needs of their students. Examples: Sensory Education Night, Dyslexia Awareness, etc. (Title I SW: 6,7) (Target Group: All, Dys) (NCLB: 5)	Counselor(s), Dyslexia specialist, Principals, Teacher(s)	August-June	(L)Local Fund	Summative - Parent attendance at special meetings

MT VERNON INT

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

Objective 2. Partner with parents to ensure the safety and well being of their children with a focus on bullying and drug education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Positive Behavior Incentives for students who display positive behavior and/or attendance. (Title I SW: 1,5) (Target Group: All) (NCLB: 4,5)	Counselor(s), Librarian, Principals, Staff, Teacher(s)	August - June	(O)Community Donations - $200, (O)Community in School Fund - $200, (O)Principal Fund - $500	Summative - Decrease in number of behavior referrals and in student absences
2. Educate parents about laws pertaining to student attendance. (Title I SW: 1,5) (Target Group: All) (NCLB: 4,5)	Counselor(s), Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Student Attendance Rate
3. Incorporate activities into the school year on a regular basis that bring about awareness to the dangers of drug use. (Title I SW: 3,6,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, School Nurse, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Drug free campus
4. Create a system that allows the students to report any form of peer misconduct in an anonymous manner. (Title I SW: 2,5,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals	August - June	(L)Local Fund	Summative - Number of peer misconduct reports
5. Provide In-School Suspension (ISS) for students who violate the Student Code of Conduct and an Alternative Education Program (AEP) for students with serious violations where students maintain their academics. Provide a Behavior Adjustment Class (BAC) for students who need additional support and instruction in behavior in order to return to the regular classroom. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,4,5)	Counselor(s), MVISD Chief of Police, Principals	August - June	(L)Local/Basic - $16,217, (S)FTE - 0.66, (S)State Compensatory - $19,571	Summative - Number of students served who are able to return to the regular classroom

MT VERNON INT

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

Objective 3.   Partner with Parents to provide assistance as needed to ensure student health and success in school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create positive relationships between parents, students, and staff members so they will feel comfortable about expressing concerns about bullying situations. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Bullying incidents reported to staff and at what level of concern.
2. Ensure a plan is in place for communication with the parent, nurse and teacher for all student medical needs. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, School Nurse, Teacher(s)	August-June	(L)Local Fund	Summative - Number of students' medical needs met
3. Provide verbal and visual opportunities for students to become aware of good health habits and germ transmission. (Title I SW: 2,4,9) (Target Group: All) (NCLB: 4)	Custodial Staff, Principals, School Nurse	August - June	(L)Local Fund	Summative - Observation of student health habits Number of student days missed due to illness

MT VERNON INT

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

Objective 4.   Parents and School work toward partnership to maintain student attendance at 97.5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support mentoring programs that will enhance student achievement in school. (Title I SW: 2,5) (Target Group: All) (NCLB: 4,5)	Community in Schools, Counselor(s), Principals, Staff, Teacher(s)	August - June	(O)Community Donations - $100, (O)Community in School Fund - $250	Summative - Observation of students involved Academic success of these students
2. Assist with family/child relationship issues. (Title I SW: 6,9,10) (Target Group: All, ECD) (NCLB: 5)	Community in Schools, Community Volunteers, Counselor(s), Principals, Staff, Teacher(s)	August - June	(O)Community Donations - $2,000, (O)Community in School Fund - $1,000, (S)State Compensatory - $12,500	Summative - Observation of students involved Students' academic performance
3. Provide transportation and financial support to students to ensure basic needs are met. (Title I SW: 2,9,10) (Target Group: All, ECD) (NCLB: 4,5)	Community in Schools, Community Volunteers	August - June	(O)Community Donations - $1,000, (O)Community in School Fund - $1,000	Summative - Observation of students involved
4. Create academic opportunities that are engaging and encourage student attendance. (Title I SW: 1,2,5) (Target Group: All) (NCLB: 1,4,5)	Principals, Special Ed Teachers, Teacher(s), Technology	August - June	(L)Local Fund	Summative - Student Attendance Rate

MT VERNON INT

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

Objective 1. Partner with local businesses to provide volunteers and awards to encourage students to help them set and attain goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage good attendance habits in partnership with community volunteers by providing Positive Behavior Incentive parties. (Title I SW: 2,9) (Target Group: All, AtRisk) (NCLB: 4,5)	Community Volunteers, Counselor(s), Principals, Teacher(s)	August - June	(O)Community Donations - $200, (O)Community in School Fund - $500, (O)Principal Fund - $500	Summative - Attendance rate
2. Develop positive working relationship with Lowe's that includes a tutoring program for at risk students (Title I SW: 1,9) (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Principals, Teacher(s)	August - June	(L)Local Fund	Summative - Student success rates improve
3. Continue cohort group of local businessmen/women and 6th grade boys/girls for goal setting activities on a weekly basis. (Title I SW: 2,9) (Target Group: M, AtRisk) (NCLB: 5)	Community in Schools, Counselor(s), Principals	August - June	(O)Community in School Fund - $500	Summative - Success of students in group
4. Incorporate ESTEEM for 10 week bullying, abstinence and character building meetings with 6th grade students. (Title I SW: 2,9) (Target Group: All, 5th, 6th) (NCLB: 4,5)	Counselor(s)	2014-2015 School Year	(L)Local Fund	Summative - Sucess of students involved in the program

MT VERNON INT

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

Objective 2. Involve the community in the day to day activities of our campus so that the communication and support will be ongoing and positive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate school activities to the community through school website, SchoolReach, social networking site, and local newspaper articles written by students. (Title I SW: 3,5,6) (Target Group: All) (NCLB: 1,5)	Community in Schools, Librarian, Principals, PTO, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Participation of parents and community in school activities. Community/Parent Survey Results regarding school activities
2. Provide opportunities for the community to become involved in our recycling program. (Title I SW: 5,9) (Target Group: All) (NCLB: 5)	Principals, Staff, Teacher(s)	August - June	(O)Community Donations	Summative - Success of Recycling program
3. Incorporate our School Reach parent communication tool to maintain awareness of school and community activities. (Title I SW: 6) (Target Group: All) (NCLB: 1,4,5)	Campus Administrators, Club Sponsors, Community in Schools	August - June	(L)Local Fund	Summative - Parent Survey results

MT VERNON INT

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

Objective 3. Provide opportunities for local community members to visit with students about their contributions to the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage local members of our community to visit our campus and provide information about their role in the community. (Title I SW: 2,6) (Target Group: All) (NCLB: 1,5)	Principals, Staff, Teacher(s)	August - June	(O)Community Donations	Summative - Number of community volunteer school visits/presentations
2. Continue partnership with First National Bank, Guaranty Bank and Texas American Bank to encourage financial literacy and participation in Dallas Morning News Spelling Bee and other academic programs. (Title I SW: 2,6,9) (Target Group: All) (NCLB: 4,5)	Principals, Staff, Teacher(s)	August - June	(O)Community Donations - $1,000	Summative - Student participation in savings program Student participation in spelling bee
3. Partner with local colleges and businesses to provide opportunities for direct observation to allow students to develop a plan for later success in college or a trade school. (Title I SW: 1,9) (Target Group: All) (NCLB: 5)	Counselor(s), Principals, Teacher(s)	August - June	(O)Community Donations	Summative - Students feedback/Evaluation Survey results regarding fieldtrips to local college and businesses

MT VERNON INT

Goal 4. Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 1. Ensure a safe environment for all students and staff members at Mt. Vernon Intermediate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide safety plans and make sure all campus members are well versed in actions to be taken. Participate in frequent safety drills to ensure success. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), MVISD Chief of Police, Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Safety Training Completed Safety Plan in Place Successful Safety Drills Completed
2. Certified counselor works with the students to meet the emotional needs of our students. (Title I SW: 1,10) (Target Group: All, AtRisk) (NCLB: 4,5)	Counselor(s), Principals, Teacher(s)	June	(L)Local/Basic	Summative - Successful hiring of Campus Counselor
3. Maintain appropriate record of all visitors entering our campus. Encourage all campus members to report any safety infractions or suspicious activity. (Target Group: 5th, 6th)	Campus Administrators, Counselor(s), Educational Aides, MVISD Chief of Police, School Nurse, Staff	August-June	(L)Local Fund	Formative - Proactive observations and reports of infractions/activities.

MT VERNON INT

Goal 4. Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 2. Provide supervision to all students both inside the classroom and during transition times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a schedule so that adults are supervising students at all times during the school day. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,4,5)	Counselor(s), Principals, Staff, Teacher(s)	August - June	(F)Title I, (L)Local Fund, (S)Local Funds	Summative - Ongoing Observation of staff supervision and monitoring
2. Provide In-School Suspension (ISS)for students who violate the Student Code of Conduct and an Alternative Education Program (AEP) for students with serious violations where students maintain their academics. Provide a Behavior Adjustment Class (BAC) for students who need additional support and instruction in behavior in order to return to the regular classroom. (Title I SW: 2,9) (Target Group: All) (NCLB: 4,5)	MVISD Chief of Police, Principals, Staff, Teacher(s)	August - June	(L)Local/Basic - $16,215, (S)FTE - 0.66, (S)State Compensatory - $19,571	Summative - Observation Discipline Records Successful Return of Students to Classroom
3. Utilize continuous monitoring and campus/bus security cameras as needed to ensure the safety of students at all times and to minimize student disruptions in the school and on the bus. (Title I SW: 2,5,9) (Target Group: All) (NCLB: 4)	Maintenance Director, Principals, Staff, Teacher(s), Transportation Director	August - June	(L)Local Fund	Summative - Student disruptions decreased Bus referrals decreased
4. Recognize student targets and incorporate a "buddy system" during daily transitions to minimize bullying incidents. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, Staff, Teacher(s)	August - June	(L)Local Fund	Summative - Bullying Incidents Decreased
5. Maintain appropriate record of all visitors entering our campus. Encouage all campus members to report any safety infractions or suspicious acitivity. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), Principals, Staff	August - June	(L)Local Fund	Summative - Proactive observations and reports of infractions/activities

MT VERNON INT

Goal 4.   Mt. Vernon Intermediate will provide a safe, secure and disciplined learning environment that will allow all students to reach their highest potential.

Objective 3.   Strive to provide a facility that is clean and germ free.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a campus that promotes good health habits and one that is free from clutter and unsafe objects to ensure appropriate exit at all times. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Custodial Staff, Maintenance Director, MVISD Chief of Police, Principals, School Nurse, Staff	August - June	(L)Local Fund	Summative - Decrease in number of student illnesses/injuries
2. Incorporate SHAC committee to address concerns and needs about student health issues. (Title I SW: 2,9) (Target Group: All) (NCLB: 4)	Custodial Staff, Principals, School Nurse, Staff	August - June	(L)Local Fund	Summative - Decrease in teacher and student illnesses and injuries

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Mt. Vernon ISD is the only school in Franklin county. We are fortunate to have strong community support for our school system from business owners, churches, and community members.   As our Hispanic student population grows, our Hispanics in the community are also stepping up to volunteer.

Our recent STAAR scores were well above the state and region scores in all subject areas. Our Level III scores in 6th grade reading were above the state and region scores. TELPAS and STAAR scores also indicates that our Hispanic students academic growth is rising.

Demographics Weaknesses

We do not have any weaknesses in this area.

Demographics Needs

At this time, our largest need is more representation on our staff from our Hispanic and African American population. We have one Bilingual aide on staff that assist with parent conferences and the students in the classroom.

We will be implementing a bilingual 5th grade class and need to be recruiting a high quality staff member.

Our current staff also needs to be ESL certified across the curriculum areas. The strategies used by those teachers would be beneficial to all subject areas.

Demographics Summary

Mt. Vernon Intermediate School is located in Mt. Vernon, TX. The demographic data indicates no significant increase or decrease for our student population for the 2014-2015 school year. The current enrollment is 279.

According to our most recent TAPR (2013-2014) reports the ethnic distribution is African American 5.9%, Hispanic 24.2%, White 65.7%, Multi-Racial 3.4%, Native American 0% and Asian/Pac. Islander .8%. There is no indication that there will be any significant changes in the ethnic distribution for the 2016-17 year. The economically disadvantaged population is 58.5%, ELL 6.8%, Students with Disciplinary Placements 1.0%, At Risk 49.6%, and Mobility 13.1%. Our at risk population derives from students

Comprehensive Needs Assessment

Demographics Summary (Continued)

that have not been successful on a state assessment test or has been retained for one or more years. The mobility of our students is rising and is not reflective in the number of migrant students we have on campus.
Our student retention rate is 0% for our campus.

Based off of most recent TAPR data, the number of students per teacher is about 11.4. The total number of staff is 31.1 with 23.3teachers, 1.6 professional support, 1.0 campus administrators and 7.8 educational aides. The average years of experience of teachers on the campus are 15.3 which are above the district and state averages.
 Our academic success is partially due to the low numbers of students per teacher we have on our campus.

