

**Medina Valley Independent School District  
Board of Trustees  
Regular Meeting on Monday, October 17, 2022 at 6:30 PM  
Medina Valley ISD Central Office Board Room**

**A Board Meeting of the MVISD Board of Trustees was held on Monday, October 17, 2022, beginning at 6:30 PM at/on Medina Valley ISD Central Office Board Room.**

**I. First Order of Business**

- A Establish a Quorum
- B Pledge of Allegiance to the Flag followed by a moment of silence 2

**II. Student/Staff Recognition**

- A Star Student(s) from Luckey Ranch Elementary 3
- B Above & Beyond Service to Luckey Ranch Elementary - Staff Recognition 4

**III. Public Comment** 5

*At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.*

**IV. Announcements/Communications/Presentations**

- A Financial Briefing 6
- B Superintendent Briefing 9

**V. Discussion and Possible Action Items**

**A Consent Agenda Items**

- 1 Minutes of Regular Board Meeting on September 19th, and Special Board Meeting on October 5th 18
- 2 Donations 24

- B Consider TASB initiated Board Policy Update 119 affecting Local Policies CPC, DMA, EHAA, EHB, 25

EHBA, EHBB, EIF, FFBA, and FFH

- C Consider 2022-2023 District Improvement Plan 50

- D Consider the MVISD Investment Policy 399

- E Consider and take possible action to select a construction procurement method for the High School #2 406

Project and delegate authority to the Superintendent to proceed with procurement

- F Consider adjustments to the 2022-2023 Administrative/Professional Pay Ranges and Job Classifications 407

**VI. Closed Session** 408

- A Personnel Matters (TX Govt. Code Section 551.074)

- professional contracts

- B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

**VII. Continued Discussion and Possible Action Items**

- A Consider professional contract recommendations

- B Consideration of future meeting dates

**VIII. Adjournment**

(Items do not have to be taken in the same order as shown on the meeting agenda.)



**“Star Students”**

**Luckey Ranch Elementary**

**Thank you for your**  
**“Above & Beyond Service”**  
**to**  
**Luckey Ranch Elementary**

# Public Comments

**SEPTEMBER 2022**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**  
**GENERAL FUND FINANCIAL STATEMENT**

<u>Estimated Revenues</u>		<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>
5700	Local Revenues	\$36,410,641	\$36,410,641	\$ 100,576	\$ 100,576	\$ 36,310,065	0.28%
<b>5800</b>	<b>State Program Revenues</b>	<b>\$30,880,783</b>	<b>\$32,906,496</b>	<b>\$ 7,700,189</b>	<b>\$7,700,189</b>	<b>\$ 25,206,307</b>	<b>23.40%</b>
5900	Federal Revenues	\$ 1,270,000	\$ 1,270,000	\$ 3,384	\$ 3,384	\$ 1,266,616	0.27%
<b>Total Revenues</b>		<b>\$68,561,424</b>	<b>\$70,587,137</b>	<b>\$ 7,804,149</b>	<b>\$7,804,149</b>	<b>\$62,782,988</b>	<b>11.06%</b>
<b>Proposed Appropriations</b>							
11	Instruction	\$ 39,809,875	\$ 39,866,926	\$ 3,212,648	\$3,212,648	\$ 36,654,278	8.06%
<b>12</b>	<b>Media Services</b>	<b>\$ 671,445</b>	<b>\$ 671,445</b>	<b>\$ 39,750</b>	<b>\$ 39,750</b>	<b>\$ 631,695</b>	<b>5.92%</b>
13	Staff Development	\$ 701,616	\$ 701,616	\$ 82,453	\$ 82,453	\$ 619,163	11.75%
<b>21</b>	<b>Instruct. Leadership</b>	<b>\$ 868,278</b>	<b>\$ 868,278</b>	<b>\$ 84,466</b>	<b>\$ 84,466</b>	<b>\$ 783,812</b>	<b>9.73%</b>
23	School Leadership	\$ 3,447,370	\$ 3,447,370	\$ 294,524	\$ 294,524	\$ 3,152,846	8.54%
<b>31</b>	<b>Counseling</b>	<b>\$ 2,893,641</b>	<b>\$ 2,893,641</b>	<b>\$ 206,252</b>	<b>\$ 206,252</b>	<b>\$ 2,687,389</b>	<b>7.13%</b>
32	Social Work Services	\$ 490,242	\$ 490,242	\$ 46,382	\$ 46,382	\$ 443,860	9.46%
<b>33</b>	<b>Health Services</b>	<b>\$ 762,463</b>	<b>\$ 762,463</b>	<b>\$ 70,925</b>	<b>\$ 70,925</b>	<b>\$ 691,538</b>	<b>9.30%</b>
34	Student Transportation	\$ 4,402,577	\$ 4,402,577	\$ 443,921	\$ 443,921	\$ 3,958,656	10.08%
<b>35</b>	<b>Food Service</b>	<b>\$ 126,727</b>	<b>\$ 126,727</b>	<b>\$ 9,839</b>	<b>\$ 9,839</b>	<b>\$ 116,888</b>	<b>7.76%</b>
36	Extracurricular Activities	\$ 2,126,543	\$ 2,126,543	\$ 179,631	\$ 179,630	\$ 1,946,913	8.45%
<b>41</b>	<b>General Admin</b>	<b>\$ 2,309,578</b>	<b>\$ 2,309,578</b>	<b>\$ 225,067</b>	<b>\$ 225,066</b>	<b>\$ 2,084,512</b>	<b>9.74%</b>
51	Maint. Operations	\$ 6,660,154	\$ 6,788,446	\$ 1,018,537	\$1,018,537	\$ 5,769,909	15.00%
<b>52</b>	<b>Security/Monitoring</b>	<b>\$ 1,005,492</b>	<b>\$ 1,379,887</b>	<b>\$ 107,405</b>	<b>\$ 107,405</b>	<b>\$ 1,272,482</b>	<b>7.78%</b>
53	Data Processing	\$ 1,782,489	\$ 1,782,489	\$ 342,968	\$ 342,968	\$ 1,439,521	19.24%
<b>61</b>	<b>Community Services</b>	<b>\$ 9,987</b>	<b>\$ 9,987</b>	<b>\$ 1,376</b>	<b>\$ 1,376</b>	<b>\$ 8,611</b>	<b>13.78%</b>
81	Facilities Construction	\$ 2,947	\$ 1,468,922	\$ 264	\$ 264	\$ 1,468,658	0.00%
<b>95</b>	<b>JJAEP</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,000</b>	<b>0.00%</b>
99	Intergovernmental	\$ 485,000	\$ 485,000	\$ 114,892	\$ 114,892	\$ 370,108	23.69%
<b>Totals</b>		<b>\$68,561,424</b>	<b>\$70,587,137</b>	<b>\$ 6,481,299</b>	<b>\$6,481,299</b>	<b>\$64,105,838</b>	<b>9.18%</b>

**SEPTEMBER 2022**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**  
**FOOD SERVICE FUND FINANCIAL STATEMENT**

<u>Estimated Revenues</u>		<u>Original</u>	<u>Current</u>	<u>Current</u>			<u>Current Year</u>
		<u>Budget</u>	<u>Budget</u>	<u>Period</u>	<u>YTD Actual</u>	<u>Balance</u>	<u>Percent</u>
				<u>Actual</u>			<u>Recognized</u>
5700	Local and Intermediate Revenues	\$1,500,152	\$1,500,152	\$193,248	\$ 193,248	\$1,306,904	12.88%
<b>5800</b>	<b>State Program Revenues</b>	<b>\$ 7,000</b>	<b>\$ 7,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,000</b>	<b>0.00%</b>
5900	Federal Revenues	\$3,562,125	\$3,562,125	\$415,684	\$ 415,684	\$3,146,441	11.67%
<b>Total Revenues</b>		<b>\$5,069,277</b>	<b>\$5,069,277</b>	<b>\$608,932</b>	<b>\$ 608,932</b>	<b>\$4,460,345</b>	<b>12.01%</b>

**Proposed Appropriations**

<b>11</b>	<b>Instruction</b>						
12	Media Services						
<b>13</b>	<b>Staff Development</b>						
21	Instruct. Leadership						
<b>23</b>	<b>School Leadership</b>						
31	Counseling						
<b>32</b>	<b>Social Work Services</b>						
33	Health Services						
<b>34</b>	<b>Student Transportation</b>						
35	Food Service	\$4,608,123	\$4,608,123	\$333,017	\$ 333,017	\$4,275,106	7.23%
<b>36</b>	<b>Extracurricular Activities</b>						
41	General Admin						
<b>51</b>	<b>Maint. Operations</b>						
52	Security/Monitoring						
<b>53</b>	<b>Data Processing</b>						
61	Community Services						
<b>81</b>	<b>Facilities Construction</b>						
95	JJAEP						
<b>99</b>	<b>Intergovernmental</b>						
<b>Totals</b>		<b>\$4,608,123</b>	<b>\$4,608,123</b>	<b>\$333,017</b>	<b>\$ 333,017</b>	<b>\$4,275,106</b>	<b>7.23%</b>

**SEPTEMBER 2022**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**  
**INTEREST SINKING FUND FINANCIAL STATEMENT**

<u>Estimated Revenues</u>	<u>Original Budget</u>	<u>Current Budget</u>	<u>Current Period Actual</u>	<u>YTD Actual</u>	<u>Balance</u>	<u>Current Year Percent Recognized</u>
5700 Local and Intermediate Revenues	\$19,623,032	\$19,623,032	\$28,692	\$ 28,692	\$ 19,594,340	0.15%
<b>5800 State Program Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
5900 Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
<b>Total Revenues</b>	<b>\$19,623,032</b>	<b>\$19,623,032</b>	<b>\$28,692</b>	<b>\$ 28,692</b>	<b>\$19,594,340</b>	<b>0.15%</b>

**Proposed Appropriations**

11 Instruction						
<b>12 Media Services</b>						
13 Staff Development						
<b>21 Instruct. Leadership</b>						
23 School Leadership						
<b>31 Counseling</b>						
32 Social Work Services						
<b>33 Health Services</b>						
34 Student Transportation						
<b>35 Food Service</b>						
36 Extracurricular Activities						
<b>41 General Admin</b>						
51 Maint. Operations						
<b>52 Security/Monitoring</b>						
53 Data Processing						
<b>61 Community Services</b>						
71 Debt Service	\$19,510,553	\$19,510,553	\$ 500	\$ 500	\$ 19,510,053	0.00%
<b>81 Facilities Construction</b>						
95 JJAEP						
<b>99 Intergovernmental</b>						
<b>Totals</b>	<b>\$19,510,553</b>	<b>\$19,510,553</b>	<b>\$ 500</b>	<b>\$ 500</b>	<b>\$19,510,053</b>	<b>0.00%</b>



**Medina Valley**  
INDEPENDENT SCHOOL DISTRICT

# Superintendent Briefing

October 17, 2022

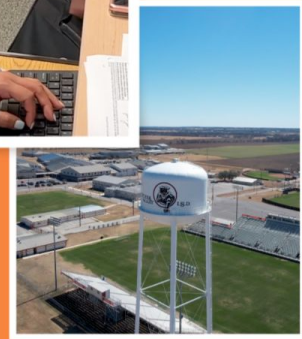


**Medina Valley**  
INDEPENDENT SCHOOL DISTRICT

# Employee of the Month

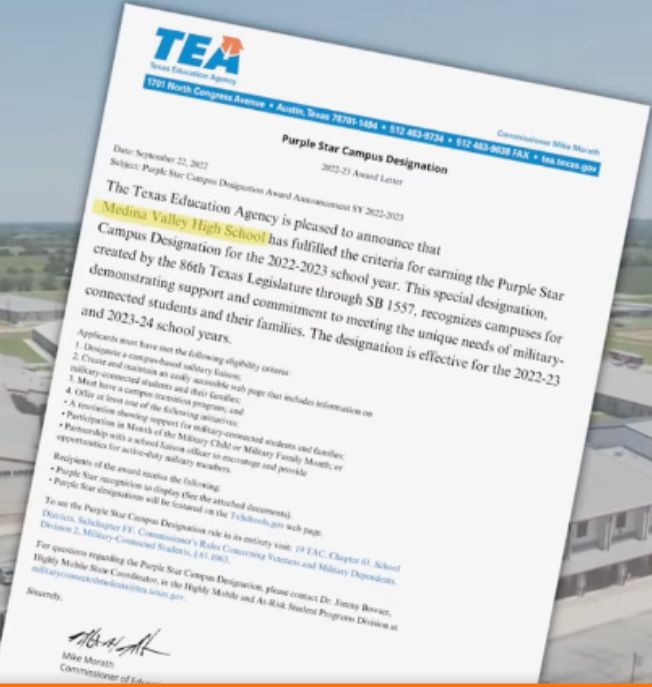
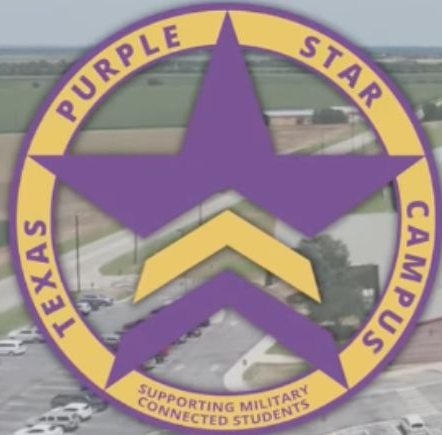
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October  
2022



**Teresa Gaitan, Potranco Elementary Secretary**

**TEA names MVHS as a  
Purple Star Campus  
September 2022**



Medina Valley HS has earned a Purple Star from TEA.

