

MT VERNON ELEMENTARY

Campus Improvement Plan

2016/2017



Mount Vernon Elementary
517 Tx HWY 37
903-537-2266

Date Reviewed: 10/20/16

DMAC Solutions ®

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Date Approved:

3/3/2017

MT VERNON ELEMENTARY

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.

Nondiscrimination Notice

MT VERNON ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MT VERNON ELEMENTARY Site Base

| Name | Position |
|-------------------|---------------------------------------------|
| Cameron, Jeremy | Business Representative |
| Driver, Jennifer | Principal |
| Duvall, John | District Representative |
| Forbes, Virginia | Parent Representative |
| Gable, Lindsay | Teacher |
| Greer, Ken | Business Representative |
| Grolemund, Jenny | Teacher |
| Harrison, Christa | Teacher |
| Jones, Liz | Community Representative |
| Jordan, Kayce | Parent Representative |
| Tidwell, Amanda | Campus Administrator/Assistant Principal |

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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. Offer all students a challenging high quality curriculum and provide an effective delivery system to ensure 90% of all students pass every portion of the STAAR test by 2017.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide horizontal and vertical planning meetings for teachers to improve effectiveness of instruction and analyze data each six weeks. (Title I SW: 1,2,4,8) (Target Group: All) (NCLB: 1) | Campus Administrators, Teacher(s) | Every Six Weeks | (F)Title I A , (L)Local/Basic | Summative - T-TESS Planning Meeting Sign in Sheets STAAR Scores Benchmark Scores Six Week Tests Report Card Scores/Grades |
| 2. Continue to improve TEKS Resource implementation in all core subject areas in order to increase the quality of learning time and learning needs of all students. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1) | Campus Administrators, Teacher(s) | Daily | (F)Title I A , (L)Local/Basic | Summative - Lesson plans Walkthrough Observations Unit Assessments STAAR Results Six Week Report Card Grades |
| 3. Mt. Vernon Elementary will combine Title Funds, State Compensatory Funds, and Local Funds to provide assistance, intervention, and supplemental programs to close the achievement gap, including passing percentage and advanced performance, on state mandated tests for all student group members. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,5) | Assistant Principal(s), Business Manager, Principals, Superintendent, Teacher(s) | Yearly | (F)Title I, (F)Title VI, Part B Rural/Low Income, (L)Local/Basic, (S)State Compensatory | Summative - STAAR test Results |

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- 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 reading, writing, math, science, and social studies curriculum and instruction to ensure student success at 90% or higher.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1. Identify objectives that need improvement and design instructional strategies for students who need accelerated instruction. (Title I SW: 9) (Target Group: All) (NCLB: 1) | Campus Administrators, Teacher(s) | School year | (F)FTE (Federal), (S)FTE | Summative - TPRI results, Progress Monitoring results, Benchmark scores |
| 2. Research and use effective teaching strategies to address scores in Reading, Writing and Math throughout MVES to address all students as well as those identified in the State System Safeguards and Federal System Safeguards reports. (Title I SW: 1,2,9) (Target Group: All, H, ESL, LEP) (NCLB: 1,2) | Campus Administrators, Instructional Interventionist, Teacher(s) | School year | (F)Title I, (L)Local/Basic | Summative - Benchmark results 6 weeks testing DMAC data TPRI reports |
| 3. Incorporate innovative and effective teaching strategies and experiences that provide hands-on instruction and collaborative learning in all subject areas such as cross-curricular learning opportunities and 'curriculum day' in the areas of Reading, Writing, Math, Science, and Social Studies. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,4) | Campus Administrators, Teacher(s) | School year | (F)Title I A , (L)Local/Basic, (S)State Compensatory | Summative - Walkthrough Observations Benchmark Scores Six Week Test Scores STAAR Scores TTESS Evaluations |

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- 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.** Continually review student data to evaluate programs and student achievement to ensure 90% or higher student success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. MVES will Identify objectives for improvements and the programs being used through schoolwide planning teams . (Title I SW: 1,2) (Target Group: All) (NCLB: 1) | Campus Administrators, Core Subject Teachers, Curriculum Director | May 2013 | (F)Title I A | Summative - STAAR Results DMAC Data TPRI Results Progress Monitoring results |
| 2. Implement and utilize regularly scheduled grade level (horizontal planning) PLCs to assess student programs and individual student progress in a variety of data forms. (Title I SW: 1,4,8,10) (Target Group: All) (NCLB: 4) | Campus Administrators, Teacher(s) | Weekly | (F)Title I A , (L)Local/Basic | Summative - DMAC Data scores TPRI results Progress Monitoring results STAAR Assessments |
| 3. Purchase Education Galaxy, IStation, Interactive Projectors, and iPads which will provide additional access to technology, software programs, and current and ongoing assessment data. (Title I SW: 1,8) (Target Group: All) (NCLB: 1,4) | Curriculum Director, Principals | November | (L)Local Fund | Summative - IStation Reports Education Galaxy Reports DMAC data TPRI results Progress Monitoring results |
| 4. Purchase additional space/seats in Renaissance Learning program (Accelerated Reader) for Kindergarten students to help increase reading fluency and comprehension. (Target Group: K) | Principals, Teacher(s) | December 2016 | (L)Local Fund | Summative - STAR Reading Reports TPRI Scores |
| 5. Implement quarterly Sight Word Assessments in grades K-3 and Writing Assessments in grades K-4 to build reading and writing skills and aid in the development of instructional strategies. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2) | Campus Administrators, Teacher(s) | School Year | (L)Local/Basic | Summative - Sight Word Assessment Data Writing Assessment Data Reading Benchmark Scores Writing Benchmark Scores STAAR Scores |

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- 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.** Provide 100% highly qualified teachers and paraprofessionals in the classroom.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|---------------------------|------------------------------------------------------------------|
| 1. Recruit and maintain 100% Highly Qualified teachers in core academic areas by using Talent Ed and Region 8 Easy Consortium. (Title I SW: 5) (Target Group: All) (NCLB: 3) | Principals, Superintendent | August 2016 | (F)Title I, (L)Local Fund | Summative - Certificates from state (SBEC) T-TESS evaluations |
| 2. Recruit and maintain 100% Highly Qualified paraprofessionals to increase student achievement. (Title I SW: 3,4) (Target Group: All) (NCLB: 3) | Personnel Director, Principals | August 2016 | | Summative - Highly Qualified Paraprofessional Report |
| 3. Maintain the position of Campus RTI Coordinator who is highly qualified to provide services for students who participate in special programs. (Title I SW: 3,9) (Target Group: H, W, AA, ECD, ESL, Migrant, LEP, AtRisk, Dys) (NCLB: 2,5) | Campus Administrators | August 2016 | (F)Title I A , (S)FTE - 1 | Summative - DMAC data T-TESS evaluations |
| 4. Recruit and maintain Highly Qualified teachers and Paraprofessionals in Bilingual/ESL education in order to provide higher levels of learning for LEP students. Provide stipends and signing bonuses for Bilingual/ESL teachers in order to attract and maintain Highly Qualified teachers. (Title I SW: 5) (Target Group: H, ESL, LEP) (NCLB: 2,3) | Personnel Director, Principals | August 2015 | (S)FTE - 1 | Summative - Certificates from State T-TESS evaluations |
| 5. Provide qualified substitute teachers for instruction when the regular teacher is out of the classroom. (Title I SW: 3) (Target Group: All) (NCLB: 4,5) | Campus Administrators, Personnel Director | Yearly | | Summative - Student Performance Data Teacher Input |

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- 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.** Provide 100% of special program students with opportunities for success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Maintain an RTI program for identification of struggling students who need intervention through routine data analysis. (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5) | Principals, Teacher(s) | Daily | (F)Title I, (F)Title VI, Part B Rural/Low Income, (L)Local/Basic, (S)State Compensatory | Summative - TPRI results Benchmark test results Progress Monitoring results 6 Weeks test results STAAR results |
| 2. Add a math and reading coach/interventionist to support teachers and students to achieve higher levels of instruction. (Title I SW: 4,5) (Target Group: All) (NCLB: 1,4) | Principals | Summer 2017 | (S)Local Funds | Summative - T-TESS Evaluations |
| 3. Use effective methods and instructional strategies that are scientifically based research in classrooms to address student learning styles. (Title I SW: 2) (Target Group: All) (NCLB: 1) | Campus Administrators, Teacher(s) | Daily | (F)Title I A | Summative - Lesson Plans and Walk-throughs T-TESS evaluations |
| 4. Maintain effective practices to increase student achievement for Migrant, Homeless, Bilingual/ESL, GT, Special Education, Dyslexia, and At-Risk students by analyzing data and providing support through the Communities in Schools Coordinator. (Title I SW: 1) (Target Group: All, ECD, Migrant, LEP, SPED, AtRisk) (NCLB: 1,5) | Community in Schools, Teacher(s) | Daily | (F)Title I, (S)FTE - 1 | Summative - Student Achievement STAAR Scores TPRI Scores Benchmarks |
| 5. Provide Highly Qualified aides who have received high-quality professional development to supplement special programs (Title I SW: 4) (Target Group: ESL, LEP, SPED, AtRisk) (NCLB: 3,5) | Principals | August 2016 | (F)Title I A , (L)Local/Basic | Summative - Highly Qualified Training Certificates |
| 6. Maintain small class sizes by clarifying vision and reform for the campus. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Personnel Director, Principals, Superintendent | Yearly | (L)Local/Basic, (S)Local Funds | Summative - Class Roster PIEMS Data |
| 7. Provide tutorials and also provide summer school for selected students in order to meet the state's proficient or advanced levels of student performance. (Title I SW: 2) (Target Group: All, AtRisk) (NCLB: 1) | Campus Administrators, Community in Schools, Teacher(s) | Weekly | | Summative - Attendance Rosters Teacher tutorial data DMAC data |

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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 6. Incorporate Technology Applications class into the Specials rotation.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------|----------------|----------------------------------------------------------------------------------|
| 1. Schedule computer lab in the specials rotation on a daily basis to maximize technology instruction and strengthen the core academic program. (Title I SW: 2) (Target Group: All) (NCLB: 4) | Counselor(s), Principals | Weekly | (S)Local Funds | Summative - Student products Study Island reports Education Galaxy reports |
| 2. Provide Learning.com instruction to improve students' skills in the use of computer programs and keyboarding. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Campus Instructional Technologist | Weekly | (L)Local/Basic | Summative - Learning.Com reports |
| 3. Provide instruction in beginning coding skills through technology specials rotation for upper grade levels (3rd and 4th grades) using instructional program/software such as codingforkids.com. (Title I SW: 1) (Target Group: All, CTE) (NCLB: 1) | Campus Instructional Technologist | Weekly | (L)Local/Basic | Summative - Student products |

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- 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 7.** Provide quality staff development opportunities for teachers and staff to improve and positively impact student achievement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 1. Research quality staff development that is based on proven effective practices and provide substitutes for teachers attending this staff development in order to help all students meet academic goals. (Title I SW: 4) (Target Group: All) (NCLB: 4) | Campus Administrators, Community Volunteers, Parent Volunteers, Parents | Yearly | | Summative - Certificates Student achievement |
| 2. Continue high-quality staff development for bilingual and ESL teachers in the Gomez and Gomez Dual language effective practices. (Title I SW: 4,10) (Target Group: ESL, LEP) (NCLB: 2,4) | Campus Administrators, Teacher(s) | Biannually | (F)Title I, (F)Title III Bilingual / ESL | Summative - Certificates |
| 3. Bring State System Safeguard points up by learning innovative methods in Reading and Writing for all students especially Hispanic and ELLs provided by Region 8 staff members. (Title I SW: 4,8) (Target Group: All, H, ESL, LEP) (NCLB: 1,2) | Campus Administrators, Instructional Interventionist, Region 8 Staff, Teacher(s) | School year | (F)Title I, (L)Local/Basic, (S)State Compensatory | Summative - Benchmark results 6 weeks tests DMAC data Bi-weekly progress monitoring |
| 4. Bring Federal System Safeguard points up by learning and practicing innovative methods of instruction in Reading and Math for all students provided by Region 8 staff and Campus Reading and Math leader/coach. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2) | Campus Administrators, Instructional Interventionist, Region 8 Staff | School year | (F)Title I, (L)Local/Basic, (S)State Compensatory | Summative - DMAC data TPRI results Benchmark results Progress Monitoring results 6 weeks tests |
| 5. Develop consistent classroom instructional practices in the areas of reading and writing that follow the balanced literacy model of teaching via instruction, coaching, and staff development from Region 8, PLCs, and other sources. (Target Group: All) | Assistant Superintendent(s), Campus Administrators, Lead Teacher, Region 8 Staff, Teacher(s) | School Year | | Summative - DMAC Data Walkthrough observations T-TESS Evaluations Benchmark results 6 week tests |

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- 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 7.** Provide quality staff development opportunities for teachers and staff to improve and positively impact student achievement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------|-----------|------------------------------------------------------------------------------------------------|
| 6. Provide instructional staff training and guidance on K-4th grade writing program that includes planning, process, and writing conventions that is structured consistently throughout the grade levels. (Title I SW: 1,4,8,10) (Target Group: All, H, ECD, ESL, LEP, SPED, PRE K, K) (NCLB: 1,2) | Campus Administrators, Lead Teacher, Region 8 Staff, Teacher(s) | School year | | Summative - Benchmark results Writing Assessment rubric scores 6 Week report card scores |

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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 8. Build and develop staff morale to increase the positive learning climate and improve the learning environment.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|---------------|----------------------------------------------------------------------------------------|
| 1. Establish F.U.N. (Faculty Unity and Networking) Committee to encourage team building, staff relationships, plan monthly staff activities, and help develop staff camaraderie. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Staff, Teacher(s) | School year | | Summative - Student Achievement Teacher Retention Rates Staff Survey Information |
| 2. Implement employee recognition programs for perfect attendance and job performance. (Title I SW: 1,2) (Target Group: All) (NCLB: 4) | Campus Administrators | School year | (L)Local Fund | Summative - Staff Survey Results Teacher Retention Data AESOP Reports |

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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. Improve to a 97% attendance rate.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------|-------------------|-----------------------------------------------|
| 1. Monitor attendance and communicate with parents about the importance of getting students to school on a regular basis in order for them to be successful. Send warning letters regarding excessive absences and file truancy as necessary. (Title I SW: 6) (Target Group: All) (NCLB: 4,5) | Principals, Teacher(s) | Daily | (F)Title I A | Summative - TAPR Report Daily PIEMS Report |
| 2. ROAR Rally incentive program held each six weeks to encourage good behavior and attendance. (Title I SW: 1,6) (Target Group: All) (NCLB: 4) | Campus Administrators, Parents, Teacher(s) | Each Six Weeks | (O)Principal Fund | Summative - TAPR Report Daily PEIMS Report |
| 3. Share weekly attendance percentages with students and staff to encourage overall attendance. Offer incentive for highest attendance percentage to class in each grade level at end of each month. (Title I SW: 1,2) (Target Group: All) (NCLB: 1) | Campus Administrators, Teacher(s) | Weekly | (L)Local/Basic | Summative - TAPR Report PEIMS Reports |

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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. Provide regular meetings to inform, educate, and involve parents in the educational process.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|--------------------------------|---------------------------------------------------------------------------|
| 1. Encourage frequent conferencing with parents to give them strategies to help their children do well in school. (Title I SW: 6) (Target Group: All) (NCLB: 4) | Campus Administrators, Teacher(s) | Every Six Weeks | (F)Title I A | Summative - Report Cards and parent sign in sheets Parent contact logs |
| 2. Plan meaningful, informational, educational, and fun activities for families to help them feel welcome in the school: turkey bowl, literacy night, grade level meetings, Dad's Night, bilingual informational mtgs., science night, PTO Fall Festival, Grandparents Day, Kindergarten 50's Day, Meet the Teacher, and family olympics. (Title I SW: 6) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s), Teacher(s) | Monthly | (L)Local/Basic, (S)Local Funds | Summative - Parent sign in sheets |

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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. Increase parent involvement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------|----------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Recruit parent volunteers by using a variety of strategies to help students at school and home. (Title I SW: 6) (Target Group: All) (NCLB: 4) | Campus Administrators, Teacher(s) | August 2014 | (S)Local Funds | Summative - Parent listings and sign-in sheets |
| 2. Promote parent communication with teachers on a regular basis to help students do well in school. (Title I SW: 6) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s), Teacher(s) | Monthly | (S)Local Funds | Summative - Newsletters Email Phone calls Remind 101 School Messenger Facebook Twitter Class Dojo |
| 3. Purchase and implement an electronic verification/visitor management system such as Raptor, School Check In, or Keep N Track, to expedite the background check process and help maintain visitor and volunteer records. (Title I SW: 1) (Target Group: All) | Campus Administrators, Staff, Technology | January 2017 | (L)Local/Basic | Summative - Reports from visitor management system |

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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. Provide transitional services for early childhood students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------|-------------------------------------------------------------|------------------------------------------------------------------------|
| 1. Plan transitional visits for Headstart and home school early childhood students, including the parents to help give them a strong start in education. (Title I SW: 6,7) (Target Group: All, ECD, ESL, Migrant, LEP, SPED, AtRisk, PRE K, K) (NCLB: 2,4) | Campus Administrators | Yearly | (S)FTE - 3 | Summative - Campus Visit Bracken Test Results |
| 2. Provide full-day Pre-K to develop a foundation for later academic success. (Title I SW: 1,6,7,9) (Target Group: All, ECD, LEP, AtRisk, PRE K) (NCLB: 1,2,5) | Board of Trustees, Campus Administrators, Superintendent, Teacher(s) | School Year | (F)FTE (Federal), (F)IDEA Special Education, (S)Local Funds | Summative - Bracken Test Results PreKindergarten Report Card Scores |
| 3. Plan end of summer 'bash'/round up day for all local and area day care students that will feed into MVES Pre-K and Kindergarten. Provide campus tour, show classrooms, cafeteria, gym, playground to ease transition/anxiety of first day of school for students and parents. (Title I SW: 1,7) (Target Group: PRE K, K) (NCLB: 2,4,5) | Campus Administrators, Counselor(s), Teacher(s) | August 2017 | (F)Title I A , (L)Local/Basic | Summative - Campus Visit Parent Sign in sheets |

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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. Provide a variety of opportunities for parents and community members to become partners in the education of Elementary students.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1. Plan for PTO recruiting before the school year at Meet the Teacher Night in order to get parents involved in their child's education. (Title I SW: 6) (Target Group: All) (NCLB: 4) | PTO | August | (O)Principal Fund, (S)Local Funds | Summative - Volunteer Sign ups Facebook Twitter School Messenger Remind 101 |
| 2. Use teacher workroom as an inviting area for parents to work on projects given by the teacher and encourage support at school and home. (Title I SW: 6) (Target Group: All) (NCLB: 4) | Campus Administrators, PTO | Yearly | (S)Local Funds | Summative - Parent volunteer sign in sheets |
| 3. Increase Book Pal participation to build the quality and quantity of reading skills. (Title I SW: 1,2) (Target Group: 1st) (NCLB: 1,4) | Campus Administrators, Teacher(s) | Weekly starting in October | (S)Local Funds | Summative - Book Pal and Teacher reflections of program DMAC Data Benchmark Data Six Week Test Scores Report Card Grades |
| 4. Schedule time for High School Leadership Skills students to work with students weekly to build reading skills. (Title I SW: 1,2,10) (Target Group: 1st) (NCLB: 1,2) | Campus Administrators, Teacher(s) | Weekly | (S)Local Funds | Summative - DMAC Reports Benchmark Scores Six Week Test Scores Report Card Grades |

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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 100% of students with character education.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Counselor provides school wide Character Education lessons to meet the needs of all students as well as those at risk of not meeting the state's achievement standards. (Title I SW: 2) (Target Group: All) (NCLB: 4) | Counselor(s) | Monthly | (S)Local Funds | Summative - Discipline Reports Counselor Documentation |
| 2. Maintain Lunch Pals program for third grade students who are at risk of not meeting state standards of achievement. (Title I SW: 2) (Target Group: AtRisk, 3rd) (NCLB: 4) | Campus Administrators, Teacher(s) | Weekly Starting in October | (S)Local Funds | Summative - Improved Student Achievement using DMAC reports Reflection statements from students |
| 3. Provide learning opportunities for students through Red Ribbon Week and Bully Prevention lessons. (Title I SW: 1,9) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s), Staff, Teacher(s) | School year | (L)Local Fund, (O)Community Donations, (O)Community in School Fund | Summative - Counselor Notes Staff & Student reflection notes on programs PEIMS Discipline data |

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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 4. Provide counseling through structured lessons from certified counselor.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|----------------|-------------------------------------------------------------------|
| 1. Schedule biweekly meetings with each grade level to continue Character Education and ensure all students receive a quality education. (Title I SW: 10) (Target Group: All) (NCLB: 4) | Counselor(s) | Biweekly | (L)Local/Basic | Summative - Decrease number of discipline referrals PIEMS Data |
| 2. Improve educational programs by presenting relevant information about Character Education and appropriate social skills in small group counseling sessions to students who are in need of counseling support. (Title I SW: 10) (Target Group: All) (NCLB: 4) | Campus Administrators, Counselor(s) | Weekly | (L)Local/Basic | Summative - Decrease of number of referrals PEIMS Data |

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------|----------------|-------------------------------------------------------------------------------------|
| 1. Maintain appropriate record of all visitors entering our campus. Encourage all campus members to report any safety infractions of suspicious activity. (Title I SW: 9) (Target Group: All) (NCLB: 4) | Principals, Staff | School Year | (L)Local Fund | Summative - Records of sign in/out sheets of visitors, volunteers, and substitutes. |
| 2. Provide safety plans and make sure all campus members are well aware of emergency procedures. Participate in frequent drills to ensure safety. (Title I SW: 9) (Target Group: All) (NCLB: 4) | MVISD Chief of Police, Principals, Staff, Teacher(s) | School Year | (L)Local Fund | Summative - Safety training/ Staff reflection on safety drills |
| 3. Implement electronic check in system (Raptor, School Check In, KeepNTrack) to expedite and maintain volunteer and visitor check in and background screening process. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Campus Administrators, Staff, Technology | January 2017 | (S)Local Funds | Summative - Reports from Check in System |

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

Objective 2. 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 through CATCH program and health education. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4) | Custodial Staff, Maintenance Director, School Nurse, Staff | School Year | (L)Local Fund | Summative - Decrease in student illnesses/injuries Clinic records |
| 2. Provide parents with health information to help prevent prolonged illness or widespread infections. (Title I SW: 9) (Target Group: All) (NCLB: 4) | Principals, School Nurse, Staff | School Year | (L)Local Fund | Summative - Decrease in staff and student illnesses. Clinic reports |
| 3. Train staff and students on preventative care and health procedures. (Title I SW: 9) (Target Group: All) (NCLB: 4) | Principals, School Nurse, Staff | School Year | (L)Local Fund | Summative - Sign in sheets for trainings Certificates for First Aid & AED Training |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Mt. Vernon ISD is the only school in Franklin County. There is strong community support for the school district and individual campuses from local businesses, churches, and community members.

Demographics Weaknesses

No Weaknesses to report

Demographics Needs

Current staff needs to be ESL certified across the curriculum areas.

Campus has high rate of economically disadvantaged students throughout all grade levels.

The demographics of the teachers are not represented by the student population.

Demographics Summary

Mt. Vernon Elementary School is a Pre-K - 4 campus serving approximately 670 students. Our student population presently consists of 28.3% Hispanic, 62.8% White, 4.4% African American and 3.8% two or more races. The campus has 42.1% At-Risk student population because low performance on mainly the beginning of year testing on the TPRI or previously not meeting passing standard on state assessments. Special education that includes both Speech and learning disabled students is at 6.9%. GT is at 2.3%, LEP is at 16.3%, and Economically Disadvantage is at 62.7% across the campus. Data is continuously gathered throughout the year to determine goals, complete and update a needs assessment, plan and implement strategies which will strengthen our student's academic successes. The most recent data used to develop the comprehensive needs assessment was derived from the TPRI/TEJAS LEE Reading assessments, STAR Renaissance Reading data, campus benchmark results, enrollment data, and attendance data. Campus attendance rates are reviewed routinely. The campus considers attendance a major indicator of student success which has held steady around 96%. MVES employs 40 general education teachers, 3 special education teachers, 8 support teachers, and 16 paraprofessionals. Many of our paraprofessionals follow special needs students throughout the day in a less restrictive environment. Enrollment continues to be steady between 660-675 students each

Comprehensive Needs Assessment

Demographics Summary (Continued)

year.

Staff demographics are 4 Hispanic and 47 White in the classroom. Most teachers have 1-5 years and 11-20 years experience. Number of students per teacher are 14 to 1 with help from support staff.

Student Achievement

Student Achievement Strengths

TPRI assessment conducted three times per year across the campus to determine student growth and needs.

STAR Reading level checkups, weekly assessments, and AR scores are used as screeners to identify students for intervention.

Local benchmark assessments in reading, math, and writing are given to assess student learning in all grade levels.

Daily RTI classes and end of six weeks analysis meetings are used to monitor student achievement. Data records are kept and analyzed each 6 weeks. Ability groups are seen four days a week in the regular classroom to teach and apply TEKS from beginning of the year until present. All students are expected to attend RTI according to their ability. Higher groups are seen to enrich learning across the curriculum. Dyslexia students are seen 5 days a week for 45 minutes each.

Student Achievement Weaknesses

Campus Writing and Reading scores

Comprehensive Needs Assessment

Student Achievement Needs

Enter all data on students (race, sex, special populations) when assessment data is entered so that data may be more fully disaggregated in DMAC.

Continue training teachers on data disaggregation through such instruments as DMAC, STAR, TPRI, and DRA.

Improve STAAR Reading and Writing scores for ELLs and all students. Focus will begin in the primary grade levels.
Improve reading proficiency at the end of year on TPRI in first and second grade.

Teachers will work collaboratively to bring up scores on STAAR this year. Horizontal & Vertical meetings with all teachers have been implemented to streamline teaching strategies and help students build on common knowledge.

Differentiated Instruction training for teachers to help all students

Student Achievement Summary

Student Achievement at MVES is low in Reading and Writing. This past year, distinctions were earned in Math and Top 25% Student Progress. Math scores improved from last year. Reading and Writing scores decreased from last year. Teachers and staff are working diligently to improve student growth and test scores.

The TPRI/Tejas Lee and weekly classroom checks in Kindergarten through second grade are used to determine student achievement.

The CIRCLE strategies are used in Pre-k along with the Bracken test at the beginning and end of the year. Math, Reading, and Writing benchmarks are given in the fall and spring for grades K - 4. The DRA (Developmental Reading Assessment) is used with Kindergarten and first grade in order to gauge reading performance. We use RTI and grade level meetings to evaluate student progress. We also have students in speech, gifted and talented, ESL, reading and dyslexia interventions.

This year our RTI teachers are making progress with students who were identified from the May desegregated TPRI/Tejas Lee scores or who have been observed to need additional assistance and intervention. These students were carefully placed in groups to meet specialized needs. Progress is identified by the beginning of the year TPRI/Tejas Lee testing data, progress monitoring, benchmark scores, and other assessment results.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

All ELAR will be involved in the Writing Cohort for the region to improve writing instruction across the campus. Many teachers have received writing training using Bridgette Barnabe, The Writing Academy, and Stacy Dennard training, however the implementation of these trainings has been inconsistent across the grade levels.

State system safeguards were not met for Reading and Writing in the Hispanic and ELL categories last year. Plans for this year include continuing with the Region 8 Writing cohort and training teachers at the service center with additional writing and reading strategies. Our Bilingual and ESL students will be supported with additional funds to improve teacher training and provide researched based resources to help instruction this year.

Federal system safeguards - We want to make sure that every student receives the best education from MVES and all their needs are met. Math scores improved each year due to the fact that a certified Math interventionist/coach was employed. Reading and Writing are target areas we are working on currently. Our goal is to always put the students first and strive for academic achievement.

PLCs are being held regularly to discuss data, instructional data, and focus on student achievement.

School Culture and Climate

School Culture and Climate Strengths

School wide enrichment opportunities such as RTI, tutorials, and mentors

Continue to follow anti-bully response protocol

Caring, professional, supportive staff

Safety procedures in place and carried out routinely. Students and staff report feeling safe at school.

Staff refers to campus as a "family" unit and they feel safe

Positive Behavior Support System in place for safety in large numbers

School Culture and Climate Weaknesses

A district survey taken in 2015 indicated that the staff did not feel supported in some areas such as student discipline, support from supervisors, communication from campus leaders, and access to technology. These are all areas that are being targeted for improvement or have new policies and procedures in place.

Comprehensive Needs Assessment

School Culture and Climate Needs

Continue to work on the character traits with students

Parent involvement in students' attendance and behavior
Offer parenting classes with incentives to attend

School Culture and Climate Summary

Late in the Spring of 2015, a survey was conducted by the MVISD administration team.

Students report the staff members on our campus are respectful, supporting, and encouraging of all students. Teachers report feeling the school works together to promote an organized campus to ensure student and employee safety. They feel empowered and respected when opinions are given.

Our teachers instruct students in problem solving and decision-making. In the area of a safe and violence-free environment, MVES maintains a "no tolerance" philosophy regarding violence. We want our students to feel safe when attending classes and after school activities. Programs are provided for At-Risk students such as accelerated instruction, Anger Management sessions, test anxiety lessons, counseling, parent contacts, and supplying information regarding community resources and services. Communities In Schools employee helps those students who have health, home, food, or clothing needs. The counselor meets with students as a whole group once a week to promote good character traits.

Teachers have good classroom management skills which helps in distractions and wasted time. Discipline has been low for the past three years. All students are treated equally and high expectations are a school wide trait.

Students are encouraged to participate in extracurricular activities such as UIL academic contests and Tigers "N" Training. TNT is a basketball skill training session each week for 5 weeks and students perform at local varsity basketball games.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff averages 60 hours of professional training a year

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Class size averages 19:1 or less

100% of the professional staff is highly qualified

All paraprofessionals are highly qualified

Staff Quality, Recruitment and Retention Weaknesses

A district survey taken in 2015 indicated that teachers were unsatisfied with campus administration's support of enforcing the campus/district code of conduct and did not feel supported in this area. This has been an area of focus and new procedures and policies have been put in place to maintain consistency as well as firm, fair enforcement of disciplinary policies.

Staff Quality, Recruitment and Retention Needs

Relevant differentiated staff development for all teachers

Need 100% of teachers to be ESL Certified

Continue to update new staff on ongoing professional development

Writing workshops for all grade level teaching staff

Staff Quality, Recruitment and Retention Summary

In the area of qualified staff, MVES strives to employ highly qualified instructional staff and teaching assistants who are well trained, who are enthusiastic about offering quality programming, and who enjoy motivating children through creative presentation of the subject matter. All teachers are highly qualified,

In 2015, the school board voted to raise bilingual teacher stipends significantly. This attracted many new and well trained teachers to our campus. Our next step is to continue training in the rigor and expectations of student achievement in all subjects.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Overall, MVES administration works diligently in recruitment and retention efforts in the areas of highly qualified personnel by utilizing a competitive pay scale, stipends for high need positions, visiting job fairs, and on-line postings. We also strive to maintain our new staff by having new teacher mentors and monthly new teacher meetings with administration to ensure needs are being met. MVISD offers professional development for teachers and para-educators in areas such as technology application, lesson development, instructional practices, character education, health issues, assessment, differentiation and confidentiality training. We continue staff development training in meeting the needs of low performing students, curriculum alignment, TEKS organization, Special Education, modification techniques for instructing Dyslexic, 504, At Risk, LEP, Special Education students, Gifted and Talented students, and integration strategies that can be used across the curriculum. Teachers and para-educators provide input in determining the staff development needed. An ongoing review by the human resource department is done to ensure all teachers are highly qualified. Teachers also attend staff development at Region 8 Education Service Center in Pittsburg, Texas as well as trainings in the metroplex to stay up to date on educational best practices.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Grade levels conduct planning sessions weekly and meet for vertical and horizontal planning with other grade levels, special education teachers, and specialists in the core subjects. Student progress is measured in consistent RTI meetings every six to nine weeks. TPRI, STAR Renaissance, DRA and DMAC data is used across all grade levels. Interventions and extensions across the curriculum are being implemented in all grade levels. Professional Development on balanced literacy and instructional strategies are provided through Region 8 service center. GT strategies are used in classrooms and in weekly pull-outs throughout the campus for identified students.

Curriculum, Instruction and Assessment Weaknesses

Writing scores on the state assessment indicate a need for professional development and better alignment of curriculum and instruction in this area.

Curriculum, Instruction and Assessment Needs

Direct technology instruction for teachers

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

More tech support on campus

Subs needed for RTI days and teachers observing Master Teachers

Curriculum, Instruction and Assessment Summary

All teachers on the Mt. Vernon Elementary campus have met highly qualified requirements. Teachers are officially evaluated once every two years using the T-TESS appraisal system. New teachers are assigned a mentor teacher on campus.

Teachers and staff are provided professional development based on student data and areas of need as well as areas of interest.

Mt. Vernon Elementary School uses multiple instruments to disaggregate data to determine the instructional needs of our students. Texas Primary Reading Inventory, Developmental Reading Assessment, STAR Reading level checks, Education Galaxy, and campus benchmarks are just some of the tools in use today. MVES provides intervention for those students who are unsuccessful in mastering basic reading and math skills. Parents are informed of their child's progress through progress reports every three weeks, six weeks student reports and ongoing parent/teacher communication. Mt. Vernon Elementary School screens students for placement/dismissal in intervention classes and special programs. Our teachers are part of the decision making process implementing assessment instruments that are administered outside of the state mandated assessment. Areas of assessment outside the state-mandated assessment are: STAR Reading level checks, benchmark assessments, and G/T assessments. Intervention actions are also monitored through the Response to Intervention process, which is made up of the classroom teacher, RTI Coordinator, and campus administrators. We also include an enrichment and extension time built into the schedule for all students.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Ongoing successful active family nights.

PTO meetings and activities

PreK/Kinder Round Up

Meet the Teacher night

Large support from community businesses

Communication between Head start and Elementary staff

ESL parent classes offered from district

Parent/teacher communication frequent and ongoing.

Contacting parents via School Messenger program

Rotary programs (Back pack - food and dictionaries)

SHAC

Fire Department - Safety Program

Career Day (Spring)

Mobile Dairy

Family and Community Involvement Weaknesses

- Increasing numbers of students that need study assistance or intervention services through mentoring programs.
- Participation by parents of at-risk students in school programs

Family and Community Involvement Needs

Lack of parent participation in academic programs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

A need for parenting workshops through the counselor (attempted but low turn out)

Further parent involvement in PTO

Family and Community Involvement Summary

Mt. Vernon Elementary believes in creating partnerships with parents and community. Programs such as the Lunch Pals have served the students for over 20 years. Other community activities consist of Book pals, Christmas poster contest, Design-an-Ad about Reading, and the Backpack program. Partnerships like these have benefitted the students greatly. Family nights are also planned to welcome parents and families to participate in school events. Some of these nights include the Turkey Bowl, music programs, parent information meetings, Dad's Night, literacy nights, and Family Olympics. The involvement of the PTO has been utilized to invite parents as volunteers and to have active participation in our building. Parent volunteers help with Meet the Teacher night, Grandparents Day, Fall Festival, fund raisers, Christmas store, book fairs, teacher appreciation week, and Pizza and a Movie night.

Teachers are encouraged to communicate with parents on a weekly basis either by phone, email, or student folder calendar. Parents are invited to attend the end of year awards assembly where students are honored for their achievements in academics, attendance, UIL participation, and good citizenship. As a campus, MVES is dedicated to involving our Spanish speaking families. The office aide is a Spanish speaker as well as all communication sent home is in both languages.

School Context and Organization

School Context and Organization Strengths

Overall, Mt. Vernon Elementary has a staff of teachers and faculty members that genuinely care about the safety and well-being of the students. A survey taken by the district in 2015 indicated that 91% of the staff felt loyalty to their team and could depend on their coworkers. They also indicated a general feeling of safety in their work environment.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

Changes in campus leadership over the past few years have led to inconsistency in campus programs and structure. A goal is to make improvements in curriculum, instruction, and assessment programs and procedures to strengthen the academic program and provide consistency between the Elementary grade levels.

School Context and Organization Needs

- More technology in hands of students
- Parent involvement in area of academics
- Add instructional interventionists in the areas of Reading and Math

School Context and Organization Summary

Mt. Vernon Elementary is a basic Elementary scheduled campus. We do have some differences which help the academic needs of our students. 90 minutes of ELAR/Reading and 90 minutes of Math are scheduled daily for Kindergarten - 4th grade. 45 minutes is scheduled for Science and Social Studies for all grade levels and 30 - 45 minutes for RTI and enrichment. This is a very full day for our students. Teachers are exceptional in providing the needed instruction for students in these classes. Our students have PE every day for 30 minutes and rotate on a schedule for music, technology and library skills. Tutorials are offered before and after school to give students extra help in Reading and/or Math.

Teachers are invited to participate on the campus site-based team as well as other campus committees which allows for their input to be shared with campus leadership. Our Site-Based Decision-Making Team and grade level teachers collaboratively plan and serve to meet the needs of our students, parents, and community members. Teachers and staff work together to plan assessments, parent involvement opportunities, field trips, and discipline rules.

Technology

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

- Classroom teachers are provided a laptop
- iPads provided for all classrooms
- Access to iPad carts and MacBook carts for use in classrooms
- Interactive projectors are being installed in classrooms as funds allow
- Training on proper use of technology is offered throughout the school year on an elective basis

Technology Weaknesses

- Additional student computers in classrooms
- Additional personal devices for students (iPads/laptops/chromebooks)
- Typing/keyboarding instruction for students
- Coding instruction for students

Technology Needs

- Offer/require ongoing campus/district professional development for instructional staff in the area of technology integration
- More iPads/laptops or individual devices for student use in the classroom
- Additional or functional student computers in classrooms
- Updated computers in the Pre-K/Kindergarten lab

Technology Summary

Mt. Vernon Elementary School continues to strive to educate our students as 21st Century digital learners, providing educational technology to promote higher order thinking skills, problem solving, and creativity. Instructing students using

Comprehensive Needs Assessment

Technology Summary (Continued)

current, updated technology resources is an important part of this goal. Students have some computers available in all classrooms, however, they are outdated and not always fully functional. Teachers and students have access to a computer lab in each pod. There are also iPad and laptop carts available for check out. Teachers receive training with these tools in order to provide engaging, student centered learning activities in the classroom. However, all staff members would like to see the campus eventually have iPads in the hands of all students.