The student enrollment by program is Bilingual/ESL 6.4%, Career and Technical Education 0%, Gifted and Talented 7.2% and Special Education 8.9%. The total operating expenditure per student by function is $5252.00.

The total operating expenditure per student by program is $5265.00.

P E I M S   E D I T +   R E P O R T S   D A T A   R E V I E W
Disaggregation of PEIMS Student Data
2014-2015 Fall Collection

Filename: F2015080901
District: 080901 - MOUNT VERNON ISD
Campus: 080901102 - MT VERNON INT

TOTAL ENROLLMENT	247

ENROLLMENT BY GRADE

		% Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	140	56.68%
GRADE 6	107	43.32%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	247	100.00%

ENROLLMENT BY SEX

MALE	126	51.01%
FEMALE	121	48.99%
TOTAL	247	100.00%

ADA ELIGIBILITY

"0" ENROLLED, NOT IN MEMBERSH	0	0.00%
"1" ELIGIBLE FOR FULL DAY	232	93.93%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	15	6.07%
"4" INELIGIBLE FOR FULL DY	0	0.00%
"5" INELIGIBLE FOR HALF DY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	247	100.00%
LEP	20	8.10%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	134	54.25%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	1	0.40%
HOMELESS	4	1.62%
UNACCOMPANIED YOUTH	2	0.81%
DYSLEXIA	21	8.50%

ENROLLMENT BY ETHNICITY

		% Group	% Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	0.81%	0.81%
BLACK/AFRICAN AMER.	11	4.45%	4.45%
HISPANIC/LATINO	63	25.51%	25.51%
WHITE	162	65.59%	65.59%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	3.64%	3.64%
TOTAL	247	100.00%	100.00%

MIGRANTS

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	0	0.00%	0.00%
HISPANIC	2	100.00%	0.81%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	2	100.00%	0.81%

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	8	5.97%	3.24%
HISPANIC	50	37.31%	20.24%
WHITE	72	53.73%	29.15%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	2.99%	1.62%
TOTAL	134	100.00%	54.25%

BILINGUAL

		% Group	% Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	0	0.00%	0.00%
HISPANIC	19	100.00%	7.69%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	19	100.00%	7.69%

GIFTED AND TALENTED

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	1	5.00%	0.40%
BLACK	2	10.00%	0.81%
HISPANIC	3	15.00%	1.21%
WHITE	14	70.00%	5.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	20	100.00%	8.10%

PRF5C044
V 5.1.1

P E I M S   E D I T +   R E P O R T S   D A T A   R E V I E W
Disaggregation of PEIMS Student Data
2014-2015 Fall Collection

Wednesday 12/03/2014   3:35PM
Page 2 of 2

Filename: F2015080901
District: 080901 - MOUNT VERNON ISD
Campus: 080901102 - MT VERNON INT

TITLE 1, PART A

"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	247	100.00%
"7" ATTENDS AND PARTICIPAT	0	0.00%
"8" PREVIOUSLY PARTICIPATE	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SR	0	0.00%
TOTAL	247	100.00%

OTHER ECON DISADV

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	0	0.00%	0.00%
HISPANIC	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

CAREER AND TECHNICAL

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	0	0.00%	0.00%
HISPANIC	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00
TOTAL	0	0.00%	0.00%

AT RISK

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	6	5.50%	2.43%
HISPANIC	41	37.61%	16.60%
WHITE	59	54.13%	23.89%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	2.75%	1.21%
TOTAL	109	100.00%	44.13%

SPECIAL EDUCATION

AM INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN/PACIFIC ISLAND	0	0.00%	0.00%
BLACK	1	4.35%	0.40%
HISPANIC	3	13.04%	1.21%
WHITE	18	78.26%	7.29%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.35%	0.40%
TOTAL	23	100.00%	9.31%

PK Program Code

"00" Not Applicable	0	0.00
"01" PK Elig >2 <4 Hrs/Day	0	0.00
"02" PK Elig 4+ Hrs/Day	0	0.00
"03" PK Elig 4+Hrs/Day+Sp Ed	0	0.00
"04" PK Inelig >2 <4 Hrs/Day	0	0.00
"05" PK Inelig 4+ Hrs/Day	0	0.00
TOTAL	0	0.00

Primary PK Funding Source

"1" Tuition fees	0	0.00%	0.00%
"2" Local Dist Shar	0	0.00%	0.00%
"3" State grant	0	0.02%	0.00%
"4" Federal	0	0.03%	0.00%
"9" Other	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Secondary PK Funding Source

"1" Tuition fees	0	0.00%	0.00%
"2" Local Dist Shar	0	0.00%	0.00%
"3" State grant	0	0.00%	0.00%
"4" Federal	0	0.00%	0.00%
"9" Other	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Reading, Math and Science scores in our all students categories are well above the state and region average. Our campus has always maintained high scores for our total population. Our Level III Advanced scores and previously commended scores have been higher than the state in region in most areas.

A strength we have in math intervention is our Success Center. The students enrolled in this program all passed the STAAR test and received a 2 progress measure. A strength in reading was our Million Word Challenge for the 2014-2015 school year. This increased focus on reading led to the spike in all of our campus test scores.

Student Achievement Weaknesses

District wide our ELL students' science scores are below average. Mt. Vernon Intermediate is focusing on science vocabulary by the implementation of Flocabulary and continuing to improve instruction with the additional 5th grade Science/Reading teacher.

In math, we feel that we can increase the number of economically disadvantaged students passing rate and Level III achievement by placing more focus on the retention of multiplication facts.

Our Hispanic Level III Advanced scores were 8% in reading. This was equal to the region 8 Level III scores but below the state scores. Our 5th grade reading Level III scores were 17%. This was below state and region scores.

Student Achievement Needs

Future needs for our campus include adding more technology opportunities for our students. We need to increase the number of IPADS for our classrooms so our teachers can make use of the engaging available APPS in science and math.   Our Million Word Challenge was a success during the 2014-15 school year. A focus for learning and retaining multiplication facts needs was put in place and needs to include more rigor for this school year.

A focus on our ELL learners will be a priority this year in all subject areas.

In order to improve our Level III advanced numbers we need to focus on differentiating instruction for all students and creating/maintaining levels of support for all learners.

Student Achievement Summary

The students at Mt. Vernon Intermediate performed very well on the STAAR assessment. In all tested subjects math, reading and science we were above the state and

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

region level. Our reading scores for our campus was 91%. Our all students total for science was 82%. Math scores The white population scored 92% in reading, 96% passing in math and 95% in science. Our African American students scored 85% passing in reading, 92% passing in math and 100% in science. Our Hispanic students scored 72% passing in reading, 96% in math and 73% passing in science. Our economically disadvantage students and ELL scored in the 90 percentile in reading and math. In science, Economically Disadvantaged scored 75% passing and ELL scored 46% passing in science.

The reading scores for the Level III Advanced phase were 17% in 5th grade and 6th grade 32% in reading. In math or Level III advanced scores were 5th grade 17% and 6th grade 27%, both grade levels scored well above the state and region scores. Our 5th grade science Level III Advanced scores are 8%.

Our campus earned a distinction in each index recognized by the state: Academic Achievement in Reading/ELA, Top 25 Student Progress, and Top 25% Closing Performance Gaps. Our campus also received Federal recognition for Title 1 High Performance and Title 1 High Progress school due to success in our academic areas. We were also named a Blue Ribbon School for the 2015 school year.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
MT VERNON INT (080901102) - MOUNT VERNON ISD
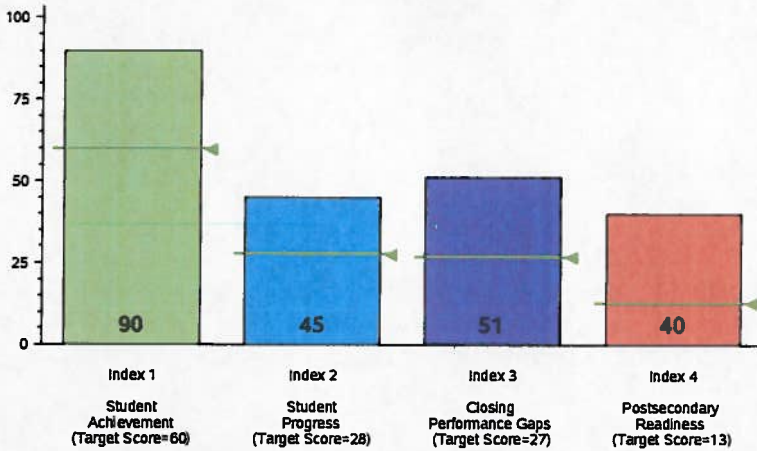
Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report

Index 1	Index 2	Index 3	Index 4
90	45	51	40
Student Achievement (Target Score=60)	Student Progress (Target Score=28)	Closing Performance Gaps (Target Score=27)	Postsecondary Readiness (Target Score=13)

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	277	308	90
2 - Student Progress	269	600	45
3 - Closing Performance Gaps	409	800	51
4 - Postsecondary Readiness			
STAAR Score	40.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		40

Distinction Designation

★ ★ ★

Academic Achievement in Reading/ELA
DISTINCTION EARNED

Academic Achievement in Mathematics
NOT ELIGIBLE

Academic Achievement in Science
NO DISTINCTION EARNED

Academic Achievement in Social Studies
NOT ELIGIBLE

Top 25 Percent Student Progress
DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED

Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	247 Students
Grade Span	05 - 06
Percent Economically Disadvantaged	54.3
Percent English Language Learners	8.1
Mobility Rate	13.2

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 8 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	**12 out of 12 = 100%**

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Y		Y	Y	n/a	n/a	n/a	n/a	N			n/a
Mathematics	Y		Y	N	n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y	Y	n/a	n/a	n/a	n/a	Y		n/a	
Mathematics	Y		Y	Y	n/a	n/a	n/a	n/a	Y		n/a	
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments
Reading
  Alternate 1%
  Number Proficient
  Total Federal Cap Limit
Mathematics
  Alternate 1%
  Number Proficient
  Total Federal Cap Limit

‡   Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

+   Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
*** Federal Graduation Rate Reason Codes:
    a = Graduation Rate Goal of 90%
    b = Four-year Graduation Rate Target of 83%
    c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
    d = Five-year Graduation Rate Target of 88%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	201	**	49	135	-	*	-	8	104	8	27	n/a
Total Tests	234	**	57	158	-	*	-	8	127	24	32	17
% at Phase-in Satisfactory Standard	86%	78%	86%	85%	-	*	-	100%	82%	33%	84%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	201	**	53	131	-	*	-	8	103	10	29	n/a
Total Tests	235	**	57	159	-	*	-	8	128	24	32	17
% at Phase-in Satisfactory Standard	86%	78%	93%	82%	-	*	-	100%	80%	42%	91%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	98	*	24	68	-	*	-	*	48	*	11	n/a
Total Tests	129	*	34	87	-	*	-	*	73	*	20	15
% at Phase-in Satisfactory Standard	76%	*	71%	78%	-	*	-	*	66%	*	55%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	245	9	59	167	-	*	-	**	135	24	n/a	18
Total Students	245	9	59	167	-	*	-	**	135	24	n/a	18
Participation Rate	100%	100%	100%	100%	-	*	-	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	245	9	58	168	-	*	-	**	136	24	n/a	17
Total Students	245	9	58	168	-	*	-	**	136	24	n/a	17
Participation Rate	100%	100%	100%	100%	-	*	-	100%	100%	100%	n/a	100%

‡   Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

*   Indicates results are masked due to small numbers to protect student confidentiality.

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-   Indicates there are no students in the group.

n/a indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
-   Indicates there are no students in the group.
n/a indicates data are not applicable to this report.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

 Our campus works very hard to support each other as indicated by our Employee Opinion Survey.   Most teachers enjoy the work they do on a daily basis. Most of the Intermediate staff feel they work in a safe and secure environment. 98% of our staff feel they work in clean and well maintained campus.

School Culture and Climate Weaknesses

Only 67% of our staff members say that they would recommend their campus to a friend as a good place to work. The campus felt they were not supported in some areas by leadership. Leadership is working with several committees to ensure those issues are addressed and corrected for the future.

Survey showed that the staff felt that support for disciplinary issues were inconsistent. Data for our campus shows that more than 30% of the 237 students spent at least one day in an out of classroom placement. This does not include the students that visited with me or the Dean of Students and were not placed in an out of classroom placement. That number is a minimum of 46. A Positive Behavior committee has been formed for this school year to decrease the number of out of classroom placements.

School Culture and Climate Needs

Our data indicates that a positive behavior approach is needed on our campus. This was implemented this school year and we are hoping to see a decrease in the number of students receiving an ISS or OSS placement.

School Culture and Climate Summary

The motto for Mt. Vernon ISD is "Together We Will Achieve Excellence" and our Intermediate staff work hard to uphold that on our campus. TASB provided our district with an employee survey for the 2014-2015 school year. The results of that survey were disheartening in many area because despite being a Blue Ribbon campus our teachers felt they were not supported by leadership. Many actions are being taken this year to improve that perception. Leadership/Teacher conferences are taking place a minimum of 3 times, a Positive Behavior Committee and a Sunshine committee has been established to ensure teachers have a voice in our campus decisions. Subject area PLC's have been formed to work toward campus benchmarks for each subject.

Comprehensive Needs Assessment

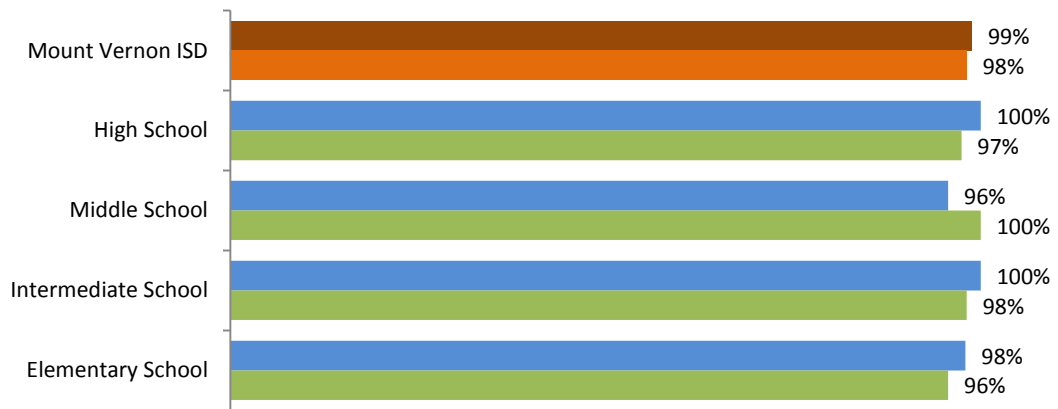**School Culture and Climate Summary (Continued)**

Student and parent surveys have not been completed at this time.

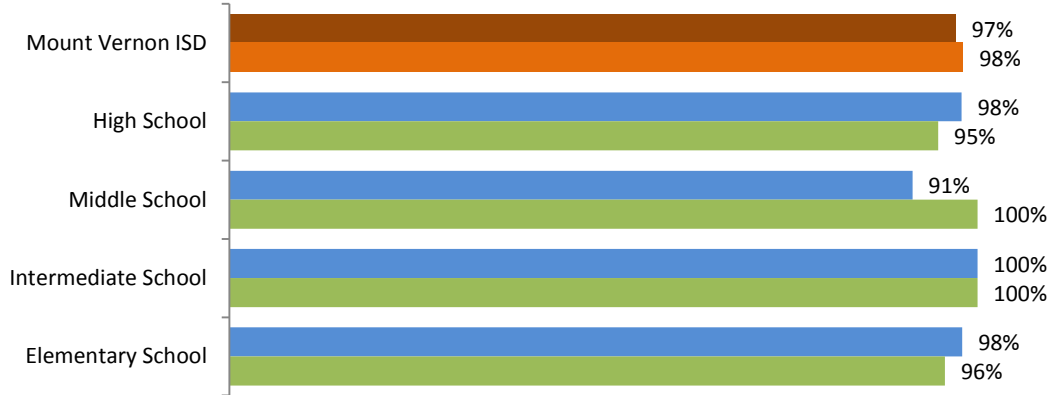# Mount Vernon ISD Employee Opinion Survey
Data Reported by Location
2015

Participation by Work Location

Work Location	# of Employees	# of Respondents	Participation Rate	% of Survey
High School	52	47	90%	27%
Middle School	26	23	88%	13%
Intermediate School	34	32	94%	18%
Elementary School	76	49	64%	28%
Other Work Location	60	20	33%	11%
Unidentified Work Location	N/A	5	N/A	3%
Total	248	176	71%	100%

I like the work I do.

Mount Vernon ISD	99% / 98%
High School	100% / 97%
Middle School	96% / 100%
Intermediate School	100% / 98%
Elementary School	98% / 96%

On most days I feel good about what I have accomplished.

Mount Vernon ISD
- 97%
- 98%

High School
- 98%
- 95%

Middle School
- 91%
- 100%

Intermediate School
- 100%
- 100%

Elementary School
- 98%
- 96%

I understand what is expected of me in my job.

Mount Vernon ISD
- 98%
- 93%

High School
- 100%
- 95%

Middle School
- 100%
- 97%

Intermediate School
- 100%
- 85%

Elementary School
- 96%
- 96%
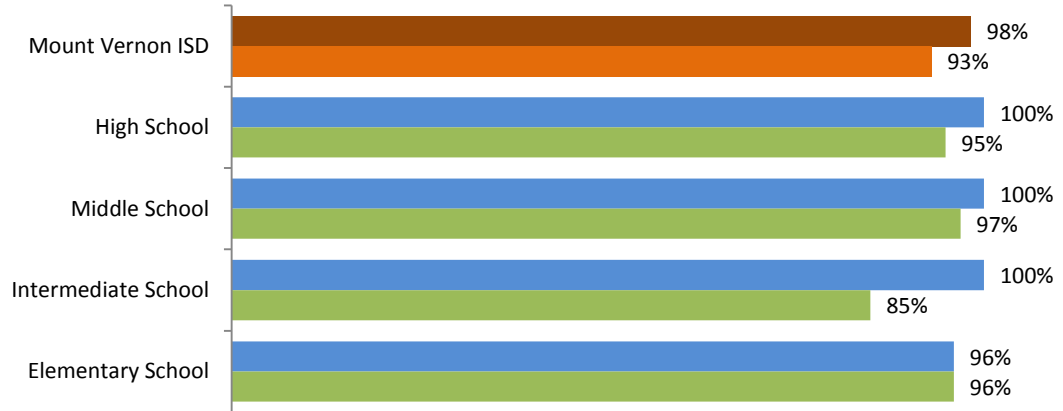
I would recommend my campus or department to a friend as a good place to work.

Mount Vernon ISD
- 96%
- 83%

High School
- 96%
- 92%

Middle School
- 96%
- 97%

Intermediate School
- 94%
- 67%

Elementary School
- 96%
- 87%
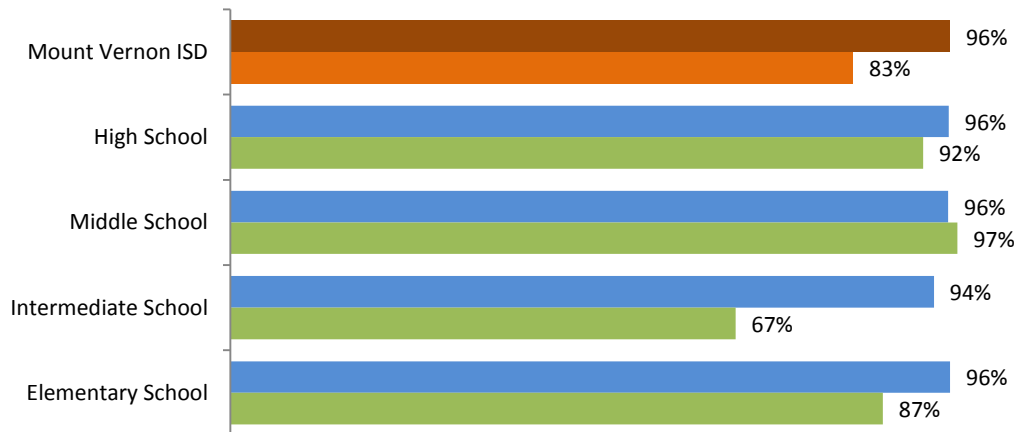
My job allows me to use my skills and abilities.

School	Value 1	Value 2
Mount Vernon ISD	97%	95%
High School	98%	92%
Middle School	100%	100%
Intermediate School	100%	92%
Elementary School	92%	96%
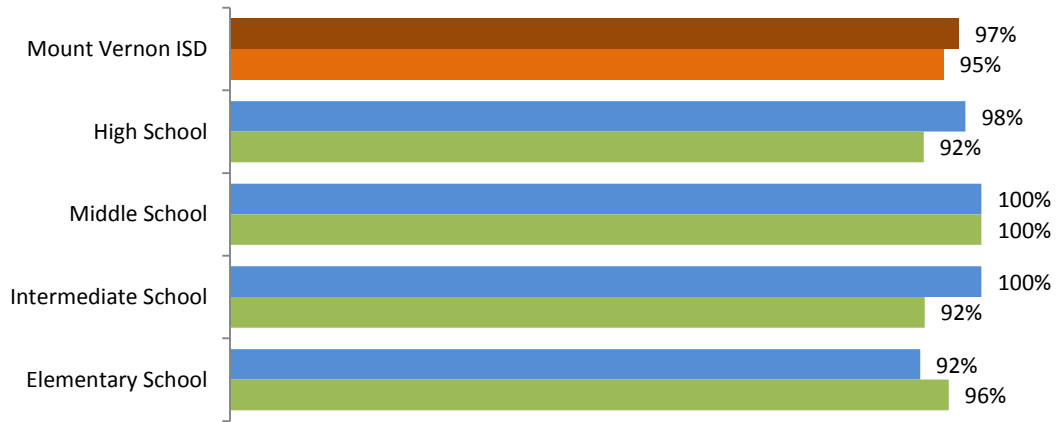
The hours I work are reasonable.

School	Value 1	Value 2
Mount Vernon ISD	97%	91%
High School	96%	87%
Middle School	100%	97%
Intermediate School	100%	92%
Elementary School	94%	88%
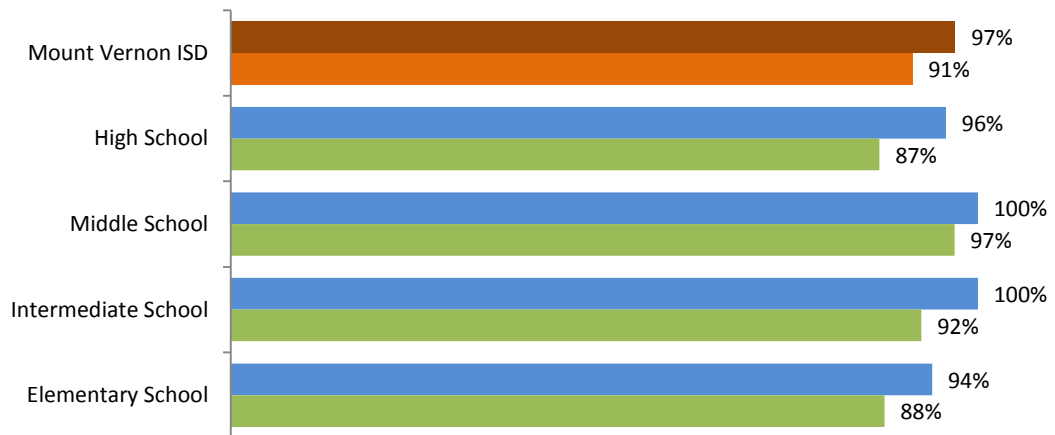
My workload is appropriate for my position.

School	Value 1	Value 2
Mount Vernon ISD	91%	88%
High School	87%	90%
Middle School	96%	91%
Intermediate School	94%	87%
Elementary School	90%	87%
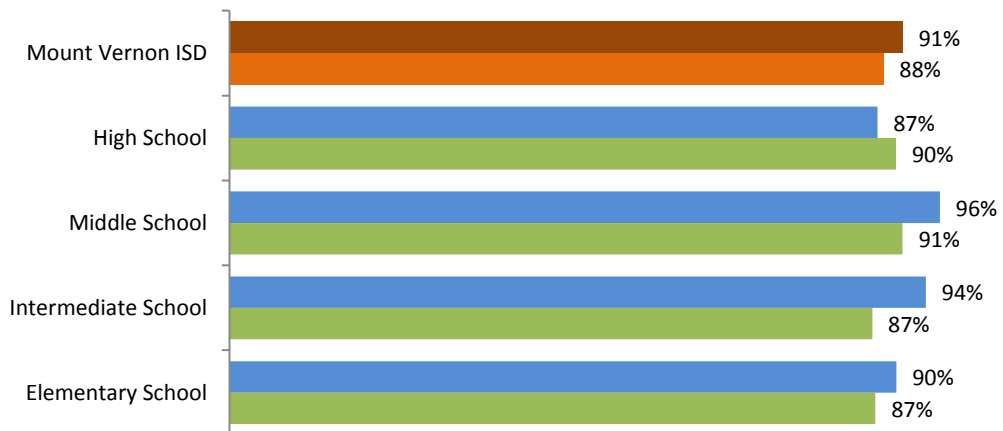
I work in an environment that is safe.