This designation is awarded to campuses who are demonstrating support and commitment to meeting the unique needs of military families.

**Great Day SA All-Star Athlete  
MVHS Senior, Nicole Bloodgood  
Cross Country & Track**



**KENS 5 Excel Award  
Sarah Young  
Loma Alta MS 7th Grade  
Math & Science Teacher**





KENS 5 STUDIO



MEDINA VALLEY HIGH SCHOOL



KENS5 highlighted students at Medina Valley High School for their participation in the "Start with Hello" program, which aims at teaching empathy and empowering students to end social isolation.

**MVHS Cross Country  
District Champions at all levels:  
Varsity, JV & Freshmen**



**MVHS Team Tennis  
Bi-District Champions  
& Area Qualifiers  
Finished the season 7-1**





Medina Valley HS  
Volleyball Coach, Deesa  
Griggs celebrated 500  
wins!



**JAMES BERMEA**  
HEAD CROSS COUNTRY COACH  
MEDINA VALLEY HIGH SCHOOL



Medina Valley HS Cross  
Country Coach, James  
Bermea was recognized  
as THSCA Coach of the  
Week!



## Medina Valley High School Band

1st Place Overall at Southwest ISD Marching Classic

Also Received: Outstanding Music, Drum Majors, Auxiliary, Marching & Percussion<sup>16</sup>

# District Enrollment

	5/27/22	10/11/22
Castroville Elementary	616	628
LaCoste Elementary	660	734
Ladera Elementary	659	747
Luckey Ranch Elementary	750	854
Potranco Elementary	783	843
Medina Valley Middle School	916	1,033
Loma Alta Middle School	760	794
Medina Valley High School	1,921	2,152
<b><u>District-Wide</u></b>	<b>7,065</b>	<b>7,785</b>

**Medina Valley Independent School District**  
**Regular School Board Meeting**

Board Minutes

September 19, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

A **Regular Board Meeting** of the Board of Trustees was held Monday, September 19, 2022, beginning at 6:30 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Establish a Quorum**

Beth Zinsmeyer, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:30 pm. A quorum of the Board Members were present, Shannon Beasley, Jennilea Campbell, Veronica Cavazos, Matt Castiglione, Paula Davidson, and Beth Zinsmeyer. Mario De Leon was absent.

**B Pledge of Allegiance to the Flag followed by a moment of silence**

Everyone joined in the Pledge of Allegiance to the Flag followed by a moment of silence.

**II. Closed Session**

The Board President, Beth Zinsmeyer announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.071 Consultation with Attorney, TX Govt. Code Section 551.074 Personnel Matters, and TX Govt. Code 551.072 Deliberation Regarding Real Property, TX Govt. Code Section 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices, that the Board of Trustees would convene into a closed meeting at 6:32 pm. All voting or action will take place when the Board and Superintendent reconvene in the open meeting.

- A Consultation with Attorney (TX Govt. Code Section 551.071)** The Board will consult with its legal counsel regarding roles and responsibilities of a public officer and on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas requires consultation in closed session.
- B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)**
- C Personnel Matters (TX Govt. Code Section 551.074)** The Board will discuss roles and responsibilities of a public officer and employment
- D Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TX Govt. Code Section 551.076)**

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session at 7:50 pm.

**Medina Valley Independent School District**  
**Regular School Board Meeting**

Board Minutes

September 19, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

**III. Public Comment**

Roger Boehme, Topic: School Ratings

Julie Clark, Topic: Platform and books

Terry Beck, Topic: General

Hank Seay, Topic: General

Anya Schadowsky, Topic: Bullying and lack of cameras

Julie Myers, Topic: Locker Room anxiety

Amanda Rivera, Topic: Safety

**IV. Discussion and Possible Action Items**

- A Consider a limited waiver of the attorney/client privilege to permit counsel to address legal issues requested to be addressed by a trustee, Paula Davidson

Shannon Beasley made a Motion, seconded by Veronica Cavazos, to approve the limited waiver of the attorney/client privilege to permit counsel to address legal issues requested to be addressed by a trustee. All of the Board Members voted for and the Motion passed.

- B Discussion regarding legal concerns requested to be addressed by a trustee, Paula Davidson, related to concerns about alleged Open Meeting Act issues and issues related to the consideration of a land purchase - no action was taken.

**V. Announcements/Communications/Presentations**

A Natalie Benke presented the HB3 Goals and Support Plans.

B JC Zamora presented the monthly Financial Briefing.

C Dr. Caloss presented his monthly Superintendent Briefing.

D Dr. Caloss the First Reading of TASB Initiated Policy Update 119.

**VI. Continued Discussion and Possible Action Items**

A Consent Agenda Items

- 1 Minutes of Regular Board Meeting on August 15th and Special Board Meeting on August 29th, September 2nd, and September 13th
- 2 Donations
- 3 Out of State Travel Request

Matt Castiglione made a Motion, seconded by Veronica Cavazos, to approve the consent agenda items as presented. All of the Board Members voted for and the Motion passed.

**Medina Valley Independent School District**  
**Regular School Board Meeting**

Board Minutes

September 19, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

- B Consider Resolutions of Extracurricular Status of 4-H Organizations for Medina County and Bexar County

Shannon Beasley made a Motion, seconded by Veronica Cavazos, to adopt the resolutions of Extracurricular Status of 4-H Organizations for Medina County and Bexar County as presented. All of the Board Members voted for and the Motion passed.

- C Consider Adjunct Faculty agreements with Medina County and Bexar County

Matt Castiglione made a Motion, seconded by Jennilea Campbell, to approve the Adjunct Faculty agreements with Medina County and Bexar County as presented. All of the Board Members voted for and the Motion passed.

- D Annual School Health Advisory Council (SHAC) Report and consideration of Council Membership for 2022-2023

Paula Davidson made a Motion, seconded by Veronica Cavazos, to approve the SHAC membership for 2022-2023 as presented. All of the Board Members voted for and the Motion passed.

- E Consider a Resolution of Self-Certification of Increased Micro-Purchase Threshold

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to adopt the resolution of Self-Certification of increased Micro-Purchase Threshold as presented. All of the Board Members voted for and the Motion passed.

- F Consider Purchase and Installation of Compressor for Chiller at LaCoste Elementary

Matt Castiglione made a Motion, seconded by Paula Davidson, to approve the purchase and installation of the compressor for the chiller at LaCoste Elementary as presented. All of the Board Members voted for and the Motion passed.

- G Consider the Purchase of Three Facility Department Vehicles

Jennilea Campbell made a Motion, seconded by Matt Castiglione, to approve the purchase of the three facility department vehicles as presented. All of the Board Members voted for and the Motion passed.

- H Consider the Purchase of Portables

Matt Castiglione made a Motion, seconded by Jennilea Campbell, approve the purchase of six portables as presented. All of the Board Members voted for and the Motion passed.

**Medina Valley Independent School District**  
**Regular School Board Meeting**

Board Minutes

September 19, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

I Consider the Purchase of New Buses

Veronica Cavazos made a Motion, seconded by Shannon Beasley, to approve the purchase of five new buses as presented. All of the Board Members voted for and the Motion passed.

J Consider Contract for Construction of Tennis Courts at Loma Alta Middle School

Matt Castiglione made a Motion, seconded by Paula Davidson, to approve the contract for construction of tennis courts at Loma Alta Middle School as presented. All of the Board Members voted for and the Motion passed.

K Consider Monthly Budget Amendment

Veronica Cavazos made a Motion, seconded by Shannon Beasley, to approve the budget amendment as presented. All of the Board Members voted for and the Motion passed.

L Consider Professional Contract Recommendations

Veronica Cavazos made a Motion, seconded by Matt Castiglione, to approve the contract recommendations by the Superintendent for professional contracts as presented. All of the Board Members voted for and the Motion passed.

Congratulations to the following Medina Valley ISD new hire:

- Evangelina Rojas, Loma Alta Teacher
- Angela Bowen, Medina Valley Middle School Teacher
- Tierra Lewis, Medina Valley High School Counselor
- Sara Leal, Luckey Ranch Elementary Teacher
- Angela Bowen, Medina Valley Middle School Teacher

M Consideration of Future Meeting Dates

The next Regular Board Meeting is scheduled for October 17<sup>th</sup> at 6:30 pm.

**VII. Adjournment**

Shannon Beasley made a Motion, seconded by Veronica Cavazos, to adjourn the Regular Board Meeting at 10:06 pm on September 19, 2022. All of the Board Members voted for and the Motion passed.

\_\_\_\_\_  
Beth Zinsmeyer, Board President

\_\_\_\_\_  
Jennilea Campbell, Board Secretary

Board Approved \_\_\_\_\_

**Medina Valley Independent School District**  
**Special School Board Meeting**

Board Minutes

October 5, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

A Special **Board Meeting** of the Board of Trustees was held Wednesday, October 5, 2022, beginning at 6:30 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

A Establish a Quorum

Beth Zinsmeyer, Board President, called the Medina Valley ISD Special Board Meeting to order at 6:30 pm. A quorum of the Board Members were present Jennilea Campbell, Matt Castiglione, Mario De Leon, Paula Davidson, and Beth Zinsmeyer.

Veronica Cavazos and Shannon Beasley were absent.

B Pledge of Allegiance to the Flag followed by a moment of silence

Everyone joined in the Pledge of Allegiance to the Flag followed by a moment of silence.

**II. Public Comment**

Frank Alamos, Topic: High School

**III. Workshop: High School**

**IV. Closed Session**

Board President, Beth Zinsmeyer announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, TX Govt. Code Section 551.071 Consultation with Attorney, TX Govt. Code Section 551.072 Deliberation Regarding Real Property the Board of Trustee convened into closed session at 7:54 pm.

A Consultation with Attorney (TX Govt. Code Section 551.071)

B Personnel Matters (TX Govt. Code Section 551.074)

- Roles and Responsibilities of a Public Officer

C Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session at 9:53 pm.

**V. Discussion and Possible Action Items**

A Consider professional contract recommendations – There were none.

**Medina Valley Independent School District  
Special School Board Meeting**

Board Minutes

October 5, 2022, 6:30 PM

Medina Valley ISD Central Office Board Room

**VI. Adjournment**

Matt Castiglione made a Motion, seconded by Paula Davidson, to adjourn the Special Board Meeting at 9:54 pm on October 5, 2022. All of the Board Members voted for and the Motion passed.

\_\_\_\_\_  
Beth Zinsmeyer, Board President

\_\_\_\_\_  
Jennilea Campbell, Board Secretary

Board Approved \_\_\_\_\_

# MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

## Request for Board Acceptance of Donation

(\$501 and above including items valued at \$501 and above)

School/Department: MV HS Cheer

Donor: MV Cheer Booster Club

Address: PO Box 1302  
Castroville TX 78009

Donor Contact Name: Matt Human

Donor Contact Phone: 937-470-3666

Revenue Account for the deposit: 865 R 00 5755 00 001 0 005 64

Description of item/s donated:  
\$\$ to buy tumbling mats for cheer

<b>MEDINA VALLEY CHEER BOOSTER CLUB</b>		131
P.O. BOX 1302		88-2193/1140
CASTROVILLE, TX 78009-2000		120
		10-3-2022 DATE
PAY TO THE ORDER OF <u>MVISD</u>		CHECK ARMOR
<u>Onethousandfour hundred and 100/100</u>		\$ 1,400.00
<b>BROADWAY BANK</b>		DOLLARS
(800) 531-7650 • <a href="http://broadway.bank">broadway.bank</a>		Photo Safe Deposit Details on back
FOR <u>Cheer Program Tumbling mat Jennifer Fulinger</u>		MP
⑆ 114021933⑆		⑆ 0131

### Medina Valley ISD Board Action Required

Approved      or      Disapproved      Date: \_\_\_\_\_

# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: 10-17-2022*

*RE: Consider approving the TASB initiated Board Policy Update 119 affecting Local Policies CPC, DMA, EHAA, EHB, EHBAA, EHBB, EIF, FFBA, and FFH*

Update 119 is a Texas Association of School Boards Board Policy Departments recommended revision to the above noted Local Board Policies.

## (LEGAL) vs. (LOCAL) Policies: Remember the Difference

### **(LEGAL) policies:**

- Reflect the ever-changing legal context for governance and management of the district
- Should inform local decision making
- Should NOT be adopted, but only reviewed

### **(LOCAL) policies:**

- Require close attention by both the administration and the board
- Must reflect the practices of the district and the intentions of the board
- May only be changed by board action (adopt, revise, or repeal)



## (LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.~~0065.007~~ [See BBFA and CHE]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

**Local Government Records Act**

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government Record”

Records Management Officer

The ~~Superintendent~~ **Superintendent** shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

*Notification*

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

**Electronic Records**

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

**Website Postings**

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

**Records Destruction Practices**

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

**Training**

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

PROFESSIONAL DEVELOPMENT  
REQUIRED STAFF DEVELOPMENT

DMA  
(LOCAL)

**The Superintendent shall recommend Staff Development Equivalency**

~~With the District's Superintendent's or principal's prior approval, professional and paraprofessional personnel may attend conventions, conferences, workshops, and seminars on weekends, holidays, summer vacation, or other noninstructional time and be credited with staff development plan for all District employees. The Board shall annually review the professional hours.~~

~~Employees who wish to be excused from a scheduled staff development clearinghouse published by activity shall submit a request to the principal and present evidence of attendance and participation in approved activities not less than two days before the State Board for Educator Certification (SBEC) and annually approve the District's professional scheduled staff development plan. The District's professional development plan must:~~

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and

~~Include a schedule of the required professional development for all District employees. activity.~~

**Human Sexuality  
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the ~~District's~~ district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on  
Prevention of Child  
Abuse, Family  
Violence, Dating  
Violence, and Sex  
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

<b>Referral</b>	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>Reassessment</b>	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
<b>Transfer Students</b> Interdistrict	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.  [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
<b>Furloughs</b>	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.  In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
<b>Exit Provisions</b>	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
<b>Appeals</b>	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
<b>Program Evaluation</b>	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

### Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

### Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

<b>Course Requirements</b>	To graduate, a student must complete the courses required by the District in addition to the courses mandated by the state.
<b>Foundation Program</b>	The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires completion of 2 credits in addition to the number mandated by the state for graduation under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.
<b>No Fine Arts Substitutions</b>	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
<b>Physical Education Substitutions</b>	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
No Private or Commercial Programs	The District shall not award state graduation credit in physical education for private or commercially sponsored physical activity programs conducted either on or off campus. [See also EHAC]
<b>Financial Aid Application Confirmation</b>	<p>As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:</p> <ol style="list-style-type: none"><li>1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;</li><li>2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;</li><li>3. A copy or screenshot of the FAFSA acknowledgment page;</li><li>4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);</li></ol>

5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan](#). The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

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**Note:** This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Statement of  
Nondiscrimination**

~~The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.~~

**Discrimination**

~~Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.~~

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited  
Harassment  
Prohibited  
harassment**  
**Statement  
of  
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

**Harassment**

**Harassment** of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

**Harassment** ~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Title IX Sexual  
Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX Sexual Harassment**—~~Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other Sexual  
Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples	Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.
<b>Dating Violence</b>	<p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none"><li>1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;</li><li>2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or</li><li>3. Otherwise adversely affects the student's educational opportunities.</li></ol>
Examples	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
<b>Reporting Procedures</b>	Any student who believes that he or she has experienced prohibited conduct <b>and any person who</b> believes that <b>another</b> student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
<b>Investigation of Reports Other Than Title IX</b>	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to <a href="#">Title IX Sexual Harassment</a> — <del>Title IX</del> .

	<p>The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.</p>
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
District Investigation	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
Criminal Investigation	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
Concluding the Investigation	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p>

	<p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, <del>and</del> harassment, <del>and</del> retaliation.</p>
<i>Bullying</i>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>
<i>Improper Conduct</i>	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
Appeal	<p>A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent <del>has the</del> <del>shall be informed of his or her</del> right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX  
Sexual Harassment–  
Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed [or dismissed](#), the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. [The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.](#)

Title IX Formal  
Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student

who refuses to participate in any manner in an investigation under Title IX. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

**Examples**

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: 10-17-2022*

*RE: Consider approving the 2022-2023 District Improvement Plan*

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2022-2023 school year, as have the Campus Improvement Plans (CIP) for each campus. Each of the plans contain all of the elements required by state and federal law. In developing the campus plans, campus needs assessments were conducted. The completed campus plans are then used to create the district Plan.



## **Medina Valley Independent School District**

8449 FM 471 South, Castroville, TX 78009

### **District Improvement Plan 2022-2023**



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**MISSION**

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Medina Valley ISD exists to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

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**VISION**

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Medina Valley ISD will empower students to exhibit the attributes of the District's Profile of a Graduate.

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**DISTRICT GOALS**

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Medina Valley ISD will...

1. take a proactive role in planning for our rapidly growing population.
2. ensure proper allocation of funds to support all areas of the district.
3. provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
4. foster an environment of parental and community involvement through open communication.
5. provide relevant and reliable technology for staff, students, and guests.
6. provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
7. exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
8. recruit and retains quality staff while offering professional development and leadership opportunities.

**CORE BELIEFS & COMMITMENTS**

**All students will reach their full potential**

Medina Valley ISD will provide all students with a challenging and well-rounded education.

**We believe student success is best achieved...**

**...through a quality education that addresses all students' academic, social, and emotional needs.**

Medina Valley ISD will recruit and retain high-quality and highly-qualified staff.

**...by providing an engaging, safe, and balanced learning environment for students involving parents, teachers, and the community.**

Medina Valley ISD will provide a supportive and safe learning environment.

**...by fostering student experiences that teach them to value and respect the differences of others.**

Medina Valley ISD will provide a collaborative, inclusive, and effective learning community.

**We believe all staff play a critical role in the success of our students.**

Medina Valley ISD will effectively facilitate and contribute to teamwork, and provide relevant and sustainable professional development.

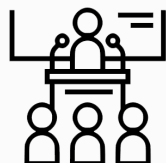
**PROFILE OF A GRADUATE**

**Citizenship**



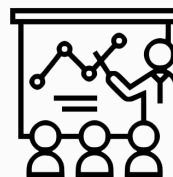
Responsible, respectful, trustworthy, and self-disciplined citizens who are actively engaged in their community

**Communications**



Can listen and read critically, speak and write articulately, communicate using advanced technologies, and adapt their communication style appropriately

**Academics**



Possess the necessary skills to produce quality work and be prepared for the future

**Problem-Solver**



Collaborative, creative, and innovative critical thinkers

**Well-Rounded**



Confident, goal driven, college and career ready individuals, who challenge themselves to continue to learn and grow

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**DESCRIPTION**

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Medina Valley Independent School District opened its doors in 1960 and serves 7644 students in grades EE through 12th Grade. The student population is 5.78% African American, 63.50% Hispanic, 25.16% White, .30% American Indian, 1.13% Asian, .21% Pacific Islander, 3.92% Two Or more Races, 51.65% Male, 48.35% Female. Medina Valley Independent School District serves 15.5% Special Education students, 49.22% Economically Disadvantaged students, 6.45% English Language Learners, 45.03% At-Risk students, 6.55% Gifted & Talented students. The overall mobility rate for the campus is 22.74%. The average attendance rate for students is 92.90%. The annual graduation rate is 100%.

Medina Valley ISD covers about 300 square miles and is located west of San Antonio. The proud students of MVISD come from Castroville, La Coste, Rio Medina, Dunlay, Mico, parts of San Antonio, and surrounding areas. The District has approximately 7,000 students with eight campuses: five elementary, two middle, and one high school. Over the past several years, Medina Valley has consistently seen growth in student enrollment with an increase of 7% – 10% new students every year. The District consistently outscores all State averages in accountability ratings and testing, producing well-rounded career-minded students. The school community is constantly evolving from year to year with new state-of-the-art facilities and building additions. The District excels in all academic and extracurricular activities and has a large fan base for all activities.

**Demographics**

- MVISD will continue to analyze the data gathered through student academic assessments, needs assessments and the overall ability to meet the unique needs of all of our students in the district.

**Student Achievement**

- MVISD will continue to provide intervention/enrichment opportunities to include all levels of student achievement.

**School Culture and Climate**

- MVISD will make improvements in the area of communication, access, and translation opportunities for our student, teachers, and parents in the community.

**Staff Quality, Recruitment and Retention**

- MVISD will continue to support our new teachers with the partnership with Region 20 for Mentors and Mentees. MVISD will increase the support and training opportunities for professional growth and certifications for all teachers and staff.

**Curriculum, Instruction and Assessment**

- MVISD will expand our resources within curriculum to advance our students in all core areas and strive for "Masters" level performance with our students. MVISD will increase opportunities for the Trainer of Trainer model to increase the sharing of expertise in our staff. Specialized PD (Trade Conferences) and addtl resources/teaching materials that would encompass individual areas of academic studies that are offered by MVISD.
- Continue to develop the Curriculum Management Plan to guide the district in curriculum and instruction standards and alignment.
- Continue building vertical alignment across the district both in documentation and in collaborative opportunities for growth.
- Establish procedures for ensuring a transition from Elem, to MS, to HS for future growth and development of programs necessary to foster the needs of each student population in all subpops.

**Family and Community Engagement**

- MVISD will continue to grow our adult and community education platform through increased collaboration with campus organizations. MVISD will focus on family engagement opportunitites to support communication.

**School Context and Organization**

- MVISD will comply with all required PD through the state and build on the pacing guides created for and by teachers to enhance the spiraling of instruction. MVISD will focus on student and staff safety and comply with all state mandated standards and procedures and consistently enforce those procedures throughout all campuses.

**Technology**

- MVISD will continue to foster the use of technology through educating our students and staff on the appropriate tools, accessories, and software purchased by the district and campuses. MVISD will focus on equity in technology among all campuses and provide/ increase staff following the staffing model approved by the school board. MVISD will reevaluate current programs and plan for equity for future purchasing of technology and programs needed to use the technology.

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**ADMINISTRATORS**

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Dr. Scott Caloss - Superintendent

Juan C. Zamora - Assistant Superintendent of Business and Operations

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**PLANNING COMMITTEE**

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<b>MEMBER</b>	<b>TITLE</b>
Allison (23') Klimek	MVMS

<b>MEMBER</b>	<b>TITLE</b>
Veronica ('23) Herrera	MVMS
Justae ('23) Island	LAMS
Esther ('23) Fairhurst	LAMS
Jill ('23) Rodriguez	Ladera Elem
Joanna ('23) Blonigen	Ladera Elem
Lesa ('23) Hearon	Luckey Ranch Elem
Claudia ('23) Lozano	Luckey Ranch Elem
Maria ('23) Maria	Potranco Elem
Rohany ('23) Chapa	Potranco Elem
Katie ('23) Boatright	LaCoste Elem
Jennifer ('23) Wood	LaCoste Elem
Kristin ('23) Woodworth (Welch)	Castroville Elem
Darlene ('23) Haby	Castroville Elem
Lauren ('22 & '23) Biediger	High School
David ('22 & '23) Perritano	High School
Diane ('23) Cumpian	Community Member
Sara ('23) Hoog	Community Member
Darrin ('23) Schroeder	Castroville Mayor
Donnitta ('22) Seay	A to Z Graphics
Franco ('22) Castro	Business
Russell ('22) Persyn	Parent
Krista ('22) Binford	Parent
Sherry ('22 & '23) Tschirhart	Community Member
Lee ('22 & '23) Suzanne	Community Member

## CNA PROCESS

The DWAC meets in August/September to finalize the CNA/DIP to make ready for the superintendent/designee to present at the October board meeting. During the late Fall and early Spring, the DWAC gathers to analyze information related to graduation and dropout rates, high school equivalency certificate rates, disciplinary alternative education programs and expulsions under Chapter 37; and the results of an evaluation of each school-based dropout prevention program. Then, prior to the end of the school year, any additional data gathered is analyzed and the needs assessment is conducted to then prepare in August and address any strategies needed to be updated in the DIP.

The DIP was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools serviced under this part. As a way to gather data and a way to provide meaningful communication, surveys are made available to all constituents and also a link is made available on the district website.

As appropriate, the DIP was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (41 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

Prioritization of funds was considered as State Comp Ed was allocated and Title II and IV funds were also considered how to best serve the students most in need. At the moment, all of our campuses are performing satisfactorily or better. The continued focus of the CI department is to continue to support all campuses which are also SW Title I.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students progress in meeting the challenging State academic standards by...

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
2. Identifying students who may be at risk for academic failure
3. Providing additional educational assistance to individual students the local educational agency or school determines help needed in meeting the challenging State academic standards
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning
5. Describing how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
6. Describing how the local educational agency will use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement experienced
7. Describing the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)

8.Describing the strategy the local educational agency will use to implement effective parent and family engagement under section 1116

9.If applicable, describing how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

10.Describing how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part

11.Describing how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

12.Describing how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2)

13.If determined appropriate by the local educational agency, describing how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 District-wide data analysis, i.e. monthly assessments, 6 weeks tests at all levels.
- 2 Growth and improvement in the offerings of services in GT and CTE programs
- 3 Requiring all secondary level instructors to have ESL certifications
- 4 State Comp Ed allowed us to purchase needed supplies for our At Risk Students
- 5 Coordinated efforts in keeping up with the growth

### Needs

- 1 Implement a variety of best practices to support the achievement of all students by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.
- 2 Meet the unique needs of the whole child of our increasingly diverse and highly mobile student population.
- 4 Technology to address low SES
- 5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, TSIA and dual credit by making sure that instructional materials, training, and equipment are available.
- 6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services.
- 7 Instructional resources and training for EL's
- 8 Continue to enhance the process for identifying our G/T and high achieving students.

### Summary

MVISD will continue to analyze the data gathered through student academic assessments, needs assessments and the overall ability to meet the unique needs of all of our students in the district.

**Data**

Discipline Data

Expulsion Suspension Records

Staff Demographics

Student Demographics

OnData Suite

Climate Survey

PEIMS Data Submission Report

## Student Achievement

### Strengths

- 1 Increase planning opportunity special education access to core content and least restrictive environment by ensuring special education teachers are provided access to all core content materials and data; ensuring every student has access to English, writing, and math core instruction and supplement with special education services. (Increase inclusion and co- teach support); and increase Early Childhood (prek and kinder) inclusion opportunities for students with disabilities.

### Needs

- 1 Allocate staff to ensure that educational opportunities are provided for all students throughout the year; built in throughout the day (i.e. intervention for academically low students as well as "intervention"/enrichment for higher achieving students). Opportunities should be embedded throughout the day and in their schedule (STEAM, robotics, etc. during the school day)--Enrichment for all
- 2 Strategies to help close the academic gaps and address the social emotional aspects of each learner due to COVID-19
- 3 Increase planning opportunities across contents with special education.
- 4 Increase funding for Reading, Math, GT, & dyslexia specialists at the campus level.
- 5 Provide College & Career exploration opportunities, support, instructional materials and technology to students K-12

### Summary

MVISD will continue to provide intervention/enrichment opportunities to include all levels of student achievement.

### Data

PEIMS Data Submission Report  
OnData Suite  
Staff Demographics  
Student Demographics

## School Culture and Climate

### Strengths

- 1 The majority of students feel that their teachers help them learn and that they are expected to be successful in all of their classes.
- 2 The majority of teachers feel like they have grown/learned a lot this school year and that the adults on the campus are positive role models and are caring, compassionate, and committed to student success.
- 3 92% (5% neutral) of staff, 71% (11% neutral) of parents, and 65% (24% neutral) of students agree that the school is a safe place for adults and students
- 4 Additional Social Workers HUGE success

### Needs

- 1 At least 19% of students do not feel motivated to learn and 26% don't look forward to coming to school
- 2 **23% of the students surveyed experienced bullying & 40% witnessed bullying; 12.12% of faculty/staff feel we have a bullying issue**
- 3 Greater social/emotional support for students
- 4 Parents need/want access to teacher webpages (is it a communication, training or access matter?)
- 5 21% of parents do not feel well informed by teachers about how their child is doing in school and that there is open communication between the home and the school.
- 6 12.63% of the students surveyed disagree that the teacher handles discipline appropriately and 15.81% of the staff feels discipline issues are not handled appropriately
- 7 More tools & resources to help EL students

### Summary

MVISD will make improvements in the area of communication, access, and translation opportunities for our student, teachers, and parents in the community.

### Data

Discipline Data  
 Staff Demographics  
 Student Demographics  
 OnData Suite  
 Climate Survey  
 PEIMS Data Submission Report

## Staff Quality, Recruitment and Retention

### Strengths

- 1 G/T training provided to all teaching staff
- 2 Special Ed Teacher & paraprofessional support/training for special education staff
- 3 Job Fairs attended by HR, department chairs and aspiring campus leaders.
- 4 Mentor Program for our zero year experience teachers with mentors being selected by campus admin
- 5 Content Area Specialists are a great support to the new teachers
- 6 Real-world expertise brought into the campus- especially secondary

### Needs

- 1 Continue the mentor program via ESC 20 to include MV teachers as mentors.
- 2 Fostering effective communication between administration team and teaching staff/support staff.
- 3 Increase opportunities for staff advancement & professional growth
- 4 Mentor program for all New to MVISD-not just zero year teachers
- 5 Special Ed Teacher support new to MVISD but specific Spec Ed.

### Summary

MVISD will continue to support our new teachers with the partnership with Region 20 for Mentors and Mentees. MVISD will increase the support and training opportunities for professional growth and certifications for all teachers and staff.

### Data

Climate Survey  
PEIMS Data Submission Report  
OnData Suite  
Staff Demographics

## Curriculum, Instruction and Assessment

### Strengths

- 1 Continue the development on the curriculum management plan to guide the district in the components of the instructional process.
- 2 Established and implemented a plan for a unified approach to delivering curriculum.
- 3 Established and implemented a plan for standardizing a calendar for assessments
- 4 Established positions for curriculum specific needs by offering direct support

### Needs

- 1 Instructional support materials for at-risk and economically disadvantaged students PreK-12th.
- 2 Specialized PD (Trade Conferences) and addt'l resources/teaching materials that would encompass individual areas of academic studies that are offered by MVIDS.
- 3 Additional curriculum resources and enrichment experiences for high achieving and G/T students
- 4 Increase UIL participation at the elementary level and incorporate into the instructional day
- 5 Dedicated funding for additional resources for digital/virtual resources for Science/STEM at all grade level bands
- 6 Embed typing into the core curriculum assignments at all grade levels

### Summary

MVIDS will expand our resources within curriculum to advance our students in all core areas and strive for "Masters" level performance with our students. MVIDS will increase opportunities for the Trainer of Trainer model to increase the sharing of expertise in our staff. Specialized PD (Trade Conferences) and addt'l resources/teaching materials that would encompass individual areas of academic studies that are offered by MVIDS.

Continue to develop the Curriculum Management Plan to guide the district in curriculum and instruction standards and alignment.

Continue building vertical alignment across the district both in documentation and in collaborative opportunities for growth.

Establish procedures for ensuring a transition from Elem, to MS, to HS for future growth and development of programs necessary to foster the needs of each student population in all subpops.

### Data

Staff Demographics

Student Demographics

OnData Suite

PEIMS Data Submission Report

Climate Survey

## Family and Community Engagement

### Strengths

- 1 Literacy and math training nights are offered at Title I campuses.
- 2 Faculty and staff are receptive to the need of parent and family engagement.
- 3 Incentives to promote friendly competition among Title I campuses (Traveling Trophy)
- 4 Building Parent and Family Engagement Capacity throughout the district
- 5 Providing families in need with resources and materials they need to support student academic success and well-being
- 6 MVISD is proactive in using online newsletters as a form of communication so that information can be translated in a language that is preferred by parents
- 7 There are ample opportunities for parents to voice their recommendation for change and provide feedback to the district and individual campuses through involvement surveys and committees
- 8 Improvement on translating all district communications to families who speak Spanish
- 9 Parent and Family engagement opportunities offered at the district and campus level has increased and has been able to connect with more families
- 10 G/T parent communication & involvement through informational meetings, various communication outlets, surveys, advisory committee, and project showcases.

### Needs

- 1 Designate a parent center at each Title I Campus or one at the district level
- 2 Continue to provide light refreshments, snacks and necessary materials for trainings and events
- 3 Provide and offer more conferences or workshops for teachers, staff, parents and families throughout the district.
- 4 Provide adult and community education.
- 6 Increase collaboration with PTO to increase family engagement opportunities.
- 7 Provide campus based parents meetings focused on Spanish speaking families throughout the year to share important info such as STAAR, TELPAS, LPAC etc
- 8 Consistent communication from campus to campus for parent communication.

### Summary

MVISD will continue to grow our adult and community education platform through increased collaboration with campus organizations. MVISD will focus on family engagement opportunities to support communication.

**Data**

Climate Survey

PEIMS Data Submission Report

Attendance Data

District-Based Assessments

OnData Suite

## School Context and Organization

### Strengths

- 1 The district provides reading and math intervention strategy classes for struggling learners.
- 2 All Campuses have a site-based team comprised of teachers, and each school has representatives in the District Wide Advisory Council (DWAC).
- 3 District educators create and implement standard-base formative assessments to maintain progress checks and TEKS mastery for all students.
- 4 Based on climate surveys, students, parents, and the community have an overwhelmingly positive perception of the school district.
- 5 Safety & Security protocols enforced at all campuses. Locked entry doors. Have to buzzed in and background check for visitors.
- 6 Sharing Innovations through professional development opportunities (i.e. via EXPO, VP Academy, etc)

### Needs

- 1 Administrative policy/guidance on new Bullying Prevention protocol needs to be streamlined and understood and enforced consistently by all staff members.
- 2 Assessments need more teacher input and should be less frequent
- 3 Secondary pacing guides need additional spiraling of instruction.
- 4 Reinforce state mandated PD (such as Reading Academy) with an in-person session.

### Summary

MVISD will comply with all required PD through the state and build on the pacing guides created for and by teachers to enhance the spiraling of instruction. MVISD will focus on student and staff safety and comply with all state mandated standards and procedures and consistently enforce those procedures throughout all campuses.

### Data

Staff Demographics  
OnData Suite  
PEIMS Data Submission Report  
Climate Survey

## Technology

### Strengths

- 1 Our Board of Directors and Superintendent have been fully supportive to provide an enriched technological learning environment for our learners.
- 2 Updated technology infrastructure is in place to support a high level of instructional technology use in all classrooms
- 3 Equity at campuses in the number of devices.

### Needs

- 1 Available personnel to be able to support teachers in the planning for and use of tools.
- 2 Access to developmentally appropriate devices at PreK-1, ALE (iPads)
- 3 Instructional Technology PLC opportunities
- 4 Increase funding for additional Instructional Technology Specialists/Academic Technology Coaches to provide differentiated PD for staff
- 5 Purchase and improve availability of content specific software licensing
- 6 Require instructional technology professional development
- 7 Provide PD for online platforms for state adopted texts
- 8 Re-evaluate what is being used (i.e. Google circumvents Classlink)
- 9 Increase/provide accessories for technology available, i.e. microphones, mice, webcams, headsets
- 10 Present the long term strategic plan for technology to DWAC for review & clarify/define/establish standards for technology devices in classrooms/offices/labs/gyms etc.
- 11 Re-evaluate and improve high speed wireless access and bandwidth District-wide
- 12 Increase technology funding to provide equity for all special populations.
- 13 Restructure Technology Department to include cross-trained technicians housed on each campus
- 14 Purchase vape sensors for secondary campuses.
- 15 Elementary Technology Applications teachers focused on teaching their TEKS to allow for the preparation of students for online state assessments (i.e. keyboarding)
- 16 Re-evaluate what programs are provided by the District (by elementary/secondary)
- 17 Embed typing into the core curriculum assignments.
- 18 (Increase frequency of monitoring) Monthly Monitoring check of Cameras

**Summary**

MVISD will continue to foster the use of technology through educating our students and staff on the appropriate tools, accessories, and software purchased by the district and campuses. MVISD will focus on equity in technology among all campuses and provide/ increase staff following the staffing model approved by the school board. MVISD will reevaluate current programs and plan for equity for future purchasing of technology and programs needed to use the technology.

**Data**

Staff Demographics

OnData Suite

Climate Survey

PEIMS Data Submission Report

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Implement a variety of best practices to support the achievement of all students by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.
- A2 Meet the unique needs of the whole child of our increasingly diverse and highly mobile student population.
- A5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, TSIA and dual credit by making sure that instructional materials, training, and equipment are available.
- A6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services.
- A8 Continue to enhance the process for identifying our G/T and high achieving students.

**B: Student Achievement**

- B1 Allocate staff to ensure that educational opportunities are provided for all students throughout the year; built in throughout the day (i.e. intervention for academically low students as well as "intervention"/enrichment for higher achieving students). Opportunities should be embedded throughout the day and in their schedule (STEAM, robotics, etc. during the school day)--Enrichment for all
- B2 Strategies to help close the academic gaps and address the social emotional aspects of each learner due to COVID-19
- B4 Increase funding for Reading, Math, GT, & dyslexia specialists at the campus level.
- B5 Provide College & Career exploration opportunities, support, instructional materials and technology to students K-12

**C: School Culture and Climate**

- C2 **23% of the students surveyed experienced bullying & 40% witnessed bullying; 12.12% of faculty/staff feel we have a bullying issue**
- C3 Greater social/emotional support for students

**D: Staff Quality, Recruitment and Retention**

- D1 Continue the mentor program via ESC 20 to include MV teachers as mentors.
- D2 Fostering effective communication between administration team and teaching staff/support staff.
- D3 Increase opportunities for staff advancement & professional growth
- D4 Mentor program for all New to MVISD-not just zero year teachers

## E: Curriculum, Instruction and Assessment

- E1 Instructional support materials for at-risk and economically disadvantaged students PreK-12th.
- E2 Specialized PD (Trade Conferences) and add'l resources/teaching materials that would encompass individual areas of academic studies that are offered by MVISD.
- E3 Additional curriculum resources and enrichment experiences for high achieving and G/T students

## F: Family and Community Engagement

- F2 Continue to provide light refreshments, snacks and necessary materials for trainings and events
- F3 Provide and offer more conferences or workshops for teachers, staff, parents and families throughout the district.
- F4 Provide adult and community education.
- F6 Increase collaboration with PTO to increase family engagement opportunities.

## G: School Context and Organization

- G3 Secondary pacing guides needs additional spiraling of instruction.

## H: Technology

- H1 Available personnel to be able to support teachers in the planning for and use of tools.
- H3 Instructional Technology PLC opportunities
- H4 Increase funding for additional Instructional Technology Specialists/Academic Technology Coaches to provide differentiated PD for staff
- H5 Purchase and improve availability of content specific software licensing
- H6 Require instructional technology professional development
- H8 Re-evaluate what is being used (i.e. Google circumvents Classlink)
- H9 Increase/provide accessories for technology available, i.e. microphones, mice, webcams, headsets
- H11 Re-evaluate and improve high speed wireless access and bandwidth District-wide
- H16 Re-evaluate what programs are provided by the District (by elementary/secondary)

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## GOALS

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### **Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals with appropriate professional development and collaboration among all stakeholders.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #3: Medina Valley ISD will connect all learners to college and career.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #4: Medina Valley ISD will provide a safe and secure environment for all.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

# Actions

**Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals with appropriate professional development and collaboration among all stakeholders.**

**Objective #1: Provide professional development opportunities that will strengthen teacher capacity and positively impact student learning.**

1	<b>Action:</b> Consolidate documentation such as internal and external workshop certificates, and other evidence of advanced coursework in Eduphoria. <b>Needs:</b> D3;	<b>Person(s) Responsible:</b> Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Reports generated	<b>Ongoing Evaluation Method:</b> Monthly reports may be pulled	<b>Final Evaluation Method:</b> Patterns and trends will be analyzed to see the level of impact on student learning.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> PD provided at campus level should be inputted in Eduphoria. Any PD paid for/with local or federal funds should also be documented.;
2	<b>Action:</b> Implement a system for a trainer-of-trainer model of professional development. <b>Needs:</b> A1; B2; D1	<b>Person(s) Responsible:</b> Curriculum and Instruction Dept	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; Title II, Part A Funds \$20,000.00; State Comp Ed Funds \$2,000.00
	<b>Evidence of Implementation:</b> Monthly reports generated by campuses and CIA - indicating teacher-led PD provided to others.	<b>Ongoing Evaluation Method:</b> Reports will be monitored each month to track the frequency of PD presentations. Surveys will be provided, and responses will be analyzed to monitor PD effectiveness and quality.	<b>Final Evaluation Method:</b> Student performance on end of year exams will be analyzed for comparison performance from last year.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		<b>Resources:</b> Agenda, planning timelines;
3	<b>Action:</b> Develop a district-wide PD calendar for internal and external opportunities - to include college level professional development and coursework. <b>Needs:</b> A1; A2	<b>Person(s) Responsible:</b> CIA and HR	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> A district-wide PD calendar will be posted and updated regularly.	<b>Ongoing Evaluation Method:</b> regular updates	<b>Final Evaluation Method:</b> End of year PD Survey
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		<b>Resources:</b> CIA planning agendas; DWAC feedback; data analysis; District and Campus CNA's.;

4	<p><b>Action:</b> Provide training opportunities on highly mobile and at-risk populations.  <b>Needs:</b> A1; A2; F3;</p>	<p><b>Person(s) Responsible:</b> McKinney-Vento Liaison</p>	<p><b>Funding/FTEs:</b> Tx Educ for Children Homeless Youth \$3,200.00</p>
	<p><b>Evidence of Implementation:</b> PD catalogs, campus PD reports, certification of attendance and PD logs from the Federal Programs Department. Compliance is met.</p>	<p><b>Ongoing Evaluation Method:</b> Surveys after each PD; ongoing monitoring of served students</p>	<p><b>Final Evaluation Method:</b> End of Year PD survey; review of students' progress;</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (Annually)</p>		
5	<p><b>Action:</b> Superintendent meets with campus principals periodically and throughout the year implements book studies on best practices and provides professional development opportunities to build capacity within the leadership team. [ Critical Success Factors [Critical Success Factors 1, 2, 3, 6, 7]]  <b>Needs:</b> D2;</p>	<p><b>Person(s) Responsible:</b> Superintendent, Curriculum Department</p>	<p><b>Funding/FTEs:</b> Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> PO of books and meeting invites/ Lead4ward PD</p>	<p><b>Ongoing Evaluation Method:</b> Feedback</p>	<p><b>Final Evaluation Method:</b> Feedback</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)</p>		<p><b>Resources:</b> Books and other resources;</p>
6	<p><b>Action:</b> In an effort to develop future leaders the CISS department implements a VP Academy to address various hot topics and best practices  <b>Needs:</b> D2; D3;</p>	<p><b>Person(s) Responsible:</b> CISS Department</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Sign-in sheets, agendas, feedback from patrons</p>	<p><b>Ongoing Evaluation Method:</b> Feedback</p>	<p><b>Final Evaluation Method:</b> Feedback</p>
	<p><b>Timeline:</b> 9/1/2022 - 4/1/2023 (Monthly)</p>		<p><b>Resources:</b> sign in sheets, agendas, staff development room/location;</p>

**Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals with appropriate professional development and collaboration among all stakeholders.**

**Objective #2: Build a strong foundation in the culture of the district, classroom instruction, and collegiality by providing teachers with a system of support.**

1	<p><b>Action:</b> Implement a mentor program for teachers with less than one year teaching experience, and implement a system for layers of support for teachers with less than three years of teaching experience. <b>Needs:</b> D1; D2; D4;</p>	<p><b>Person(s) Responsible:</b> CIA and Campus Admin (assigned by admin, usually dept chairs)</p>	<p><b>Funding/FTEs:</b> Title II, Part A Funds \$30,000.00</p>
	<p><b>Evidence of Implementation:</b> Agenda, sign-in sheets, presentations</p>	<p><b>Ongoing Evaluation Method:</b> Meetings, training sessions, and academies will be documented.</p>	<p><b>Final Evaluation Method:</b> End of year survey/feedback will be used; along with faculty feedback</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>		<p><b>Resources:</b> Program Manuals; instructional books/resources; calendar of events/Schedules; Job description, stipends. Initial setup is to meet at least monthly, however, most requests are for day to day.;</p>
2	<p><b>Action:</b> Provide foundational professional development opportunities: behavior management, pedagogy, routines and procedures, goal setting, expectations, and differentiation. <b>Needs:</b> A1; A2</p>	<p><b>Person(s) Responsible:</b> CIA, Campus Admin</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$5,000.00; Title II, Part A Funds \$10,000.00</p>
	<p><b>Evidence of Implementation:</b> PD catalogs, campus PD catalogs, and reports from Eduphoria tracking out-of-district PD</p>	<p><b>Ongoing Evaluation Method:</b> PD surveys for each training session will be available in Eduphoria this school year.</p>	<p><b>Final Evaluation Method:</b> End of year PD survey</p>
	<p><b>Timeline:</b> 8/1/2022 - 7/1/2023 (On-going)</p>		<p><b>Resources:</b> Share/coordinate calendar of events; reserve PD room to set goals and expectations and timeline of deployment. Training to include teacher aides where applicable.;</p>
3	<p><b>Action:</b> Include checkpoints for monitoring mentor program effectiveness. <b>Needs:</b> D1;</p>	<p><b>Person(s) Responsible:</b> CIA</p>	<p><b>Funding/FTEs:</b> Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> A district appointed monitor for the MVISD Mentor Program will conduct periodic campus checks, and submit logs of visits and findings.</p>	<p><b>Ongoing Evaluation Method:</b> Monitor logs</p>	<p><b>Final Evaluation Method:</b> Mentor program survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Monthly)</p>		<p><b>Resources:</b> Form, processes, procedures, handbook;</p>

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #1: Increase performance by 2% (pp) in all tested areas on state assessments as measured by the STAAR at the end of the academic school year.**

1	<p><b>Action:</b> Provide the instructional support via instructional materials, support services, and/or staff for our at-risk and educationally disadvantage students from PreK-12th grade.  <b>Needs:</b> A6; H7</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS Asst Supt, CI Director, Fed Prog Director, and Campus administration, EL Specialist</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$42,000.00; 21.00 FTEs; Title III, Part A Funds \$3,000.00; Elem &amp; Sec School Emergency Relief Fund Coronavirus &amp; Relief Supplemental Appropriations CRSA; ESSER-American Rescue Plan; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Rosters of students to assigned intervention classes/programs; rosters of students and assigned staff for academic support before, during or after school; master schedules and signed job descriptions specifically detailing SCE</p>	<p><b>Ongoing Evaluation Method:</b> quarterly progress monitoring will be conducted at each campus and at the district by the CI&amp;SS Asst supt.</p>	<p><b>Final Evaluation Method:</b> Review of academic gains and program evaluation reports per campus</p>
	<p><b>Timeline:</b> 8/1/2022 - 7/1/2023 (Weekly)</p>	<p><b>Resources:</b> Rosters of identified at-risk students, reference to At Risk Handbook and guidance; staff assigned social workers; PreK aides, DAEP instructors/aides; counselors; PreK teachers not Headstart assigned.;</p>	
2	<p><b>Action:</b> Increase professional development for teachers in the following areas: content specific lesson planning, TEKS study, effective instructional training in literacy and numeracy, increasing mastery through engagement, increasing academic vocabulary, and cross-curricular strategies.  <b>Needs:</b> A1; A2</p>	<p><b>Person(s) Responsible:</b> CIA and Campus Administration</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$400.00; Title II, Part A Funds \$20,000.00; Title III, Part A Funds \$4,000.00</p>
	<p><b>Evidence of Implementation:</b> sign-in sheets; pd catalog</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up.</p>	<p><b>Final Evaluation Method:</b> Attendee feedback from surveys offered after every training session. Feedback, feedback, feedback! Monitor and adjust.</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 9 weeks)</p>	<p><b>Resources:</b> Agenda, sign-sheets, surveys, DWAC feedback;</p>	

3	<p><b>Action:</b> Help teachers understand how to communicate testing expectations and performance levels needed to meet/master end of year assessments through student conferencing (including charting performance of common assessments and benchmarks).  <b>Needs:</b> A1; A2;</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS PD, campus PD</p>	<p><b>Funding/FTEs:</b> Title II, Part A Funds \$8,000.00</p>
	<p><b>Evidence of Implementation:</b> Walkthroughs; assessments built</p>	<p><b>Ongoing Evaluation Method:</b> admin observations; Quarterly progress monitoring by designee and follow up.</p>	<p><b>Final Evaluation Method:</b> admin reports; student academic gains recorded</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 6 weeks)</p>	<p><b>Resources:</b> Agenda, student reports, access to Skyward and other online/software programs.;</p>	

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #2: Close the achievement gap by 2% (pp) in all testing as measured by STAAR at the end of the academic school year.**

1	<b>Action:</b> Increase professional development for teachers in the following areas: differentiation and small group instruction. <b>Needs:</b> A1; A2; A3	<b>Person(s) Responsible:</b> CIA and Campus administration	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$2,000.00; Title II, Part A Funds \$2,000.00; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Agenda of meeting with delineated timelines and outcomes expected. Teacher Lesson Plans. Activities. Evaluations.	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up.	<b>Final Evaluation Method:</b> Final outcomes and surveys from personnel impacted.
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 9 weeks)		<b>Resources:</b> Agenda, plan, timelines of implementation, purchase researched based resources;
2	<b>Action:</b> Increase professional development, (support, and resources) for teachers in deepening instruction for high achievers. <b>Needs:</b> A8; B4; E2; E3	<b>Person(s) Responsible:</b> CIA and Campus administration	<b>Funding/FTEs:</b> Title II, Part A Funds \$2,000.00; Title III, Part A Funds; Local Funds
	<b>Evidence of Implementation:</b> Agenda of meeting with delineated timelines and outcomes expected. Scores & Grades	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up. Scores & Grades	<b>Final Evaluation Method:</b> Final outcomes and surveys from personnel impacted. Scores & Grades
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 9 weeks)		<b>Resources:</b> Agenda, planners, instructional resources;
3	<b>Action:</b> Increase professional development for teachers in response to intervention to reach struggling learners. <b>Needs:</b> A1; D3; E1;	<b>Person(s) Responsible:</b> CIA, campus administration, Special Education dept	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Bilingual/ELL; Title II, Part A Funds
	<b>Evidence of Implementation:</b> Agenda of meeting with delineated timelines and outcomes expected. Scores & Grades	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up. Scores & Grades	<b>Final Evaluation Method:</b> Final outcomes and surveys from personnel impacted. Scores & Grades
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 9 weeks)		<b>Resources:</b> Planning meetings and product outcomes.;

4	<p><b>Action:</b> Provide targeted support and training in instructional leadership to principals and assistant principals.  <b>Needs:</b> A1; A3</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Agenda of meeting with delineated timelines and outcomes expected.</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up.</p>	<p><b>Final Evaluation Method:</b> Final outcomes and surveys from personnel impacted.</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> Agenda, sign-in sheet, implementation of academies for VP's and Principals;;</p>
5	<p><b>Action:</b> Support teachers in creating technology-enriched learning environments.  <b>Needs:</b> H4; H5;</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS department and Technology dept</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career &amp; Technology Funds; Title I, Part A Funds; Title III, Part A Funds \$1,974.00</p>
	<p><b>Evidence of Implementation:</b> Agenda of meetings with delineated timelines and outcomes expected. Teacher lesson plans, login data reports, presentations, and evaluations.</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by designee and follow up.</p>	<p><b>Final Evaluation Method:</b> Final outcomes and surveys from personnel impacted.</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Monthly)</p>		<p><b>Resources:</b> Planning meetings and product outcomes.;</p>
6	<p><b>Action:</b> Provide content support staff to Title I campuses to better address and drill down to those students who need academic support.  <b>Needs:</b> A1; A2; D3; E1;</p>	<p><b>Person(s) Responsible:</b> CI Dept, Campus principal and specialist</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds 3.00 FTEs</p>
	<p><b>Evidence of Implementation:</b> Master schedules and rosters of identified and served students will be available</p>	<p><b>Ongoing Evaluation Method:</b> Periodic and quarterly progress monitoring by campus admin</p>	<p><b>Final Evaluation Method:</b> Review of student common assessment progress and final state assessment review</p>
	<p><b>Timeline:</b> 7/1/2022 - 6/8/2023 (Annually)</p>		<p><b>Resources:</b> RTI data; agendas of weekly meetings to address those students needing support                      Math/Science; EL; and Science/Soc Studies content.;</p>

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #3: Provide targeted PD ,on district and campus staff development days, in content areas to strengthen teacher capacity and ensure equity.**

1	<b>Action:</b> Provide targeted professional development in identifying strengths and weaknesses <b>Needs:</b> A1; A2	<b>Person(s) Responsible:</b> CI&SS	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines. Evaluations	<b>Ongoing Evaluation Method:</b> Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	<b>Final Evaluation Method:</b> Faculty and staff feedback
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Planning agendas and time scheduled for planning meetings;
2	<b>Action:</b> Provide targeted professional development in working with economically disadvantaged students <b>Needs:</b> A1; A2	<b>Person(s) Responsible:</b> CI&SS	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	<b>Ongoing Evaluation Method:</b> Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	<b>Final Evaluation Method:</b> Faculty and staff feedback
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Planning agendas and time scheduled for planning meetings;
3	<b>Action:</b> Increase teachers' proficiency in instructional technology by providing continuous professional learning opportunities and support. <b>Needs:</b> D2; H1; H5; H6;	<b>Person(s) Responsible:</b> CI&SS	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	<b>Ongoing Evaluation Method:</b> Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	<b>Final Evaluation Method:</b> Faculty and staff feedback
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		<b>Resources:</b> Agendas and planning timelines for implementation;

4	<b>Action:</b> Provide targeted professional development on the implementation of Specially Designed Instruction in the general education classroom. <b>Needs:</b> B1;	<b>Person(s) Responsible:</b> Special Education Director	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agenda, Sign-in sheets, virtual invites	<b>Ongoing Evaluation Method:</b> Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	<b>Final Evaluation Method:</b> Faculty and staff feedback
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 9 weeks)		

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #4: Systematically refer to and implement the components of the Technology 5-year plan as approved by the Board.**

1	<p><b>Action:</b> Continue to provide and sustain technology hardware as well as technology infrastructure that adheres to current standards that support instruction  <b>Needs:</b> H8; H9; H11;</p>	<p><b>Person(s) Responsible:</b> Technology Director and Campus Administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Documented response to 5-year plan; PO</p>	<p><b>Ongoing Evaluation Method:</b> Use tracking inventory system and use climate surveys</p>	<p><b>Final Evaluation Method:</b> Review reports of implementation, use, and effectiveness.</p>
	<p><b>Timeline:</b> 8/1/2022 - 7/1/2023 (On-going)</p>		<p><b>Resources:</b> 5 year plan review, inventory, surveys;</p>
2	<p><b>Action:</b> Implement and use the systems in place to monitor usage and review analytics to determine efficiency.  <b>Needs:</b> H3; H4; H16;</p>	<p><b>Person(s) Responsible:</b> Technology director and campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agendas and sign-in sheets of data provided and analyzed. Tech support response time (tech logs; work tickets tracking); analytics and logs of software usage</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by CI&amp;SS and the Technology Director</p>	<p><b>Final Evaluation Method:</b> Evaluation of data provided by the technology director to DWAC for review and continued refinement.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> Access and training to software;</p>

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #5: Provide training and access that will help all parents connect and understand various opportunities, programs, requirements for academic success, and preparation for post-secondary.**

1	<p><b>Action:</b> Each elementary campus, with the support from the teachers and parent/family engagement coordinator, will build parent capacity to aide in their child's academic success.  <b>Needs:</b> F3; F6;</p>	<p><b>Person(s) Responsible:</b> Parent and Family Engagement coordinator, Campus Parent Liaison, teachers</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$700.00</p>
	<p><b>Evidence of Implementation:</b> Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.</p>	<p><b>Ongoing Evaluation Method:</b> Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.</p>	<p><b>Final Evaluation Method:</b> Parent and staff surveys will be reviewed and analyzed during the CNA meetings.</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Bi-Annually)</p>		<p><b>Resources:</b> Materials, supplies, snacks;</p>
2	<p><b>Action:</b> Sessions and trainings will be made available to show parents/guardians how to interpret and understand state assessments.  <b>Needs:</b> F3; F4;</p>	<p><b>Person(s) Responsible:</b> Parent &amp; Family Engagement Coord; campus liaison; campus administration; academic Coord.</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.</p>	<p><b>Ongoing Evaluation Method:</b> Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.</p>	<p><b>Final Evaluation Method:</b> Parent and staff surveys will be reviewed and analyzed during the CNA meetings.</p>
	<p><b>Timeline:</b> 10/1/2022 - 5/1/2023 (Bi-Annually)</p>		
3	<p><b>Action:</b> Make trainings available to parents and guardians on trends and hot topics.  <b>Needs:</b> F3; F4;</p>	<p><b>Person(s) Responsible:</b> Parent &amp; Family Engagement Coord, Social workers, McKinney Vento &amp; Foster Care Liaison</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.</p>	<p><b>Ongoing Evaluation Method:</b> Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.</p>	<p><b>Final Evaluation Method:</b> Parent and staff surveys will be reviewed and analyzed during the CNA meetings.</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Every 9 weeks)</p>		<p><b>Resources:</b> snacks, materials and supplies, transportation when reasonable/necessary;</p>

4	<p><b>Action:</b> Conduct meaningful math and literacy training by grade level and provide materials, accordingly, for teachers to perform hands-on activities and events to aide in their child's academic success.  <b>Needs:</b> F2;</p>	<p><b>Person(s) Responsible:</b> Parent &amp; Family Engagement Coord; campus liaison; campus administration; academic Coord.; teachers</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.Purchase orders contain flyers or documentation and/or details of of an event or training that requires Title I funds to be utilized.</p>	<p><b>Ongoing Evaluation Method:</b> Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.</p>	<p><b>Final Evaluation Method:</b> Parent and staff surveys will be reviewed and analyzed during the CNA meetings.</p>
	<p><b>Timeline:</b> 10/1/2022 - 5/1/2023 (On-going)</p>		
5	<p><b>Action:</b> District-wide parent engagement activities to involve the English learner, their families, and community resources/community-based organizations to ensure student success through effective activities and strategies specifically designed for English learners.  <b>Needs:</b> F3; F4;</p>	<p><b>Person(s) Responsible:</b> District EL Specialist and Campus Admin</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds; Title III, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Planning agendas, sign-in sheets of participants, certs of attendance, powerpoint presentations, PO's</p>	<p><b>Ongoing Evaluation Method:</b> Exit Surveys/parent participant feedback</p>	<p><b>Final Evaluation Method:</b> Survey feedback and evidence of impact pertinent to the training targeted</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Bi-Annually)</p>		<p><b>Resources:</b> location;</p>
6	<p><b>Action:</b> We will use the Title I compliance timeline to create a friendly competition by using the Title I requirements as a benchmark.  <b>Needs:</b> F4;</p>	<p><b>Person(s) Responsible:</b> Parent and Family Engagement Coordinator                      Parent and Family Engagement Campus Point of Contact</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Title I black box timeline will be utilized as a guide.</p>	<p><b>Ongoing Evaluation Method:</b> Number of parent participants through sign-in sheets                      Campuses completing Title I Timeline Requirements accordingly                      Number of trainings, activities and events campuses provide for parents and families                      Title I black box timeline MOE audit</p>	<p><b>Final Evaluation Method:</b> Set2Plan will have collection of all campus trainings, activities and events per campus                      Title I black box timeline EOY audit</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Monthly)</p>		<p><b>Resources:</b> Title I Traveling Trophy                      Certificates                      Materials and supplies;</p>

7	<b>Action:</b> Increase parent/family engagement opportunities by continuing to employ a parent & family engagement personnel. <b>Needs:</b> A1; A2	<b>Person(s) Responsible:</b> Fed Prog Director & Parent/Family Engagement Coordinator	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$700.00; 1.00 FTEs
	<b>Evidence of Implementation:</b> HR Roster; Contract; Staff evaluation	<b>Ongoing Evaluation Method:</b> Quarterly staff evaluations	<b>Final Evaluation Method:</b> Staff evaluation
	<b>Timeline:</b> 9/1/2022 - 7/1/2023 (Annually)		

**Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.**

**Objective #6: Due to COVID-19 provide to all students a safe and healthy learning environment to address learning loss.**

1	<p><b>Action:</b> To address learning loss MVISD will provide support services, and interventions by adding campus and district staff, additional housekeeping staff, special programs staff, counselor/social workers; and providing a retention stipend.  <b>Needs:</b> A1; B2;</p>	<p><b>Person(s) Responsible:</b> Assistant Supt for CISS, Assistant Supt for Business &amp; Finance, and Curriculum Director</p>	<p><b>Funding/FTEs:</b> Elem &amp; Sec School Emergency Relief Fund; Elem &amp; Sec School Emergency Relief Fund Coronavirus &amp; Relief Supplemental Appropriations CRSA \$4,034,000.00; 37.00 FTEs; ESSER-American Rescue Plan \$1,052,000.00; 6.00 FTEs</p>
	<p><b>Evidence of Implementation:</b> Payroll</p>	<p><b>Ongoing Evaluation Method:</b> Teacher and Principal feedback</p>	<p><b>Final Evaluation Method:</b> Teacher and Principal feedback and student success as measured by attendance, promotion by grade, and when applicable success on state or standardize assessments.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> HR Rosters, continue planning and assessing;</p>
2	<p><b>Action:</b> In an effort to address learning loss with accelerated learning and wrap-around services due to COVID-19 we will look for ways to provide PD in the following areas but not limited to block scheduling, co-teaching, academy training, addressing social emotional challenges  <b>Needs:</b> A1; B2;</p>	<p><b>Person(s) Responsible:</b> : Assistant Supt for CISS, Assistant Supt for Business &amp; Finance, and Curriculum Director</p>	<p><b>Funding/FTEs:</b> Elem &amp; Sec School Emergency Relief Fund Coronavirus &amp; Relief Supplemental Appropriations CRSA \$100,000.00; ESSER-American Rescue Plan \$100,000.00</p>
	<p><b>Evidence of Implementation:</b> Agendas, sign-in sheets, PO, certificates of attendance</p>	<p><b>Ongoing Evaluation Method:</b> Periodic Feedback Survey from constituents; feed back from ESSER committee</p>	<p><b>Final Evaluation Method:</b> Final Feedback survey evaluation reviewed; comparison of metrics based on program from initial to final assessment</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Meeting time, continued surveys;</p>
3	<p><b>Action:</b> Address learning loss through infrastructure and technology resources  <b>Needs:</b> A1; B2;</p>	<p><b>Person(s) Responsible:</b> Assistant Supt for CISS, Assistant Supt for Business &amp; Finance, and Curriculum Director</p>	<p><b>Funding/FTEs:</b> Elem &amp; Sec School Emergency Relief Fund Coronavirus &amp; Relief Supplemental Appropriations CRSA \$153,400.00; ESSER-American Rescue Plan</p>
	<p><b>Evidence of Implementation:</b> Purchase orders and invoices; training agendas; end user survey</p>	<p><b>Ongoing Evaluation Method:</b> training agendas; end user survey</p>	<p><b>Final Evaluation Method:</b> training agendas; end user survey feedback</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		

**Goal #3: Medina Valley ISD will connect all learners to college and career.**

**Objective #1: Assist students in creating personalized plans to help guide their college and/or career pathway.**

1	<p><b>Action:</b> Administer comprehensive surveys to all MVISD students  <b>Needs:</b> A2; B4</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> The survey will be shared with DWAC and the board for input and development. Agenda and sign-in sheets will be denote the planning of the survey.</p>	<p><b>Ongoing Evaluation Method:</b> The survey will be spearheaded by the CI&amp;SS department given to each constituent to fill out; then it will be analyzed and the findings shared with CPOC and DWAC.</p>	<p><b>Final Evaluation Method:</b> The survey results will be instrumental in the adjustments needed and then addressed in the following year's DWAC CNA/DIP.</p>
	<p><b>Timeline:</b> 11/1/2022 - 3/31/2023 (Annually)</p>		<p><b>Resources:</b> Survey;</p>
2	<p><b>Action:</b> Document and communicate transition plan from 5th to 6th grade; and 8th to 9th grade.  <b>Needs:</b> A1;</p>	<p><b>Person(s) Responsible:</b> Guidance &amp; Counseling Director</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agenda and minutes with timelines</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by Asst Supt CI&amp;SS</p>	<p><b>Final Evaluation Method:</b> Transition plans and documented procedures will be reviewed and refined for the following year's needed changes.</p>
	<p><b>Timeline:</b> 1/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> Agendas, minutes, timelines;</p>
3	<p><b>Action:</b> Implement &amp; support a comprehensive CCMR program by providing instructional resources, testing opportunities, technology, college &amp; career exploration tools and opportunities to students K-12.  <b>Needs:</b> A1; A5;</p>	<p><b>Person(s) Responsible:</b> CTE Director and Guidance &amp; Counseling Director</p>	<p><b>Funding/FTEs:</b> Career &amp; Technology Funds; Carl-Perkins Title IPartC \$22,000.00</p>
	<p><b>Evidence of Implementation:</b> student use of college &amp; career exploration technology K-12, student support provided through counseling staff for college application process, FAFSA, TSIA, SAT testing, college visits, recruiters, POs, travel requests, lesson plans</p>	<p><b>Ongoing Evaluation Method:</b> student survey, college &amp; career technology reports</p>	<p><b>Final Evaluation Method:</b> Student &amp; faculty feedback; college &amp; career technology reporting</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (On-going)</p>		<p><b>Resources:</b> Planning meetings &amp; agendas, CCMR technology, Recruiters;</p>

4	<p><b>Action:</b> College &amp; Career Counseling/transitional planning for special populations including special education and English Language Learners.  <b>Needs:</b> A1; A5;</p>	<p><b>Person(s) Responsible:</b> Counselors, teachers, EL Specialist and administration</p>	<p><b>Funding/FTEs:</b> Title III, Part A Funds \$839.25</p>
	<p><b>Evidence of Implementation:</b> Agenda and minutes with timelines; Naviance reports</p>	<p><b>Ongoing Evaluation Method:</b> Student survey; Naviance reporting</p>	<p><b>Final Evaluation Method:</b> Student and faculty Feedback; Naviance reports</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/30/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> student interest inventory, 4-year plans. For EL program transportation, Parent permission, College Campus Admission Contacts;</p>
5	<p><b>Action:</b> Instructional materials, equipment, and training will be prioritized to ensure CTE students and CTE teachers have the tools necessary to achieve success and promote CTE programs.  <b>Needs:</b> A1; A5;</p>	<p><b>Person(s) Responsible:</b> Campus Admin, Counselors, CTE Director, Teachers</p>	<p><b>Funding/FTEs:</b> Career &amp; Technology Funds; Carl-Perkins Title IPartC \$9,000.00</p>
	<p><b>Evidence of Implementation:</b> Agenda and minutes with timelines</p>	<p><b>Ongoing Evaluation Method:</b> Student survey</p>	<p><b>Final Evaluation Method:</b> Student and faculty Feedback</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (On-going)</p>		
6	<p><b>Action:</b> Implement &amp; support a comprehensive CTE program by providing instructional resources, technology, teacher &amp; administrative support, professional development, field trips and CTSO activities.  <b>Needs:</b> A1; A5; B5;</p>	<p><b>Person(s) Responsible:</b> CTE Director</p>	<p><b>Funding/FTEs:</b> Career &amp; Technology Funds; Carl-Perkins Title IPartC</p>
	<p><b>Evidence of Implementation:</b> Increasing students who complete a program of study, earn an IBC and/or dual credit, and/or participate in work-based learning experiences &amp; CTSO activities</p>	<p><b>Ongoing Evaluation Method:</b> student &amp; faculty feedback</p>	<p><b>Final Evaluation Method:</b> Student &amp; faculty feedback, Career &amp; Technology reports</p>
	<p><b>Timeline:</b> 10/6/2022 - 10/6/2022 (Daily)</p>		<p><b>Resources:</b> CTE Department Meetings, Planning meetings;</p>

**Goal #3: Medina Valley ISD will connect all learners to college and career.**

**Objective #2: Maximize opportunities for students to earn either post secondary credit(s) and/or industry certifications to increase outcome by 5% (pp) by the end of each academic year.**

1	<b>Action:</b> Increase AP and dual credit offerings <b>Needs:</b> A5;	<b>Person(s) Responsible:</b> CI&SS; HS Campus admin	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	<b>Ongoing Evaluation Method:</b> Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	<b>Final Evaluation Method:</b> Review the total number of courses offered and consider looking at student growth enrolled.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		<b>Resources:</b> Student interest inventory surveys; master schedule; course selections; teacher certifications;
2	<b>Action:</b> Encourage 100% student participation in college admissions testing (such as SAT, ACT, TSIA) <b>Needs:</b> A1; A2; A5;	<b>Person(s) Responsible:</b> CI&SS; Secondary campus administration; counselors	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Planning logs; counselor presentations, and fliers/electronic communication to parents and students.	<b>Ongoing Evaluation Method:</b> Monthly visits and meetings with counselors and administration responsible for leading the charge and also the progress monitoring check done by the administration.	<b>Final Evaluation Method:</b> Data comparison from previous years.
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (On-going)		<b>Resources:</b> communication; brochures; student meetings;
3	<b>Action:</b> Provide and increase success in AP/ Dual credit / Business and Industry certifications/ and articulated credit. <b>Needs:</b> A1; A2; A5;	<b>Person(s) Responsible:</b> CI&SS; Secondary campus administration, CTE Director, and Coord. for Counseling	<b>Funding/FTEs:</b> Local Funds; Career & Technology Funds
	<b>Evidence of Implementation:</b> Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	<b>Ongoing Evaluation Method:</b> Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	<b>Final Evaluation Method:</b> Review the total number of courses offered and consider looking at student growth enrolled.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		<b>Resources:</b> Student interest inventory surveys; master schedule; course selections; teacher certifications;

**Goal #4: Medina Valley ISD will provide a safe and secure environment for all.**

**Objective #1: Monitor and maintain facilities to ensure the safety of all students and staff by making sure that 100% of district and campus security programs are implemented.**

1	<b>Action:</b> Schedule all lock-down, emergency evacuation, fire, and other safety drills within the Raptor Drill Management program prior to the first day of school. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> District Safety Coordinator and Campus Administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> District's safety coordinator will monitor data input into the Raptor Management Program.	<b>Ongoing Evaluation Method:</b> Monthly reviews by the safety coordinator of required documentation are conducted.	<b>Final Evaluation Method:</b> A review of all collected documentation and process will be reviewed and refined for the following year.
	<b>Timeline:</b> 7/1/2022 - 5/25/2023 (On-going)		<b>Resources:</b> Raptor Drill Management Program;
2	<b>Action:</b> Quarterly campus visits by district safety officials to understand campus layouts and emergency plans. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> District Safety Coordinator and Campus Administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Calendars and required documentation will be collected periodically by the district's safety coordinator	<b>Ongoing Evaluation Method:</b> Monthly reviews by the safety coordinator of required documentation are conducted	<b>Final Evaluation Method:</b> A review of all collected documentation and process will be reviewed and refined for the following year.
	<b>Timeline:</b> 9/1/2022 - 6/1/2023 (Every 9 weeks)		<b>Resources:</b> Agendas, minutes, and plan(s) of action communicated;
3	<b>Action:</b> Safety reviews of each campus by an external office as required per TEA guidelines. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> District Safety Coordinator	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Calendars and required documentation will be collected periodically by the district's safety coordinator	<b>Ongoing Evaluation Method:</b> Monthly reviews by the safety coordinator of required documentation are conducted	<b>Final Evaluation Method:</b> A review of all collected documentation and process will be reviewed and refined for the following year.
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 ( )		<b>Resources:</b> Calendar/timeline; summary of findings reported back to central office and campus administration;

4	<b>Action:</b> Analysis of external safety review results by Campus Safety Committees to strengthen campus safety. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> District safety coordinator and Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Calendars and required documentation will be collected periodically by the district's safety coordinator	<b>Ongoing Evaluation Method:</b> Monthly reviews by the safety coordinator of required documentation are conducted	<b>Final Evaluation Method:</b> A review of all collected documentation and process will be reviewed and refined for the following year.
	<b>Timeline:</b> 10/1/2022 - 6/1/2023 (Bi-Annually)		<b>Resources:</b> Agendas, sign-in sheets, findings to be communicated to campus administration;
5	<b>Action:</b> Coordinate with local law enforcement, EMS, and jurisdiction agencies to familiarize with the layout of district facilities. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> Central Office administration, maintenance and operations departments, and Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Calendars and required documentation will be collected periodically by the district's safety coordinator	<b>Ongoing Evaluation Method:</b> Monthly reviews by the safety coordinator of required documentation are conducted	<b>Final Evaluation Method:</b> A review of all collected documentation and process will be reviewed and refined for the following year.
	<b>Timeline:</b> 8/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Scheduled times to meet; agendas, sign-in sheets, evaluation.;

**Goal #4: Medina Valley ISD will provide a safe and secure environment for all.**

**Objective #2: Include community values, health, and safety issues in our social-curriculum plans and programs.**

1	<b>Action:</b> The SHAC (School Health Advisory Council) will conduct quarterly meetings. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> District Nurse, Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agenda and minutes along with sign-in sheets from each quarterly meeting are available	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by the CI&SS Asst Supt will be conducted	<b>Final Evaluation Method:</b> Surveys will be provided to each participant reviewed at the end of the school year for feedback to the DWAC
	<b>Timeline:</b> 9/26/2022 - 4/24/2023 (Every 9 weeks)		<b>Resources:</b> HS Library, projector, handouts, agenda, and sign-in sheets Meetings are scheduled quarterly and posted on the district website;
2	<b>Action:</b> Our counselors and social workers will collaborate to address suicide prevention, conflict resolution, and violence prevention. <b>Needs:</b> A2; C2; C3;	<b>Person(s) Responsible:</b> Guidance & Counseling Director	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agenda and feedback available via the Guidance & Counseling Director	<b>Ongoing Evaluation Method:</b> Quarterly monitoring and feedback to CI&SS Asst Supt via G&C Director	<b>Final Evaluation Method:</b> Data collected by counselors and social workers will be reviewed, analyzed and shared for a comprehensive needs assessment to determine actions necessary for the following year.
	<b>Timeline:</b> 9/1/2022 - 6/1/2023 (Daily)		<b>Resources:</b> Agenda, timelines, and planning meetings; curriculum used;
3	<b>Action:</b> The student handbook will continue to define dating violence. <b>Needs:</b> A1;	<b>Person(s) Responsible:</b> CI&SS Asst Supt and Guidance & Counseling Director and Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Handbook produced with required language	<b>Ongoing Evaluation Method:</b> Handbook will be available	<b>Final Evaluation Method:</b> Handbook will follow statute
	<b>Timeline:</b> 12/1/2022 - 8/1/2023 (Annually)		<b>Resources:</b> Handbook as provided by TASB;

4	<p><b>Action:</b> Pertinent to dating violence, safety planning will be addressed with the necessary personnel on enforcement of protective orders.  <b>Needs:</b> A2;</p>	<p><b>Person(s) Responsible:</b> Campus Counselors and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Planning and execution of plans will be logged</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly Progress Monitoring by the CI&amp;SS Asst Supt or designee will be conducted</p>	<p><b>Final Evaluation Method:</b> Feedback will be provided for the comprehensive needs to determine areas of refinement</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Agenda, planning, and timelines;</p>

5	<p><b>Action:</b> Continue to include the policy addressing sexual abuse, sex trafficking, and other maltreatment of children in the student handbook.  <b>Needs:</b> C3;</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS Asst Supt and Guidance &amp; Counseling Director and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Policy available for review</p>	<p><b>Ongoing Evaluation Method:</b> Policy available</p>	<p><b>Final Evaluation Method:</b> Policy available and updated as dictated by statute</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Planning and timelines;</p>

6	<p><b>Action:</b> Pertinent to sexual abuse awareness and prevention, training will be offered to staff, student, and parents. Within these pieces of training, we will include actions that a child who is a victim should take to obtain assistance and intervention; and the available counseling options for students affected.  <b>Needs:</b> A1; C3; F3;</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS Asst Supt and Guidance &amp; Counseling Director and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Training presentation is available</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring by CI&amp;SS Asst Supt or designee</p>	<p><b>Final Evaluation Method:</b> Review of statute and staff feedback will be reviewed and considered</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> planning agendas and timelines;</p>

7	<p><b>Action:</b> Pertinent to sexual abuse and sex trafficking, MVISD will reach out to law enforcement or other entities that provide expertise in prevention and referral protocols.  <b>Needs:</b> A1; C3; G3</p>	<p><b>Person(s) Responsible:</b> CI&amp;SS Asst Supt and Guidance &amp; Counseling Director and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agenda, sign-in sheet and training presentation are available.</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring will be conducted by the CI&amp;SS Asst Supt or designee.</p>	<p><b>Final Evaluation Method:</b> Statute and faculty feedback will be reviewed and adjusted as necessary</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> Agenda, planning, and timelines;</p>
8	<p><b>Action:</b> MVISD will continue to offer pregnancy-related services to our students. The guidelines and support services available to our students may be found in the district website under the Federal Programs Department.  <b>Needs:</b> A6;</p>	<p><b>Person(s) Responsible:</b> Campus administration, campus nurse, counselor, social worker, and Federal Programs personnel</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Log of students served and documented forms</p>	<p><b>Ongoing Evaluation Method:</b> Periodic visits to the nurse while the student is on campus; weekly visits once students deliver the child.</p>	<p><b>Final Evaluation Method:</b> Continue to review the process and track the students to make sure they are on track for graduation.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Forms, doctor's notes, plans, schedule reviews, homebound services as needed;</p>

**Goal #4: Medina Valley ISD will provide a safe and secure environment for all.**

**Objective #3: Provide district-wide training in effectively and efficiently responding to and recovering from emergency incidents (training, drills, protocols).**

1	<p><b>Action:</b> The district EOP (Emergency Operations Plan) will list the preparedness drills and frequency.  <b>Needs:</b> G3;</p>	<p><b>Person(s) Responsible:</b> Central Office administration, maintenance and operations departments, and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Timelines and documented drills are available</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly Progress Monitoring will be conducted by the CI&amp;SS Asst Supt or designee</p>	<p><b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.</p>
	<p><b>Timeline:</b> 7/1/2022 - 12/18/2022 (Annually)</p>		<p><b>Resources:</b> Scheduled times to meet; agendas, sign-in sheets, evaluation. Refer to the Texas School Safety Center on the 5 recommended drills and timelines.;</p>
2	<p><b>Action:</b> Provide annual training to all stakeholders on the campus/district's emergency response practices by completing appropriate training in the Standard Response Protocol and Standard Reunification Method.  <b>Needs:</b> G3;</p>	<p><b>Person(s) Responsible:</b> Central Office administration, maintenance and operations departments, and Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Training presentations available</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring completed by CI&amp;SS Asst Supt or designee</p>	<p><b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.</p>
	<p><b>Timeline:</b> 8/15/2022 - 6/1/2023 (Annually)</p>		<p><b>Resources:</b> Scheduled times to meet; agendas, sign-in sheets, evaluation;</p>
3	<p><b>Action:</b> Provide active shooter training for each campus.  <b>Needs:</b> G3;</p>	<p><b>Person(s) Responsible:</b> Safety Coordinator and District Administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Timelines and documented drills are available</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly progress monitoring completed by CI&amp;SS Asst Supt or designee</p>	<p><b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (Annually)</p>		<p><b>Resources:</b> Planning, agendas, and minutes;</p>

4	<b>Action:</b> Provide stop-the-bleed training for each campus. <b>Needs:</b> G3;	<b>Person(s) Responsible:</b> Safety Coordinator and District Administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Timelines and documented drills are available.	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring completed by CI&SS Asst Supt or designee.	<b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Planning, agendas, and minutes.;

5	<b>Action:</b> District and campus leadership attendance of Texas State School Safety workshops in emergency preparedness such as emergency response and reunification. <b>Needs:</b> G3;	<b>Person(s) Responsible:</b> Safety Coordinator and Campus Administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Timelines and certifications of attendance are available	<b>Ongoing Evaluation Method:</b> Quarterly Progress monitoring	<b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		<b>Resources:</b> Planning, agendas, and minutes;

6	<b>Action:</b> Encourage campus student leaders (middle/high school) to attend Texas School Safety Center's Youth Preparedness Camp to create a culture of preparedness among students. <b>Needs:</b> G3;	<b>Person(s) Responsible:</b> Safety Coordinator and Campus administration	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agendas and planning timelines	<b>Ongoing Evaluation Method:</b> Quarterly progress monitoring completed by CI&SS Asst Supt or designee	<b>Final Evaluation Method:</b> Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	<b>Timeline:</b> 12/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Planning and timelines;

**Goal #4: Medina Valley ISD will provide a safe and secure environment for all.**

**Objective #4: Provide support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.**

1	<b>Action:</b> Motivational speakers <b>Needs:</b> A2; C2; C3;	<b>Person(s) Responsible:</b> Guidance & Counseling Director and Campus liaison	<b>Funding/FTEs:</b> Title IV, Part A Funds \$5,000.00; State Comp Ed Funds \$1.00
	<b>Evidence of Implementation:</b> Agenda, planning meetings, PO and student feedback (surveys)	<b>Ongoing Evaluation Method:</b> Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.	<b>Final Evaluation Method:</b> Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.
	<b>Timeline:</b> 9/1/2022 - 5/1/2023 (Bi-Annually)		<b>Resources:</b> Planning agenda, minutes, and timelines;
2	<b>Action:</b> Social workers will be available to provide training on various mental health and other hot topics to our secondary staff <b>Needs:</b> A1; A2; D3;	<b>Person(s) