

# **MT. VERNON JUNIOR HIGH SCHOOL**

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## **SCHOOL IMPROVEMENT PLAN**

**2018-2019**

**2019-2020**

**2020-2021**

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# School Improvement Plan Team

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All staff members were involved in some aspect of the School Improvement Plan under the guidance of the Steering Committee – i.e. School Improvement Team. The co-chairs of the School Improvement Team are: Marc Hostetter and Amy Hueftle.

Support staff members also participate in our staff development discussions and our data analysis discussions.

The School Improvement Plan is readily accessible on the school website at [www.jh.mvschool.org](http://www.jh.mvschool.org)

The School Improvement Plan and the staff development programs associated with the plan comply with the core principles for professional development set by the School Board.

## Introduction

### Community Narrative

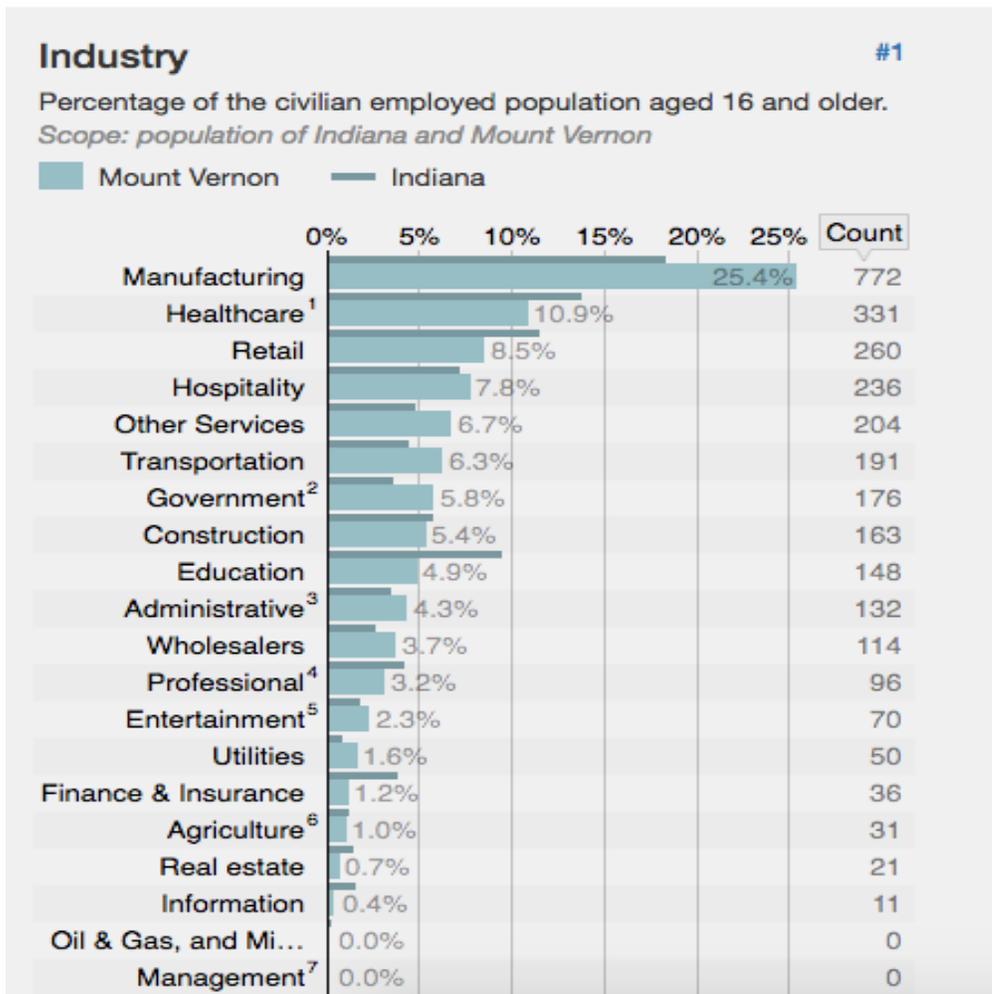


Mount Vernon Junior High School is located in Mount Vernon, Indiana, in the extreme southwestern tip of the state; and the Ohio River to the south and the Wabash River to the west border Mount Vernon. The topography is relatively flat, with more hilly regions to the north away from the Ohio River basin. The majority of County acreage is utilized for agricultural and livestock purposes. Mt. Vernon is a town with approximately 6,507 residents, and is twelve miles west of Evansville. The population change since 2010 has been -2.9%. Mount Vernon Junior High School's district spans 241.6 square miles of Posey County's total area of 410 square miles, accounting for approximately 53% of the student population in the county.

The estimate median household income in 2016 was \$50,271 (slightly below Indiana's income), and the estimated per capita income is \$26,587 (slightly above Indiana's income). The median housing value is \$92,200. 90% of the population 25 years and over have a high school or higher degree. Approximately fifteen percent of the population has at least a bachelor or higher degree. Approximately 9% of the residents have an education less than 9<sup>th</sup> grade.

The population has not changed much in ethnicity over the past ten years; the Hispanic, Asian, and Multiracial populations have grown, but not significantly. The breakdown is as follows: White 93.6%; African American 2.7%; Multiracial 2.3%; Hispanic 0.8%; Asian 0.7%; other races 0.4%. Families make up 66.5% of the households in the area, and residents with income below the poverty level are at 17.4%.

Agriculture and industry form the county’s economic base. Local industry includes several plastics companies, drug research and warehouse facilities, roofing companies, a refinery and a river port with advanced material-handling technologies. Mt. Vernon is home to Countrymark Refinery, a former GE Plastics Plant - now owned by Saudi Arabia Basic Industries Corporation (SABIC), GAF, Bristol Myers-Squibb and Vectren Energy A.B. Brown Generating Station. Two ethanol biofuel plants are also located in the immediate area, and these make Mount Vernon an important energy port. The Mount Vernon Southwind Port is also the largest port for coal shipments in the U.S. The John T. Myers Locks and Dam, located 13 miles SE of Mount Vernon, plays important shipping role for the area's river based industries. (See the following chart for a breakdown of the workforce.)



## School Narrative

Middle level-aged students located within the boundaries of the Metropolitan School District of Mt. Vernon go to one parochial school or to Mt. Vernon Junior High School. Over 95% of the students in grades six through eight go to Mt. Vernon Junior High School.

Mt. Vernon Junior High School is a 177,700 square foot building that has a capacity for 900 sixth, seventh and eighth grade students. It presently has an enrollment of 495. The building includes forty-seven (47) classrooms, four (4) large computer labs, two (2) small computer labs, two (2) collaborative student work rooms, media center, staff work center, eleven (11) departmental/team offices, three (3) conference rooms, large receiving room, cafeteria with a stage, two (2) gymnasiums, swimming pool, locker facilities, and counseling/health center/administrative office suites. The sixth grade classrooms are located on the second floor, and the building is connected to the high school by an enclosed walkway. The media center serves as the “hub” of the school and has an adjoining large multi-purpose classroom, a small computer multimedia room, a TV broadcast studio, and a conference room. The instrumental music facilities and the performing arts center are located within the high school and are used by the junior high school. Outside facilities include tennis courts, softball field, soccer field, and the football field along with areas for physical education and team practice.

## Curriculum Narrative

The school’s curriculum is designed to include the activities and topics covered so that the students can ultimately meet the state’s standards. Links to the Indiana Academic Standards are incorporated and teachers utilize the Indiana Academic Standards as a guide in their daily lessons and activities. Technology is an important aspect of the school’s overall curriculum. The public can easily access our both our curriculum and School Improvement Plan through our website.

## Counseling

The Mt. Vernon Junior High counseling office houses two full time school guidance counselors and a half-day counseling office secretary. Counselors are available throughout the school day to assist students in working through personal, and school related, problems/concerns. Counselors are also responsible for the coordination of the MVJHS Advisory Program, the peer mediation program, school-wide convocations, standardized testing, and programs targeting specific groups of students, such as the Midwest Talent Search and 21<sup>st</sup> Century Scholars.

## Primetime

The Primetime block is held every other day on White days and is designed to give students the opportunity for enrichment. Teachers have voluntarily chosen to create, design, and instruct a standards based class that includes hands-on activities and 21st Century Learning Skills. The entire purpose is to make learning fun and engaging while building those learning skills. Students sign up for their choices for the 2nd, 3rd, and 4th nine week quarters. Students not in a Primetime either attend RTI or study center.

## Homebase

This 55 minute block gives students the time for a study hall. It also allows for targeted interventions/enrichment for Language Arts and Math. In this block, MVJHS plans on having a 15-20 minute reading block. Scheduled interventions by using common assessments to target struggling students, as well as “genius hour” content for increased engagement and enrichment of students.

## Language Arts

The purpose of the language arts program centers on providing children with experiences enabling them to develop the literacy skills necessary to communicate effectively in an increasingly complex world. As society becomes more technologically advanced, it is crucial that children develop the skills to assess and analyze media influences as well as navigate and use common technological mediums. A strong foundation in language arts translates into success in other curriculum areas and provides students with the ability to critically think while also providing them the opportunity to become lifelong learners. The program integrates reading, writing, grammatical study, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, organizing, and developing writing skills. At each grade level there are two courses offered: Honors Language Arts and Regular Language Arts. Students in each grade level can be placed in the advanced courses by meeting specified criteria involving teacher recommendations, past performance in previous Language Arts courses, and standardized test scores.

## Mathematics

The math curriculum at Mt Vernon Junior High School is aligned with the Indiana academic standards and focuses on developing student skills in the following areas: number sense, computation, algebra and functions, geometry and measurement, and data analysis and statistics. At each grade level, learning experiences are structured to strengthen students’ proficiency of the mathematical process standards. These standards address students’ ability to conceptualize mathematical content and apply skills to solve problems and critique outcomes. An honors course is offered at each grade level, with curriculum that delves deeper into grade-level content and exposes students to critical academic standards for the next course. Eighth grade math honors students take Algebra I and earn high school credit for their coursework. Criteria for honors placement include teacher recommendations, past performance in previous math courses, and standardized test scores.

## Social Studies

Social Studies focuses on the holistic understanding of past historical events, physical geography, and cultural developments that have occurred. The programs main goal is helping students grasp how the decisions, actions, and outcomes of the past affect the present and future for all mankind.

In the 6th grade, curriculum includes the peoples, places, and cultures in Europe and the Americas with an emphasis on geography. The 7th grade curriculum includes the peoples, places, and cultures in Africa, Asia, and the Southwest Pacific. The 8th grade standards focus on the history and growth of Pre-Columbian United States through the post-Civil War era. During election years, emphasis is placed on the governmental process of elections. The 7th and 8th grade level offer two

courses; Honors Social Studies and Regular Social Studies. Students in the 7th and 8th grade can be placed in the advanced courses by meeting specified criteria involving teacher recommendations, past performance in previous Social Studies courses, and standardized test scores.

## Science

The science program at Mt. Vernon Junior High School is designed to offer students a multitude of learning experiences that guide them to question, investigate, and interpret the scientific research, laws and theories of science that are ever changing in the world around them. Courses expose students to diverse learning experiences and tools including lectures, demonstrations, hands-on activities, laboratory experiences, and use of technology that collectively allow students to explore, analyze, and comprehend how science is used in their daily lives.

Sixth and seventh grade science courses primarily focus on physical and earth/space sciences, while the eighth grade science course focuses more heavily on chemistry and life sciences. All the while, each science course at MVJHS offers students a variety of instruction in all areas of science that build upon one another each year and reinforce the basic principles and procedures that shape the nature of science. Curriculum for each course is aligned with the most recent 2016 Indiana Academic Science Standards. In addition at the seventh and eighth grade level, there are two courses offered: Honors Science and Regular Science. Students can be placed in the advanced courses by meeting specified criteria involving teacher recommendations, past performance in previous science courses, and standardized test scores. Parental permission is required to enter the advanced courses.

## Special Education

The special education department is comprised of three full-time, grade leveled LD/ Resource teachers, one full-time Emotionally Disabled teacher, one full-time Moderately Disabled teacher, and five full-time Special Education Teacher Assistants. Special Education students are able to reach their learning potential by having the opportunity to be placed in their Least Restrictive Environment, whether that is enrollment in a general education, resource, or self-contained setting. Special Education teachers and teacher assistants are placed in as-needed collaborative classes to assist students with their educational needs. Students' Individualized Educational Plans are reviewed at least once a year, usually during their birth month, and the case conference committee makes recommendations on how to strengthen each special education student's IEP. Effort is made to integrate special education students' into the general education environment as much as possible.

## Media Center

The media center is an integral, fundamental, and indispensable part of the instructional, guidance, and enrichment program of the school. Recognizing that both print and nonprint materials are relevant and valuable sources of information and stimuli, all types of materials and equipment are supplied by the media center. The instructional and administrative staffs, aided by media personnel, strive to become familiar with resource materials that are available in the media center and to make intelligent and efficient use of the center and those resources. The media personnel, aided by the entire staff, endeavor to teach students the skills of acquiring information through

various channels and attempts to make them familiar with reference materials and media center resources.

### Music

Students have the opportunity to be involved in a variety of musical experiences: Exploring Music, Instrumental Music, and Vocal Music. Exploring Music is offered to all students for a nine weeks at each grade level. Students are exposed to a wide genre of music as well as the history of music. Vocal Music opportunities are afforded to the students in a choral class atmosphere. Student performances/concerts result from the participation of these students. Instrumental Music is offered to all grade levels. Students play band literature that is age appropriate to their experience level. Student performances/concerts result from participation of the instrumental students.

### Physical Education and Health

In physical education, emphasis is placed on the following: the values of teamwork, cooperation, respect for rules, respect for the diversity of others. Additionally, our developmentally based program emphasizes knowledge, skill, attitude, and behavior and practices that promote active and healthy lifestyles. Physical fitness is emphasized as an important part of a healthy lifestyle that is a lifelong commitment. This philosophy is pursued through a routine of exercise, team and individual sports, aquatics, and activities that stress the components of physical fitness. By being a part of the physical education program, each student will gain a better overall wellness and enhancement of the total school curriculum. Each student is involved in an aquatics program during their physical education class.

Our health education program is designed to help prevent health problems and improve the quality of life and total wellbeing. Health education develops skills for daily living and prepares individuals for their future. Efforts are made to emphasize health as a value in life and to enhance critical thinking, decision making, problem solving and behavioral skills.

### Family and Consumer Science (FACS)

Students in all grades participate in Family and Consumer Sciences. Subject areas covered include nutrition, wellness, sewing, food preparation and food safety. Personal development topics are explored such as manners, grooming and hygiene. Finally students will get to explore careers, learn personal finance skills and explore child development. During the final rotation in FAC, students will do in depth research on vitamins, fad diets and current food trends. A combination of large group discussions, lectures and labs are integrated.

### Visual Arts

The sixth grade art class endeavors to provide a series of practices to help develop skills in drawing and design. The focus on the art Elements and Principles is imperative to develop the artistic ability of each student. The seventh grade program emphasizes using different 2-D mediums and the eighth grade art program focuses on creating 3-D artworks. The art program's objectives are threefold: art history, creativity, criticism and art production. Examples of ancient art through modern art are reviewed. Students are encouraged to create and not just duplicate and are taught techniques they can continue to enjoy from home. The study of art criticism emphasizes art

vocabulary and the encouragement of students to describe, analyze, interpret, and judge works of art of others as well as their own. Art production will include drawing, painting, and some craft activities such as clay, knitting, sculpting, collage, and possibly computer design for 3-D printing in the future. All classes are in 9 week intervals for 3 sets of 9 weeks. The 4th 9 week rotates on 3 week intervals. 6th grade is introduced to fiber arts, 7th grade is introduced to portraits and Art from ancient Japan, 8th grade creates biomorphic sculptures in the style of Dada and Foil figures in the style of contemporary artist Toshihiko Mitsuya.

## Assessments

In addition to ISTEP+ testing the school uses many other tools to ensure student growth. Data is examined regularly to monitor student progress and target student and school goals. Other assessment tools utilized in the classroom are, but not limited to the following:

- Pivot Inspect
- Star Reading
- Pearson
- Readworks
- Teacher Created Assessments
- Skyward
- Pearson Essay Scorer
- EasyBridge
- McGrawHill Online Quiz and Tests

## MVJHS Mission Statement

Our mission at Mt. Vernon Junior High School is to fulfill state standards in each curricular area while maintaining a safe and caring environment. We will provide opportunities for each student to acquire knowledge, social skills and emotional development in order to attain his/her maximum potential.

### **We Believe...**



- Everyone has a basic desire to learn;
- Everyone can learn
- Learning is a life-long experience;

- All students can succeed;
- Learning takes place in an environment that is safe, positive, trusting, cooperative, pleasant, and challenging;
- Everyone deserves to be treated with respect and dignity;
- All students should be given opportunities to achieve their personal best both academically and socially;
- Equal opportunity is essential in all school activities;
- Students learn best when a partnership exists between home and school;
- Students learn best when exposed to a variety of teaching methods;
- All students and staff should be technologically literate;
- Learning should be relevant to the present and future lives of all students
- Classroom instruction should be student-centered and active;
- Interdisciplinary instruction should be used to the greatest extent possible;
- Discipline should be structured to create and teach positive behavior, not to punish negative behavior; and
- Staff members are passionate, enthusiastic motivators of learning. *(Dec. 2001, reviewed 2006)*

## Mission

Our mission at Mt. Vernon Jr. High School is to fulfill state standards in each curricular area while maintaining a safe and caring environment. We will provide opportunities for each student to acquire knowledge, social skills, and emotional development in order to attain his/her maximum potential. *(Dec. 2004, reviewed 2006 & 2009)*

## Vision

MVJHS shall be a safe and secure place in which to learn and grow. The concerted effort of parents, educators and community resources shall be committed to fostering a school family. A student-centered focus and high achievement shall be the cornerstones of a quality education. *(Dec. 2005, reviewed 2006 & 2009)*

## Summary of Data

### School Enrollment by Grade and Gender

2018

Corp ID	Corp Name	Schl ID	Schl Name	Grade 6		Grade 7		Grade 8		TOTAL ENROLLMENT		
				Female	Male	Female	Male	Female	Male	Female	Male	Total
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	84	83	76	86	66	100	226	269	495

### School Enrollment English Learner Special Education

2018

Corp ID	Corp Name	Schl ID	Schl Name	ELL N	ELL %	Special Education N	Special Education %	Total Enrollment
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	1	0.20%	98	19.80%	495

### School Enrollment Ethnicity Free Meals

2018

Corp ID	Corp Name	Schl ID	Schl Name	American Indian	Asian	Black	Hispanic	Multiracial	Native Hawaiian or Other Pacific Islander	White	Free meals	Paid meals	Reduced price meals	TOTAL ENROLLMENT
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	1	1	9	16	18		450	177	286	32	495

### School Enrollment by Grade

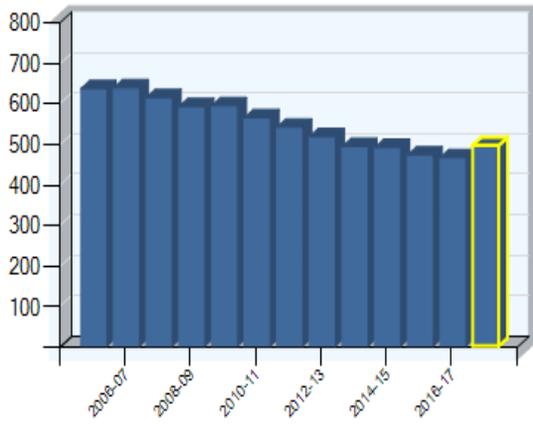
2018

Corp ID	Corp Name	Sch ID	Schl Name	Grade 6	Grade 7	Grade 8	ENROLLMENT N
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	167	162	166	495

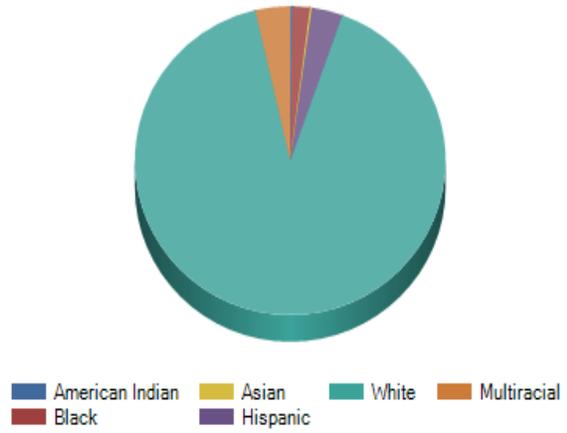
### Enrollment By Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 6	154	153	169	149	167
Grade 7	177	161	155	165	162
Grade 8	161	176	147	151	166
Total Enrollment	492	490	471	465	495

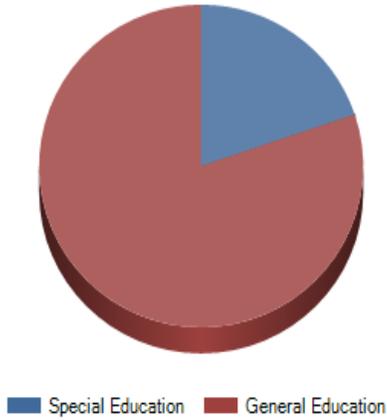
Enrollment Trend



Enrollment 2017-18 by Ethnicity



Enrollment 2017-18 by Special Education



Enrollment 2017-18 by Free/Reduced Price Meals



Istep School Special Education

2017

Corp ID	Corp Name	Schl ID	Schl Name	General Education					Special Education				
				ELA Pass N	ELA Pass Percent	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Pass Percent	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	300	82.6%	261	71.7%	65.6%	20	20.8%	24	25.0%	15.6%

Istep School Free/Reduced Meals

2017

Corp ID	Corp Name	Schl ID	Schl Name	Free/Reduced price meals					Paid meals				
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	96	56.1%	74	43.0%	36.3%	224	78.0%	211	73.5%	66.6%

ISTEP School Language Learners

2017

Corp ID	Corp Name	Schl ID	Schl Name	English Language Learner					Non-English Language Learner				
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	**	**	***	***	***	318	69.9%	283	62.1%	55.2%

**ISTEP School Ethnicity**

2017

Corp ID	Corp Name	Schl ID	Schl Name	American Indian					Asian					
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School							**	**	***	***	***
				Black					Hispanic					
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	
				**	**	***	***	***	7	70.0%	6	60.0%	50.0%	
				Multiracial					Native Hawaiian or Other Pacific Islander					
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent	
				10	47.6%	11	52.4%	38.1%						
				White										
				ELA Pass N	ELA Percent Pass	Math Pass N	Math Percent Pass	Both Math and ELA Pass Percent						
				300	71.3%	265	62.8%	56.3%						

**School ISTEP Social Studies results**

2017

Corp ID	Corp Name	Schl ID	Schl Name	Grade 5		Grade 7		Totals	
				Pass N	Pass %	Pass N	Pass %	Pass N	Pass %
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School			128	78.0%	128	78.0%

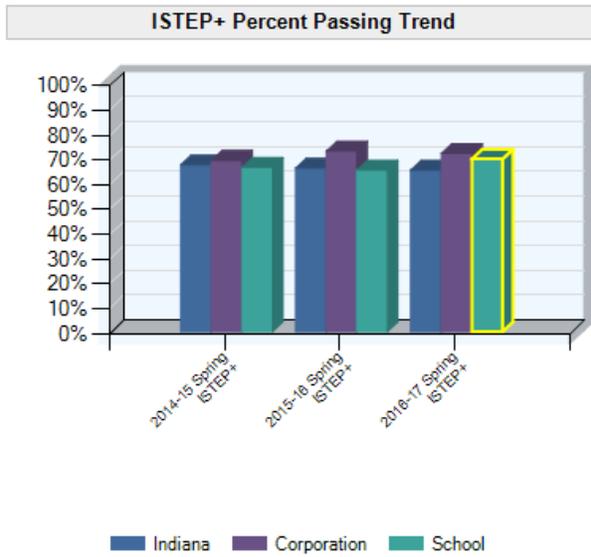
**School ISTEP Science results  
2017**

CORP NAME CODE	CORP NAME	SCHL NAME CODE	SCHL NAME	Corporation Total		Grade 10		Grade 4		Grade 6	
				Pass N	Pass Percentage	Pass N	Pass Percentage	Pass N	Pass Percentage	Pass N	Pass Percentage
6590	M S D Mount Vernon	6953	Mount Vernon Jr High School	116	79.5%					116	79.5%

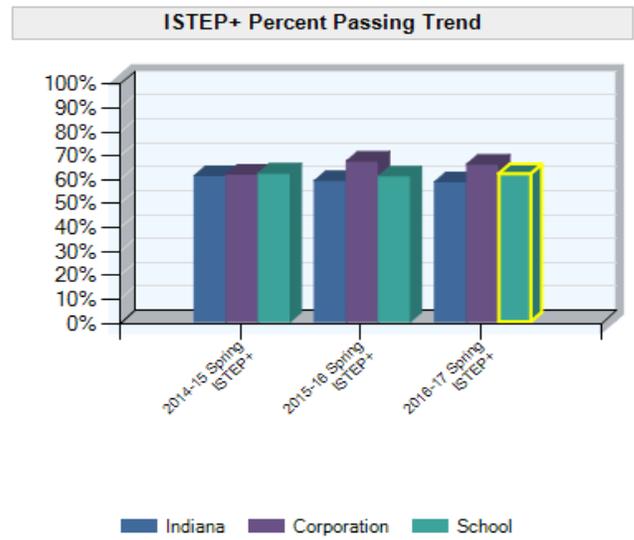
**ISTEP School results  
2017**

Corp ID	SCHL NAME CODE	Corp Name	SCHL NAME CODE	SCHL NAME	Grade 6					Grade 7				
					ELA Pass N	ELA Percent Pass	Math Pass N	MATH Percent Pass	Both Math and ELA Percent Pass	ELA Pass N	ELA Percent Pass	Math Pass N	MATH Percent Pass	Both Math and ELA Percent Pass
6590	6953	M S D Mount Vernon	6953	Mount Vernon Jr High School	123	83.7%	99	67.3%	64.6%	99	60.4%	73	44.5%	40.2%
					Grade 8					Corporation Total				
					ELA Pass N	ELA Percent Pass	Math Pass N	MATH Percent Pass	Both Math and ELA Percent Pass	ELA Pass N	ELA Percent Pass	Math Pass N	MATH Percent Pass	Both Math and ELA Percent Pass
					98	66.2%	113	75.8%	62.2%	320	69.7%	285	62.0%	55.1%

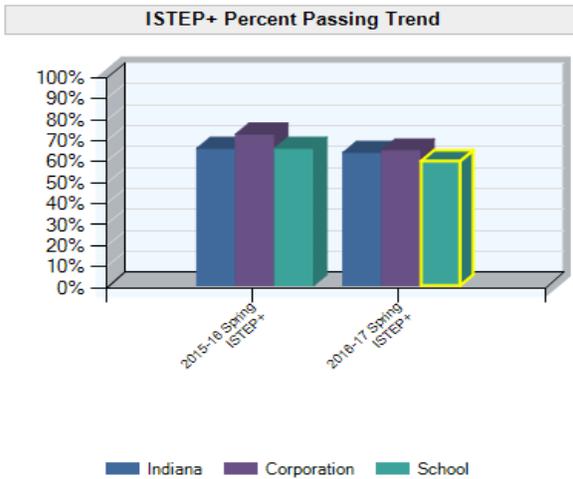
## Language Arts



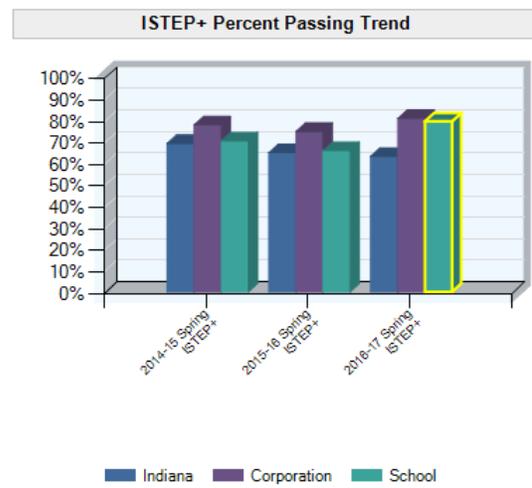
## Math



## Social Studies



## Science



## Conclusions

Mount Vernon Junior High School has made improvements in school accountability over the last three years. In the 2014-2015 school year MVJHS received a school letter grade of C. In the 2015-2016 and 2016-2017 school years MVJHS received a grade of B. The overall points have increased to 87.5, putting Mt. Vernon Junior High School on the cusp of an A rating.

MVJHS utilizes a School Improvement Team to drive school wide decisions and initiatives. The team consists of administrators and teachers. The Junior High has also initiated a Student Ambassador program to give students voice and gain insights to improving the overall culture of the school. In the past the school has also utilized surveys to gather parent feedback regarding student experiences.

Mount Vernon Junior High School offers a safe and disciplined environment. The assistant principal leads discipline and safety initiatives within the school in conjunction with our district safety specialists. The school has ample surveillance cameras inside and out as well as a coded security system. The exterior doors remain locked during the school day and there is a system for lock down and lock out situations. The teachers review emergency drills multiple times during the year and the school participates in more than the required amount of drills. The local fire and police departments frequent the school for training on site in case of an emergency and have regular contact with school officials.

### Technology as a Learning Tool

MVJHS has worked to maintain and stay in alignment with the most efficient and modern uses for technology. The faculty at MVJHS integrate technology by engaging students in standards based, literacy rich and collaborative learning assignments. This is done through data collection, presentations, and using productivity tools such as spreadsheets, databases, word processing and multimedia (ActivBoards). MVJHS is a one-to-one school, with each student in each grade level having access to a personal electronic device. Sixth and seventh grade students are assigned to a school issued and monitored iPad, while eighth grade students are each assigned a Macbook.

In the past few years, the school corporation has hired multiple technology integrators to help teachers learn methods of using technology in their classrooms in the most educationally sound and efficient methods. Our district technology team provides numerous opportunities to teachers for professional development and training on a variety of apps, programs, and software. There are also two MVJHS representatives that communicate regularly with staff members and take suggestions and concerns to the district level technology committee. A technology plan has been developed for the school and the overall district and focuses on student learning. This committee ensures that the overall technology plan is adhered to as much as possible.

Some of the software programs that have been implemented in recent years are: Pivot Inspect, iReady Diagnostics, AIMSweb, Accelerated Reader, IXL, Mopymax, Math Facts in a Flash,

Apex Learning, Study Island, and Apangea Math. All are integrated in the respective curriculum and are used for supplementary purposes as well as both remediation and enrichment. School personnel have the capability to track the progress of students by analyzing the results of standardized tests as well as students' work online. Data collected helps staff members incorporate remediation and enrichment for students. In 2014, MVJHS adopted the Haiku (PowerSchool) digital learning platform, allowing for enhanced interactions and communication between students, staff, and parents. In the same year, MVJHS also began a transition to using Google Apps for Education, allowing for collaboration and communication among students and staff to reach new heights.

## Parent Involvement

Parents may choose to become involved in two parent organizations: Parent Advisory Council and the Booster Club. Additionally, there are several other specific groups associated with athletic teams and the instrumental program. These groups provide parents and community members a means of working together to support and enrich Mt. Vernon Junior High School. Parent newsletters, volunteer surveys, and other pertinent information is distributed throughout the school year. Several family and parent activities are provided throughout the school year, such as Family Fun Night, Back to School Night, and various musical concerts. Parental support is very much a positive factor in the overall learning atmosphere. MVJHS recently began using social media avenues as yet another tool to promote parental awareness and involvement. Parents also serve on various committees such as the Textbook Adoption Committee, Advisory Committees, School Improvement Discussion Groups, etc. They also provide input via surveys, emails, interviews, discussions, and phone calls.

## Awards/Accomplishments

Mt. Vernon Junior High School has received several awards and recognitions in recent years that demonstrate the diversification of talent among its students and the school's success in extracurricular activities.

- Minecraft club/students presented at international conference
- SeaPerch regional winners and national competitors
- Junior FFA state champions
- Spell Bowl state qualifiers
- Chess state champions
- FCCLA named a Gold Honor Chapter, receiving state and national awards
- Academic Team state qualifiers and top ten scorer at state
- Posey County Educators of the year in 2016 & 2017
- IU Armstrong Educator of the year 2017

## Safe & Disciplined Learning Environment

MVJHS staff and students teach and learn in a safe and secure environment. Administrators and staff consider the safety of our students to be of utmost importance. In light of recent tragedies in our nation, our school has turned to the student body for guidance in protecting our school.

Students from each grade level were surveyed this past year and asked to identify areas of weakness in our building or areas they did not feel safe. Additional precautions were taken and adjustments were made as a response to their input, allowing further security and peace of mind for the students at MVJHS.

Each teacher has a copy of the school safety/crisis plan in a prominent place within the classroom. Security procedures in place include, but are not limited to the following:

1. All visitors must enter through the front door of the building into the front vestibule where they must ring a bell and identify themselves. The school nurse or secretary may then allow the visitor to enter the building, where visitors must sign the registry and acquire a visitor's badge. This visitor's pass must be worn at all times in the building.
2. Administrators, teachers and support staff monitor the hallways and restrooms before, during and immediately following the dismissal of students.
3. Custodians are on duty in the building around the clock during the weekdays. They are also on duty during the hours the school is being used for activities on weekends.
4. Routine monitoring of the building is done by the local police department.
5. Exterior security cameras are in place around the entire building.
6. Interior cameras have also been strategically placed in the hallways, locker area, and dining area.
7. The building principal is a certified safe school specialist as a graduate and regular attendee of the Indiana Safe Schools Academy.
8. School-wide emergency plans are in place for fire, tornado, bomb scares, earthquakes, and intruders. These plans are outlined in detail in the Faculty & Staff Handbook.
9. All students and staff routinely practice the safety drills.

MVJHS believes that an environment conducive to learning can be achieved through its responsible citizens working together. Bobcat P.R.I.D.E. is a program that has been established school-wide and encourages students to demonstrate pride in what they do, show respect to all, possess integrity, be responsible, and to apply effort. Our counseling staff and administration specifically address the students as a whole and individually on bullying concerns throughout the school year. Anti-bullying contracts are also utilized in certain situations to hold students accountable for their actions.

## Professional Development

Teachers are encouraged to participate in professional development opportunities outside of the district. Mount Vernon Junior High School annually pays for several teachers to participate in additional professional development and will continue that practice. MVJHS offers grade level team collaboration time during in-service hours. The 2018-2019 school year will see the first true professional development days added back to the calendar since the massive budget cuts that took place in the early part of the century. Technology professional development is delivered at various times throughout the year. The district offers professional development opportunities to select teachers throughout the year as well as the annual 4C's conference to all teachers.

## Student Achievement Objectives/Goals

During the 2016-2017 school year 55.1% of students passed all subject areas of the ISTEP+ state exam, which was above the state average. When breaking down subject areas 69.7% of students passed the Language Arts portion and 62.0% of students passed the math portion. Both Language Arts and Math ISTEP+ pass rates exceed that of the state average.

### Immediate Improvement

The School Improvement Team evaluated our school wide goals during regularly scheduled meeting throughout the year. Student assessment data was analyzed and teacher feedback evaluated by the team. During the evaluation process it was determined that our targeted goal was to increase the assessment scores of our Free/Reduced lunch population.

### Benchmarks for Progress

Mt. Vernon Junior High School will use ISTEP+, Pivot Inspect and Star Reading to provide formative assessment data. The data will provide insight to student progress and drive decisions in regards to necessary professional development and future goal setting for all students.

### Proposed Interventions

Weekly professional development meetings will be held in the first nine weeks of the 2018-2019 school year. As the school year progresses these meetings will be held on a monthly schedule or as needed. Teachers will choose three at-risk students to mentor during the school year and outside agencies will be recruited to provide mentorship opportunities for our at-risk students. In addition to working to create a culture of achievement in the Free/Reduced lunch population of students, grade level teams will provide targeted interventions to our bottom 25% of students as identified on the 2018 ISTEP+ assessment data.

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Surveys, discussion and the School Improvement Team will be utilized to gauge areas of need for professional development. MVJHS will work with the Director of Curriculum to ensure professional development targets specific needs of improvement to ensure growth within the faculty and staff. The school will also implement a structured induction program that promotes peer feedback and growth of inexperienced teachers and emphasizes the leadership skills of experienced teachers.

### Cultural Competency

During the 2017-2018 the committee determined that the free and reduced lunch population needed additional supports. The number of free and reduced student population has drastically grown at Mount Vernon Junior High School over the past ten years. The committee has requested additional professional development on best practices for reaching this specific socio-economic group. The committee also suggested there is a need for a mentorship program and reduced class size where possible. The School Improvement Team is requesting information from various agencies on research-based mentor possibilities.

### Statutes and Rules to be Waived

There are no statutes or rules to be waived by the Indiana Department of Education.

### Three Year Review and Revision Process

Each year the committee will review the information provided in the School Improvement Plan. Updates to the demographic information and school data will occur annually to ensure the plan reflects the current school information. Each year of the plan the committee will determine if the targeted goal is still appropriate. If it is deemed that the goal shall change the process to redefine school wide goals will begin. If the goal does not change the plan will be updated and resubmitted for three additional years.