School		
Mount Vernon ISD	98%	91%
High School	98%	87%
Middle School	100%	97%
Intermediate School	100%	92%
Elementary School	98%	87%
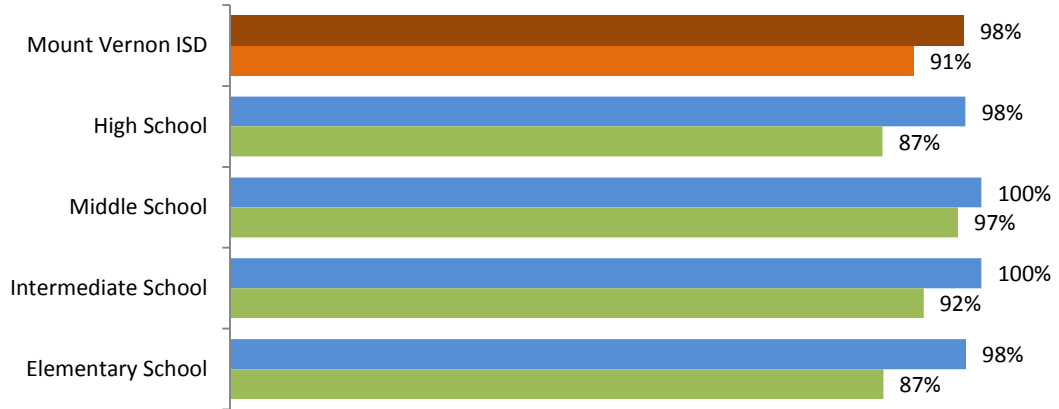
I feel secure in my employment with this district.

School		
Mount Vernon ISD	96%	80%
High School	98%	82%
Middle School	100%	94%
Intermediate School	94%	70%
Elementary School	98%	74%
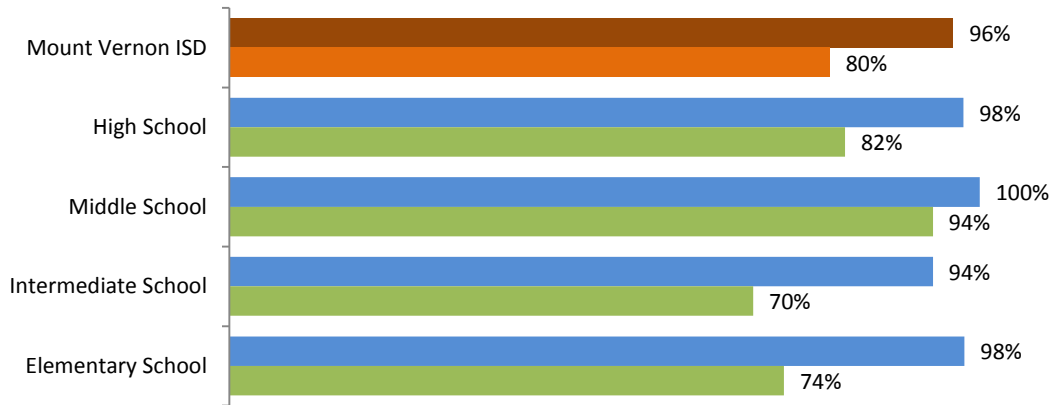
I have the equipment, tools, and supplies I need to do my job.

School		
Mount Vernon ISD	84%	81%
High School	74%	77%
Middle School	91%	91%
Intermediate School	84%	74%
Elementary School	88%	74%
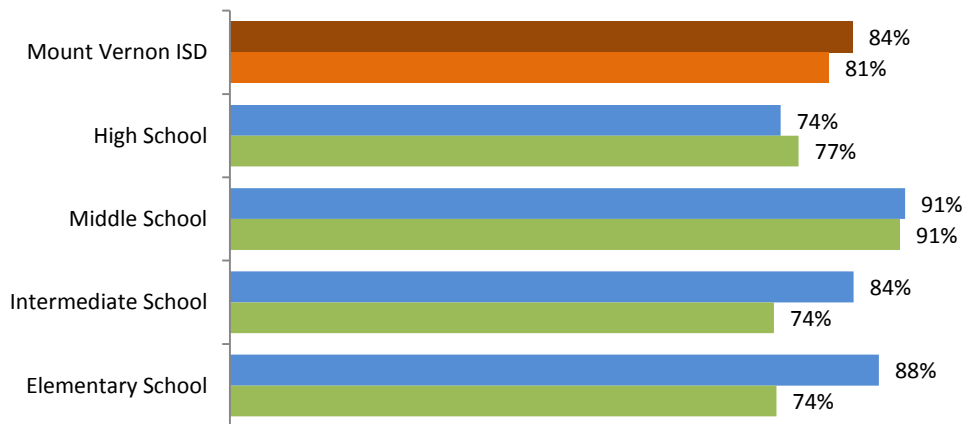
I can depend on my coworkers.

Mount Vernon ISD	95% / 95%
High School	98% / 97%
Middle School	96% / 97%
Intermediate School	97% / 94%
Elementary School	92% / 91%
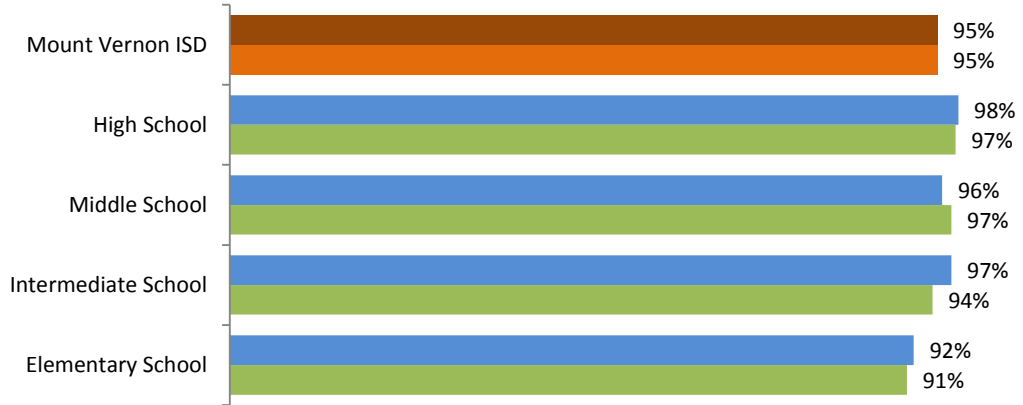
I like the people I work with.

Mount Vernon ISD	98% / 97%
High School	98% / 97%
Middle School	96% / 100%
Intermediate School	100% / 96%
Elementary School	100% / 100%
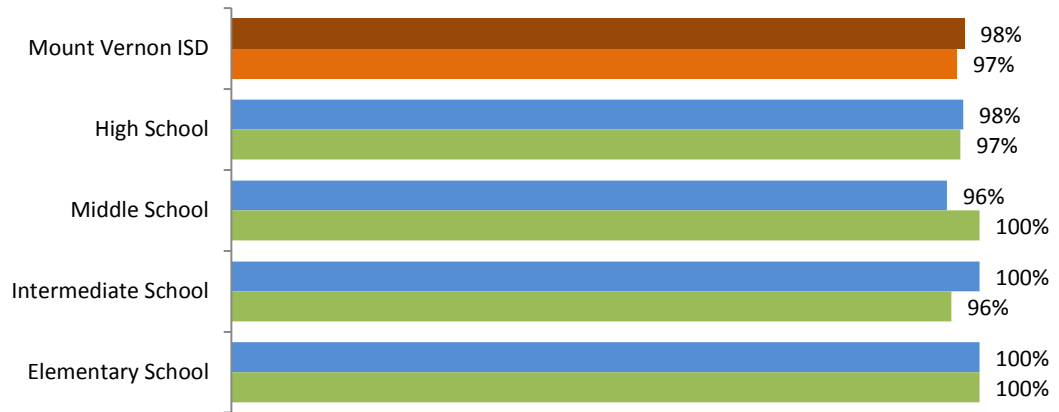
I feel loyal to my immediate team or work group.

Mount Vernon ISD	96% / 93%
High School	96% / 92%
Middle School	96% / 100%
Intermediate School	97% / 87%
Elementary School	96% / 91%
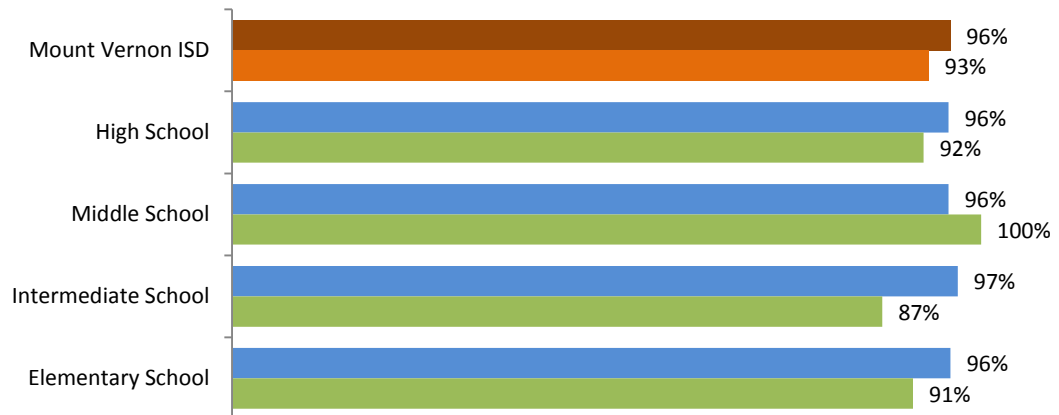
My team works well together.

Mount Vernon ISD	93% / 92%
High School	93% / 90%
Middle School	96% / 100%
Intermediate School	91% / 89%
Elementary School	92% / 95%
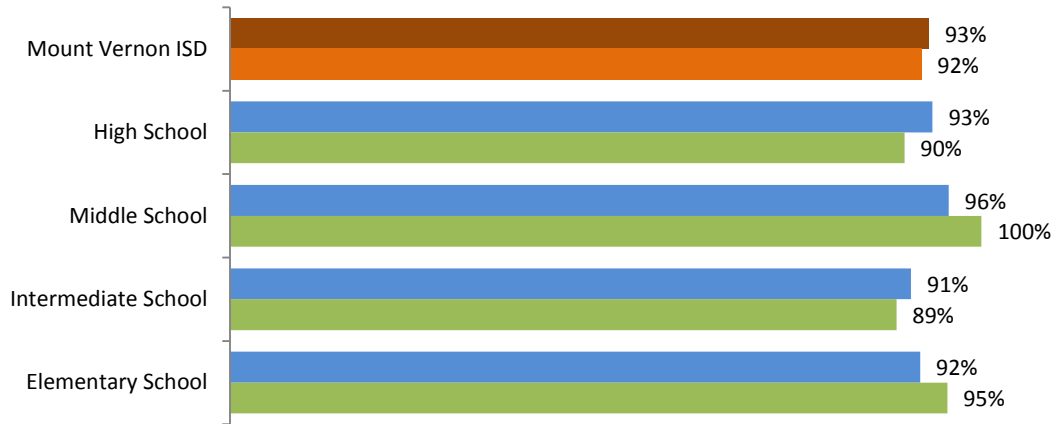
My supervisor sets clear goals and objectives.

Mount Vernon ISD	90% / 79%
High School	93% / 89%
Middle School	100% / 94%
Intermediate School	88% / 55%
Elementary School	92% / 91%
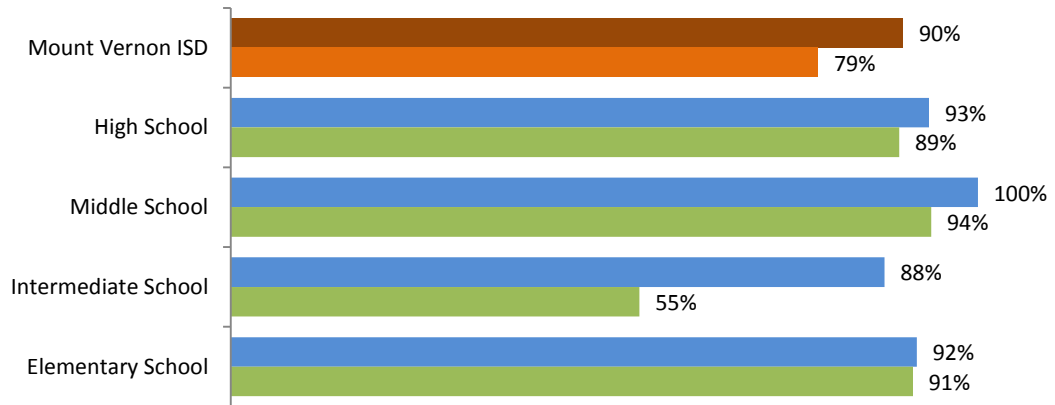
I get the training I need to do my job effectively.

Mount Vernon ISD	95% / 87%
High School	96% / 89%
Middle School	96% / 97%
Intermediate School	100% / 79%
Elementary School	94% / 91%
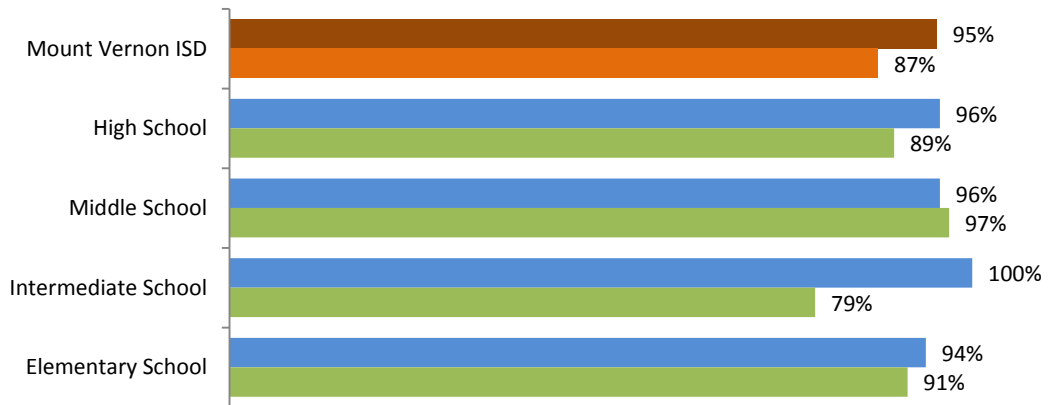
I receive useful feedback on my job performance.

School	Blue	Green
Mount Vernon ISD	88%	80%
High School	93%	92%
Middle School	91%	97%
Intermediate School	88%	62%
Elementary School	86%	78%
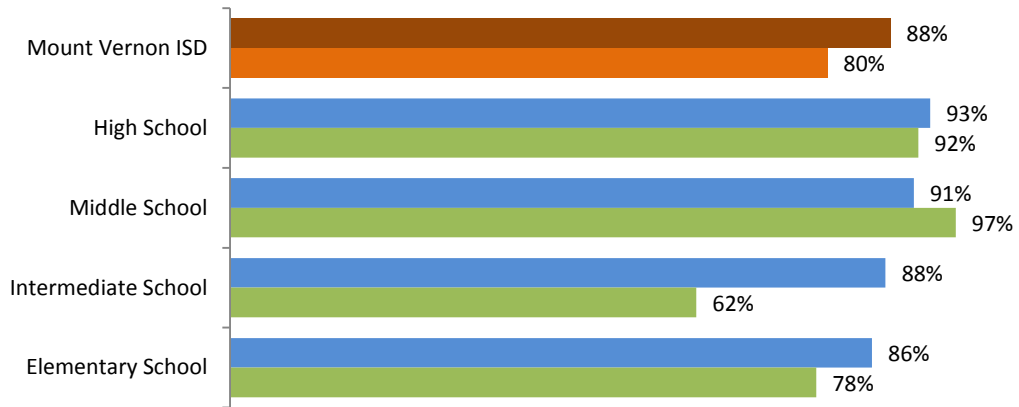
My supervisor provides the support I need with problems on the job.

School	Blue	Green
Mount Vernon ISD	89%	77%
High School	93%	89%
Middle School	96%	94%
Intermediate School	81%	58%
Elementary School	90%	70%
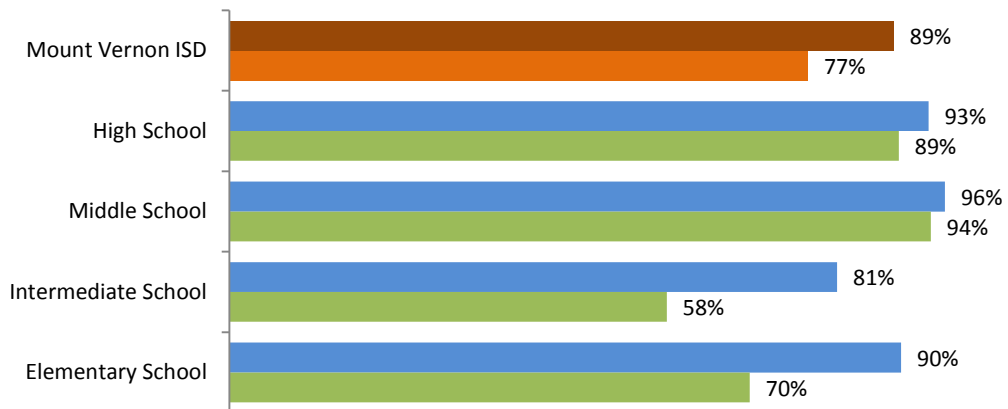
I am allowed to make decisions within my scope of authority.

School	Blue	Green
Mount Vernon ISD	95%	88%
High School	98%	92%
Middle School	100%	97%
Intermediate School	97%	79%
Elementary School	90%	91%
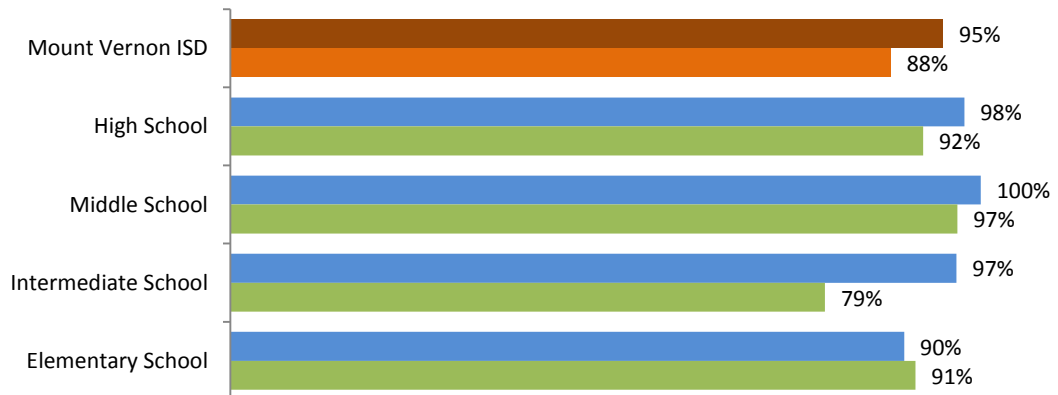
My supervisor makes timely decisions.

School	Blue	Green
Mount Vernon ISD	88%	74%
High School	93%	87%
Middle School	100%	94%
Intermediate School	84%	47%
Elementary School	88%	78%
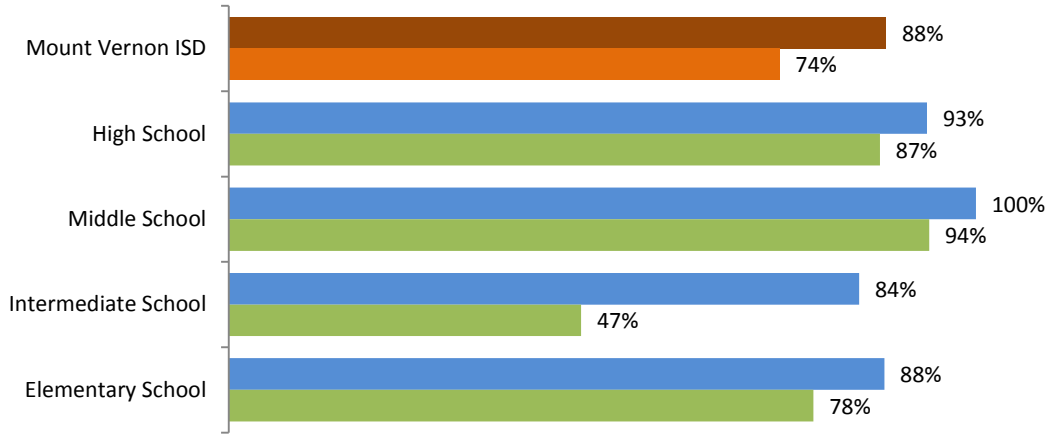
I can communicate openly and honestly with my supervisor.

School	Blue	Green
Mount Vernon ISD	89%	79%
High School	93%	92%
Middle School	91%	94%
Intermediate School	77%	57%
Elementary School	92%	74%
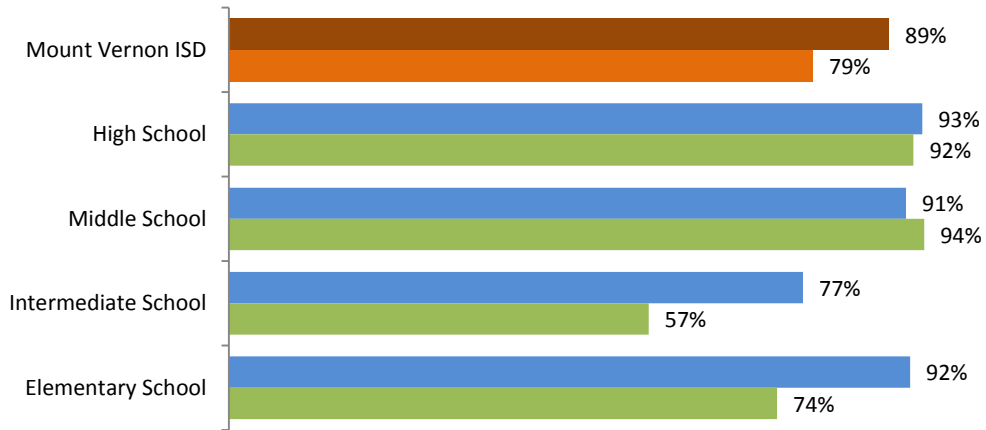
My work is appreciated by my supervisor.

School	Blue	Green
Mount Vernon ISD	91%	82%
High School	91%	87%
Middle School	87%	94%
Intermediate School	94%	66%
Elementary School	92%	88%

I trust my supervisor.

Mount Vernon ISD: 87%, 76%
High School: 93%, 87%
Middle School: 91%, 91%
Intermediate School: 78%, 51%
Elementary School: 88%, 78%
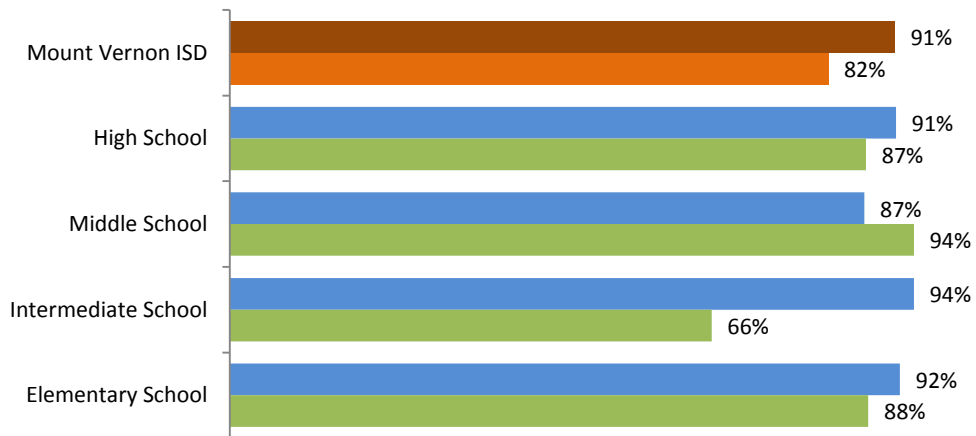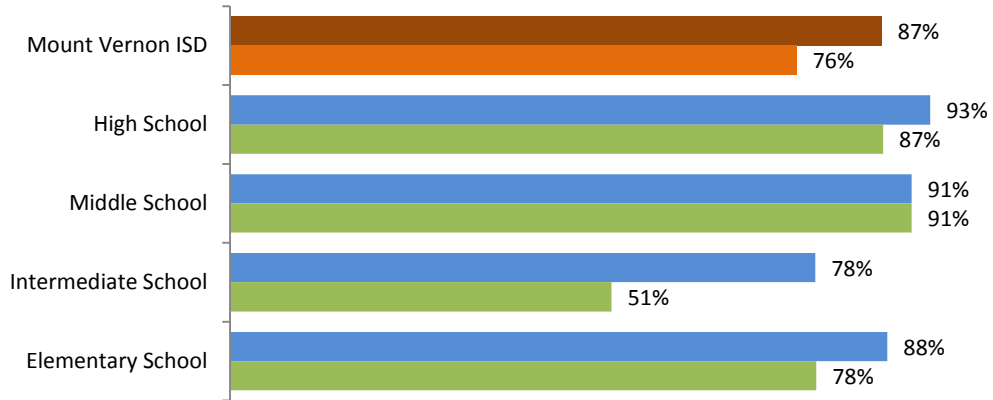
I like working for my supervisor.

Mount Vernon ISD: 91%, 81%
High School: 93%, 92%
Middle School: 91%, 97%
Intermediate School: 91%, 58%
Elementary School: 94%, 87%
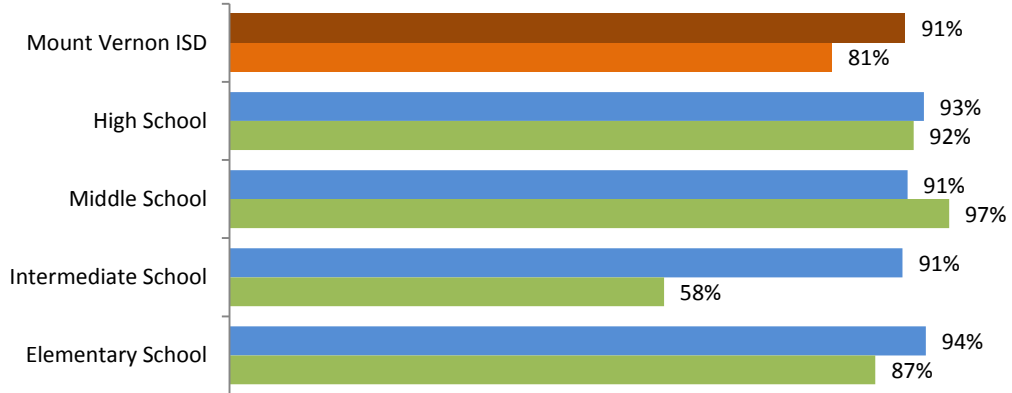
I get the information I need from campus leaders.

Mount Vernon ISD: 90%, 73%
High School: 92%, 88%
Middle School: 95%, 93%
Intermediate School: 83%, 52%
Elementary School: 91%, 67%
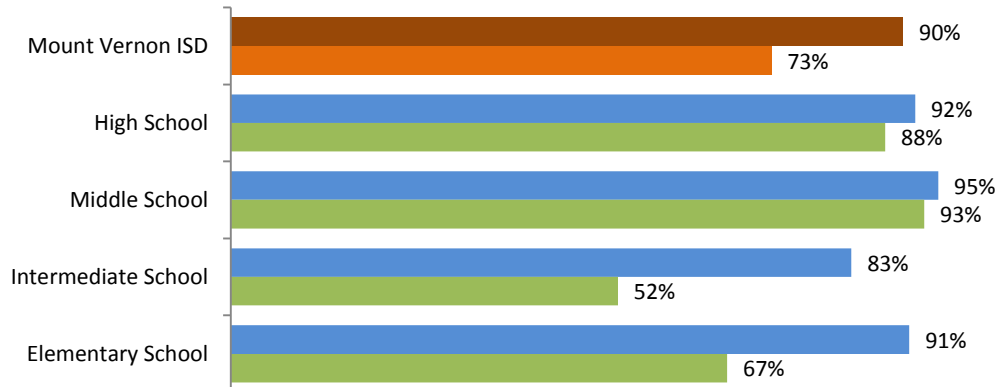
My campus is clean and properly maintained.

Mount Vernon ISD	88%
	94%
High School	81%
	91%
Middle School	85%
	100%
Intermediate School	93%
	98%
Elementary School	91%
	80%
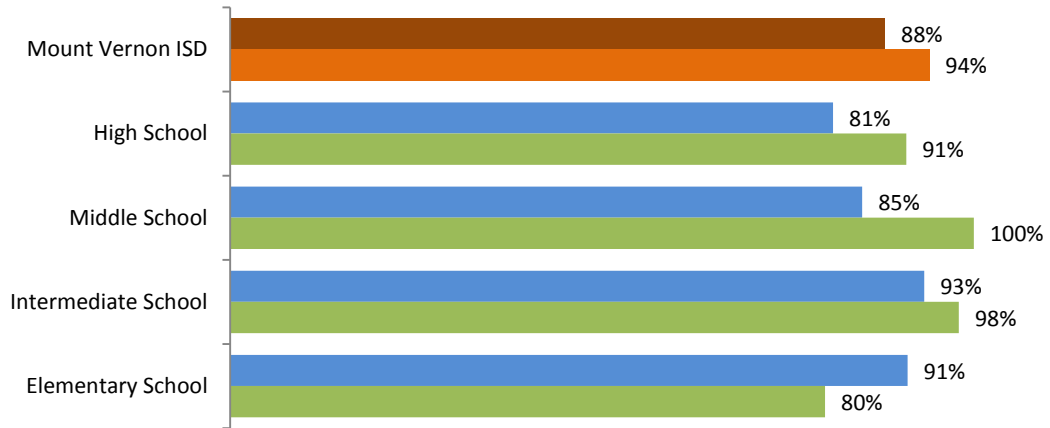
My principal is effective in leading my campus to achieve its goals.

Mount Vernon ISD	92%
	77%
High School	89%
	97%
Middle School	95%
	97%
Intermediate School	90%
	48%
Elementary School	93%
	90%
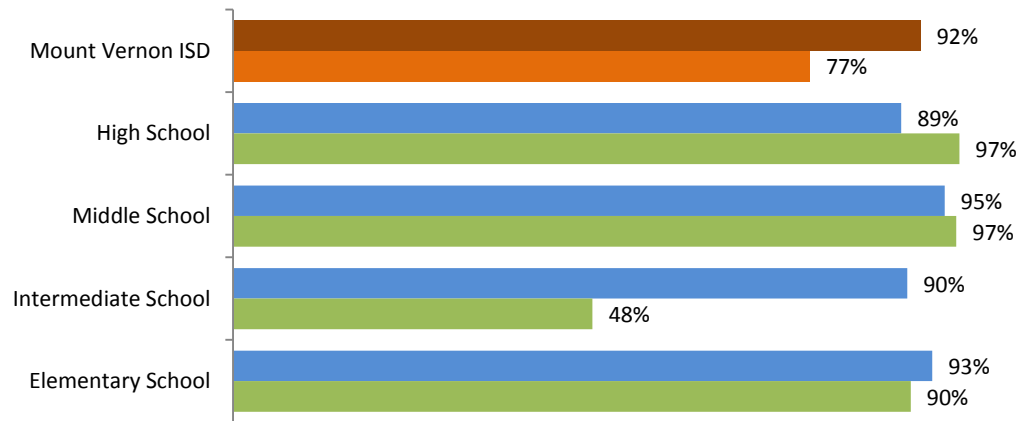
My principal treats me with respect.

Mount Vernon ISD	93%
	83%
High School	89%
	94%
Middle School	95%
	100%
Intermediate School	93%
	64%
Elementary School	96%
	91%
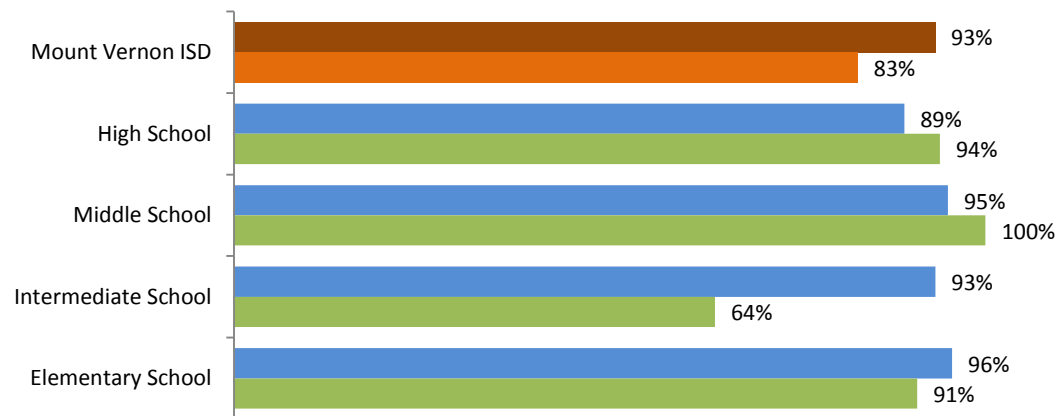
I have sufficient access to resources and materials.

School	Value 1	Value 2
Mount Vernon ISD	88%	81%
High School	81%	82%
Middle School	100%	91%
Intermediate School	91%	74%
Elementary School	88%	81%
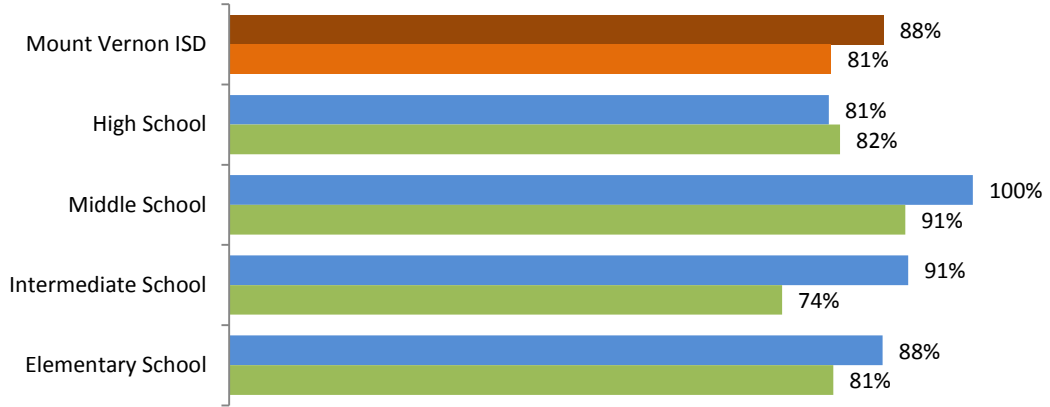
I have sufficient access to instructional technology.

School	Value 1	Value 2
Mount Vernon ISD	72%	67%
High School	65%	71%
Middle School	88%	77%
Intermediate School	78%	67%
Elementary School	67%	44%
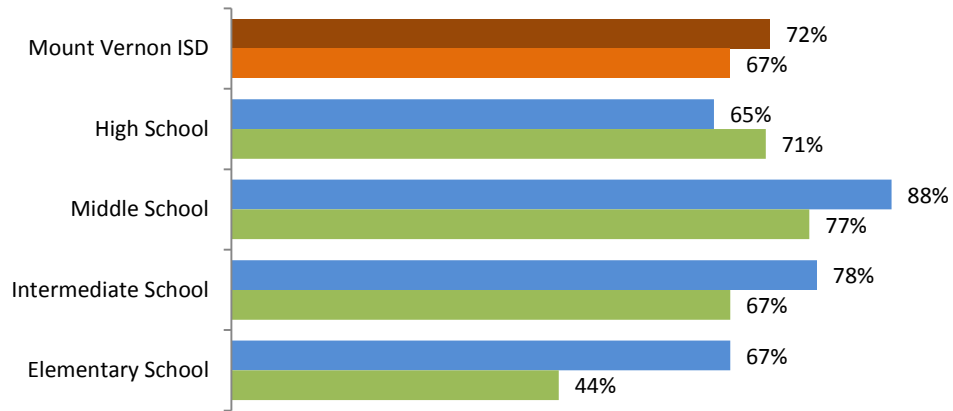
Teachers have a role in selecting instructional materials and resources.

School	Value 1	Value 2
Mount Vernon ISD	93%	83%
High School	94%	89%
Middle School	94%	95%
Intermediate School	96%	77%
Elementary School	91%	75%
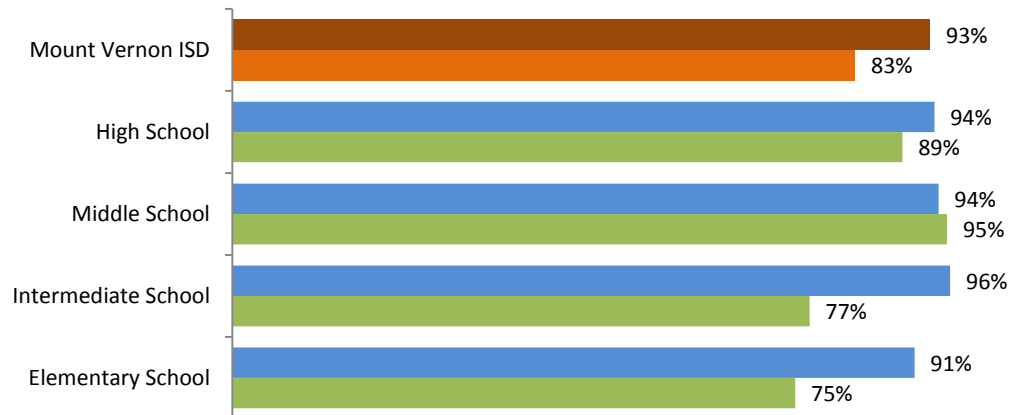
Staff development provides teachers with useful knowledge and skills.

School	Blue	Green
Mount Vernon ISD	86%	70%
High School	81%	61%
Middle School	88%	82%
Intermediate School	74%	72%
Elementary School	97%	63%
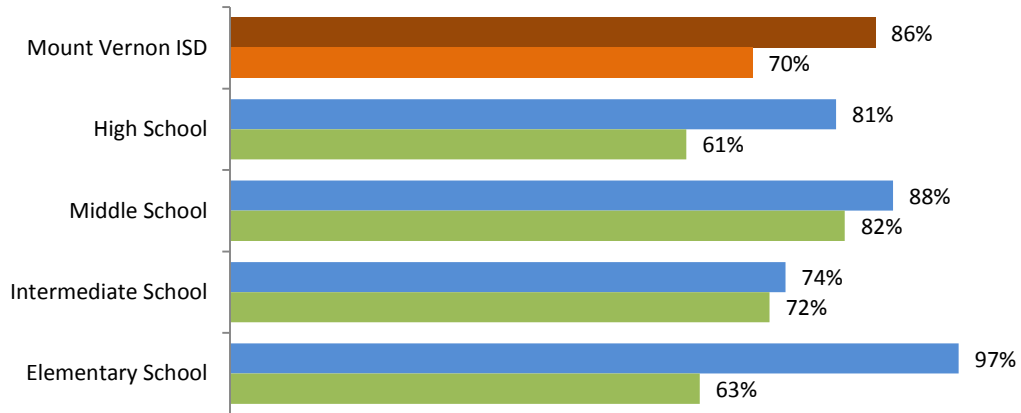
I am satisfied with resources for teachers with special populations.

School	Blue	Green
Mount Vernon ISD	79%	67%
High School	71%	61%
Middle School	88%	86%
Intermediate School	83%	62%
Elementary School	85%	69%
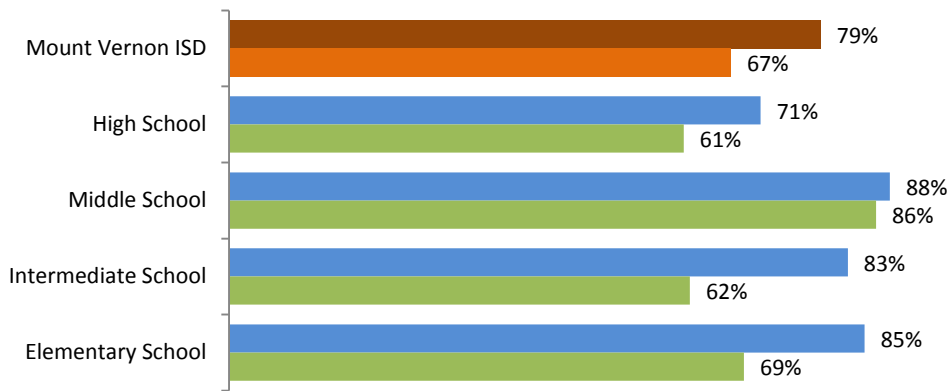
Teachers are held to high professional standards.

School	Blue	Green
Mount Vernon ISD	95%	88%
High School	90%	82%
Middle School	100%	91%
Intermediate School	96%	92%
Elementary School	97%	88%
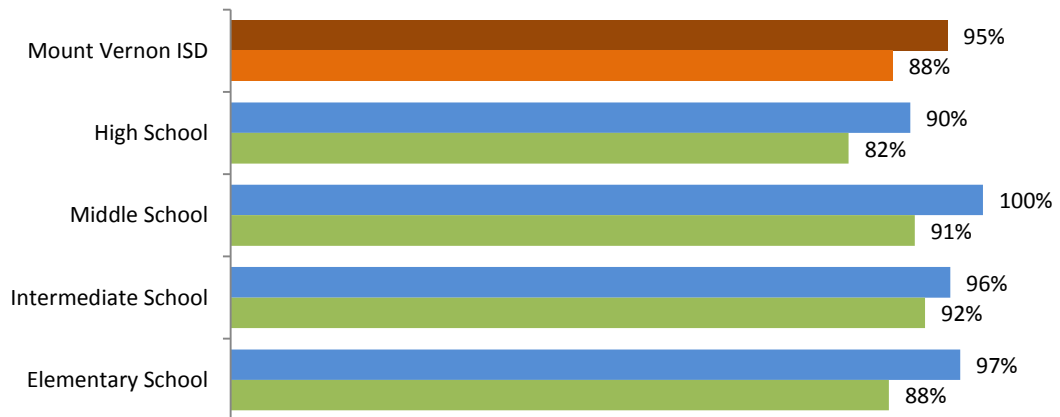
I have the opportunity to collaborate with colleagues.

School		
Mount Vernon ISD	91%	86%
High School	84%	79%
Middle School	94%	100%
Intermediate School	91%	87%
Elementary School	94%	81%
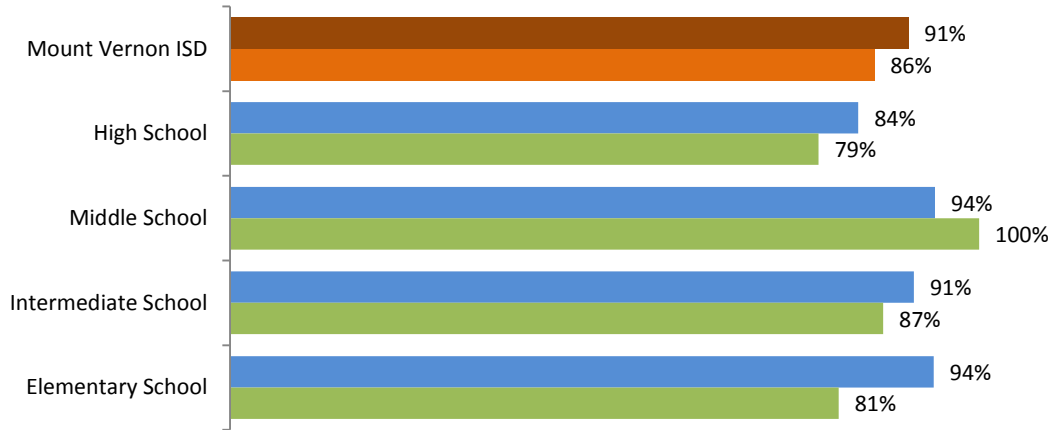
I am provided opportunities to learn from other teachers.

School		
Mount Vernon ISD	87%	75%
High School	81%	64%
Middle School	88%	95%
Intermediate School	91%	72%
Elementary School	88%	69%
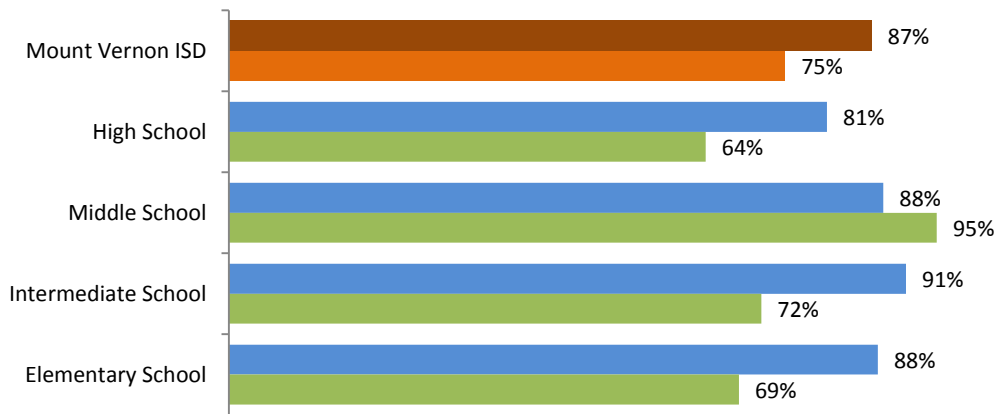
I receive feedback that can help me improve my teaching.

School		
Mount Vernon ISD	94%	77%
High School	90%	75%
Middle School	100%	95%
Intermediate School	91%	59%
Elementary School	97%	75%
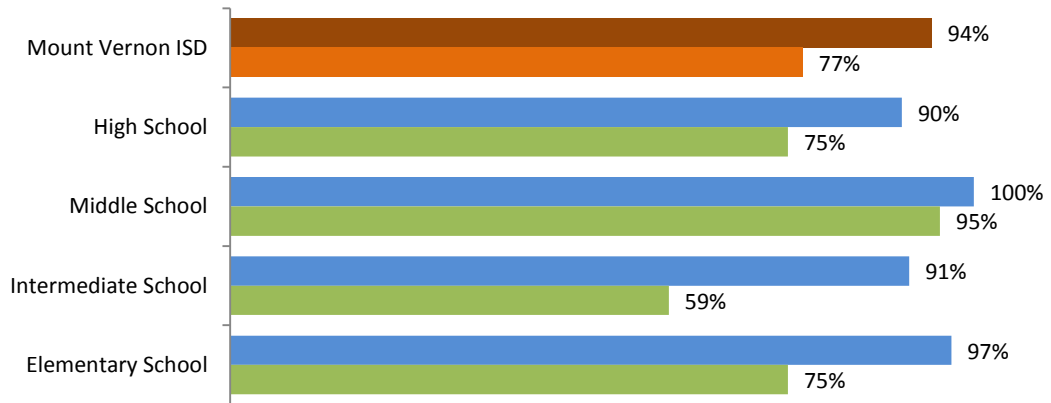
Teachers are involved in decisions about instructional issues.

Mount Vernon ISD	91% / 74%
High School	90% / 75%
Middle School	100% / 95%
Intermediate School	83% / 59%
Elementary School	94% / 75%
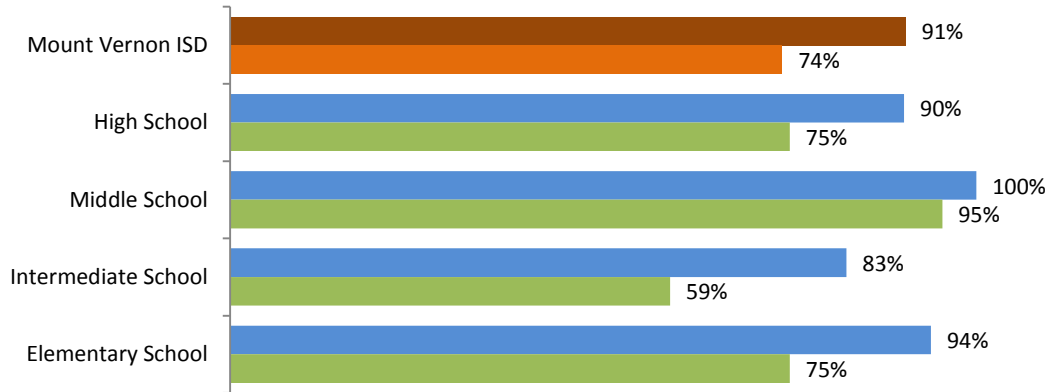
The principal provides leadership in setting and maintaining behavioral standards for students.

Mount Vernon ISD	92% / 72%
High School	90% / 93%
Middle School	100% / 91%
Intermediate School	74% / 46%
Elementary School	100% / 69%
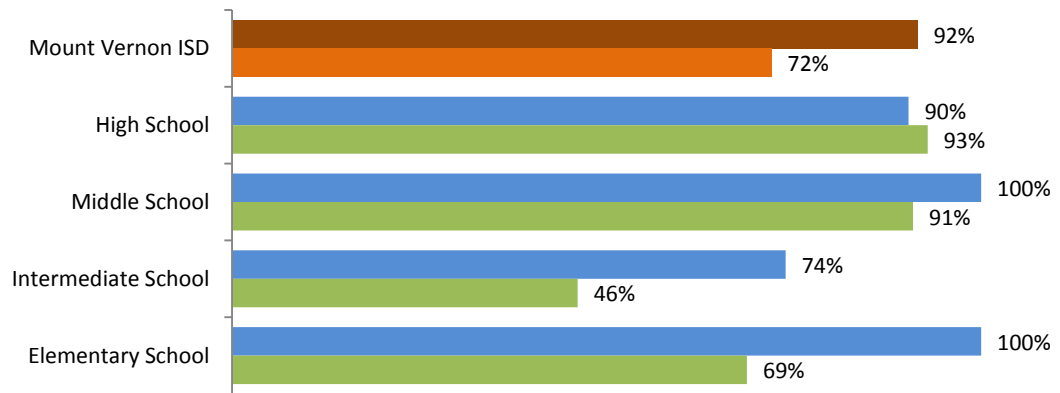
Our student code of conduct is consistently and fairly enforced.

Mount Vernon ISD	82% / 58%
High School	77% / 75%
Middle School	100% / 73%
Intermediate School	57% / 44%
Elementary School	94% / 44%
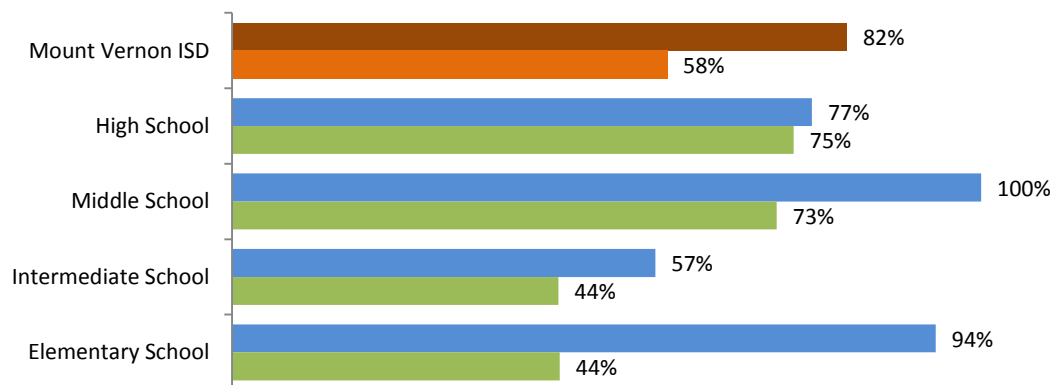
I am given appropriate assistance
to resolve disciplinary problems in my classroom.

Mount Vernon ISD — 93%, 78%
High School — 90%, 96%
Middle School — 100%, 91%
Intermediate School — 78%, 62%
Elementary School — 100%, 69%
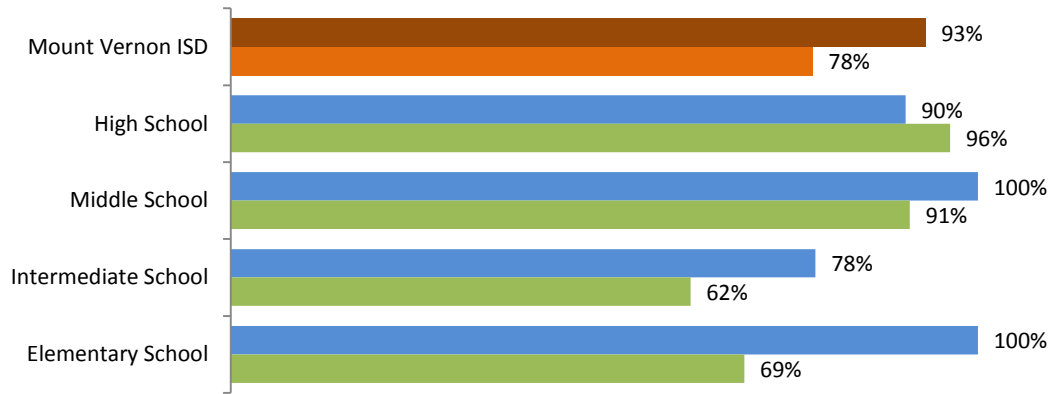
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Our campus has many strengths in the staff we recruit and retain. Our campus is above the district and state average on number of years experience on a campus.   All teachers and paraprofessionals are highly qualified.

A parent survey will be completed soon to survey parent satisfaction.

Follow up data from appraisals will be done in the form of three conferences throughout the school year. Staff evaluations and walk throughs will be completed and discussed at the last two conferences.

New staff members are supported by their team and building staff. More development of this program needs to be addressed in the future.

Professional development needs are determined by the state testing scores and teacher request.

Staff retention rates indicate that they are satisfied with their employment status.

Support of a healthy stipend to attract quality Bilingual teachers to our district was put in place during the 2014-2015 school year.

Staff Quality, Recruitment and Retention Weaknesses

One area of weakness in our staffing is 0% African American and 2% Hispanic staff members we have on our campus.

Our current test scores indicate a need for professional development on frequent assessment checks of our economically disadvantaged students and our Hispanic population in the academic ares.

Employee survey data indicates that staff members are not satisfied with their employment status.

Staff Quality, Recruitment and Retention Needs

Talent Ed and the EASY consortium has been purchased by our district to assist with increasing our pool of applicants from different ethnic backgrounds to our campus.

For the 2016-2017 school year, we will need a high quality 5th grade Bilingual teacher to continue the success of our program.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

All teachers on the Intermediate campus have met the highly qualified requirements. Our paraprofessionals are all highly qualified. 2014 TPR report show that our campus has a 15.3 average years of experience for our campus staff. The district is 13.3 and the state is 11.5. Our campus shows that 10 years is the number of years experience in our district for our campus. The district is 8.1 for the total.

The quality of staff on this campus is high based on teacher evaluations, student, and campus performance. Teachers are officially evaluated once every two years for experienced teachers and every year for teachers with less than three years experience. Informal observations are made for all staff members throughout the year.

Recruitment of highly qualified staff is ongoing for this campus. Mt. Vernon ISD partners with Texas A&M Texarkana and provides opportunities for student teachers to observe and student teach on our campus. Currently, we have two teachers completing observation hours and one student teacher on our campus.

New staff are assigned a teaching partner at their grade level. The grade level team is also part of the support staff responsible for new staff members. Feedback is provided to them by their teaching partner, the grade level team or campus leadership. Campus leadership works with the new teachers on knowing the needs of their students and communication with the parents.

Staff development needs are determined by student data showing areas of need and teachers expressing an interest in determining needs. National Science conference, CAMP, and Forde Ferrier were just a few of the professional development opportunities offered to the teachers this past year. Autism, CPI and behavior management techniques have been provided this year to our para professions and teachers based on immediate campus needs. Follow up for these staff developments occur by observation, personal contact, student achievements and teacher evaluations.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers are very focused on student achievement. Students are motivated by staff to learn through various academic tools. Students will have the opportunity to experience an Science Outdoor learning experience prior to the STAAR assessment.

Our school district provides resources and funding for materials needed by the students and teachers. Our community provides support by mentoring and other resources to ensure student success.

Curriculum, Instruction and Assessment Weaknesses

5th grade reading students on our campus scored 17% in Level III Advanced. In 5th grade reading, below 70% of our Hispanic and Economically Disadvantaged students were successful on the STAAR test. In science, 8% scored Level III advanced.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Our campus needs to provide more opportunities to allow the students in our special populations to develop those critical thinking skills.

Curriculum, Instruction and Assessment Summary

Student test scores in all subject areas are above the state and region standards.
5th Grade Math scores were 90% passing, 17% Level III Advanced.
5th Grade Reading scores were 90% passing, 17% Level III Advanced.
5th Grade Science scores were 82% passing and 8% Level III Advanced.
6th Grade Math Scores were 98% passing and 27% Level III Advanced.
6th Grade Reading scores were 92% passing and 32% Level III Advanced.
Our campus received Distinction Designations in the following areas:
 Academic Achievement in Reading/ELA
 Top 25 Percent Student Progress
 Top 25 percent Closing Performance Gap
We also received the Federal Reward Schools Awards for:
 High Progress Campus
 High Performing Campus
We were named a 2015 Blue Ribbon Campus.

Family and Community Involvement

Family and Community Involvement Strengths

Our campus is fortunate to have developed many positive relationships with community members through the Lowe's Study Buddies group, Guaranty Bank's Sponsorship of our Growing Reader Million Word Challenge, First National Banks Multi Magician campaign, Spelling Bee, Brookshire volunteers and a host of many others.   We also have about 8 men and 8 women serving as volunteers. These are represented by all ethnic backgrounds.

Family and Community Involvement Weaknesses

Our numbers of students that need study assistance or a mentor is growing each year. We need more representation from our African American and Hispanic population.

Comprehensive Needs Assessment

Family and Community Involvement Needs

A need on our campus is to attract more male volunteers and volunteers of other ethnic backgrounds.

Family and Community Involvement Summary

Our campus is very involved with the parents and the community members. Our parents attend a minimum of two campus based family functions each year. The first is a "Meet the Teacher" and the the 2nd is an opportunity for them to meet with the teachers for a roundtable discussion about the expectations for the upcoming school year. Lowes' organization provides Study Buddies for our 5th grade students each week. 6th grade boys and girls are involved in a gender specific mentoring program that strives to build self esteem in students. This is our 7th year for the boys group and our numbers of students have grown each year and our numbers of volunteers has dwindled. This is our 3rd year with the girls and the numbers of students have grown, as well as, the number of volunteers.

Our community and family members are invited to provide input at our campus based meeting and encouraged to join us for volunteer opportunities. Our 5th grade students attend Sky Ranch each year and parents are encouraged to attend and assist with fund raising efforts. This current year, the 5th grade parents are organizing a fund raising event for our community.

Our Community in School Coordinator supports our students and their families in maintaining healthy family relationships. Adult ESL is provided to parents throughout the district on our campus two nights each week. We use our Spanish speaking bilingual aide to translate during meeting, telephone calls and written communication with our parents.

Students that are in special programs are supported by our staff and our school. Our community supports our Special Needs students by offering a Handicapable Rodeo and Track Meet each year. This event is open to all students and their families. It also provides opportunities for students in our district to become involved and help with their time.

Adults in the community that are non English speakers have the opportunity to attend English classes on our Intermediate campus throughout the school year. This is made available through a partnership with North East Texas Community College.

Local churches and other organizations provide Lunches of Love throughout the summer to feed students in our community. They have a bus service to pick up students and provide a meaningful activity to keep them engaged throughout their lunch time.

A new service our community offers is The Bountiful House. This provides students a place to receive homework assistance two days a week after school.

Each year our community adds more services to meet the needs of our school. Mt. Vernon is very fortunate to have such a giving community that goes over and above to assist our students in their learning experience.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Our survey results from the 2014-2015 school year showed that parents feel that their students are coming to a safe environment. The student results showed that most of the students felt safe on our campus. Parents also felt that the students were encouraged to think independently and challenged in their curriculum.

A parent survey will be completed in November with new results.

School Context and Organization Weaknesses

Our survey results showed that most of the students feel safe on our campus. Our goal is 100% of our students feel safe on our campus in all areas.

School Context and Organization Needs

Based on the parent survey the parent responses were favorable in the responses related to the relationships between the home and school.   A few of the response showed that the parents felt a disconnect between home and school volunteer opportunities. The goal of 100% of our students feel safe on our campus leads us to conclude that we need to increase supervision in passing periods and bathroom areas.

School Context and Organization Summary

The district supports our campus by providing an adequate budget and necessary staff to assist in our success. Administrative support from central office is provided in the areas of special programs, curriculum, testing, campus police, special education, superintendent and our school board.

Our schedules provide the students a double period in 6th grade math, 45 minute to hour periods in all other subjects. Both grade levels receive fine arts and technology instruction on a weekly basis. Success math, reading intervention, dyslexia and speech classes are also provided to students as needed. Our intervention classes are scheduled into the student's schedules during a time that does not take away from core classes. Mariachi, choir, band, and/or video tech is provided to 6th grade students as an elective.

Teachers are invited to participate in campus site based activities and voice concerns to leadership throughout the year. At the end of the year a working conditions survey is provided to teachers by our board. Information from that survey is shared with leadership and improvements are made from the findings.

A survey of parents in October of 2014 revealed that the parents felt that about 66% of the parents felt the teachers were easy to talk to and they had their students best interest at heart. Most others felt that this happened sometimes on the Intermediate campus.

A survey of students in October of 2014 revealed that most students feel their teachers care about them and want them to do well.   The student results were 82% of the building felt that their teacher would give them help if they needed it.   About 37% of the 5th grade students and 41% of 6th grade students said their teacher recognized when they needed help. 46% of the 5th grade and 46% of the 6th grade felt that sometimes their teacher recognized when they needed help.

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

A new parent/student survey will be completed in November of 2015.

Technology

Technology Strengths

Our teachers are willing to try new strategies to meet the needs of students if they have the right tools and training to make a smooth transition into the classroom. Our school has a fund balance that our school board had dedicated to upgrading our current state. We also have a technology department that strives to meet our needs in a timely manner when allocated funds are available. Our campus is very fortunate to have a technology teacher dedicated to meeting the academic needs of the students and also available to provide professional development to our teachers.

Our campus recently added a second Mac lab, a second IPAD cart, three IPADS per classroom teacher, and an interactive projector.

Technology Weaknesses

Our district weakness is the lack of funding we receive from the state allotment to stay up to date with current technology needs. Textbook adoptions are using a large amount of the money granted by the state. This will continue for a few more years based on the adoption schedule of our textbooks.

Our 5th and 6th grade class schedules need more flexibility for students to have sufficient time in the computer lab to meet the TEKS of their grade level.

Professional development in the area of technology is needed to support teachers as they move forward in engagement of students.

Technology Needs

Current needs for our campus are working computers or devices available to students in the classrooms for basic instruction to support our academic needs. Quality training and lesson development assistance geared to incorporating engaging and meaningful technology lessons for our staff.

Scheduling for our 6th grade students needs to adjusted to provide quality time in our computer lab working on technology TEKS.

Comprehensive Needs Assessment

Technology Summary

Our campus currently has two computer labs for our students. We have two IPAD labs and one IPOD lab for our teachers to share. The classroom teachers all have interactive projectors and three IPADS per classroom.

The students in our building are not as proficient as they should be based on their state required TEKS. Last year, we added a technology teacher and the students skills are improving greatly. Our staff is very open to implementing technology. In the past, staff has been frustrated from the lack of available technology and working classroom devices. This past year, due to our board dedicating $73,000 in technology improvements we are making progress in this area. We are in a transition in our our district with our available network strength this has caused much frustration due to not being able to make things work accordingly, service not being timely, or wireless service not working appropriately. These issues are working themselves out with the support of our technology department.

Professional development has been offered during the summer. Apple provided high quality staff development the first summer we made the transition. The teachers have received training locally and at our Regional service center.

All subject areas are incorporating technology to some degree and students are excited and more engaged in their learning. Our newly adopted math and science textbooks are supporting technology and interactive programs so our students can advance in their understanding of these subjects. We have one classroom that is currently testing one to one device in her classroom.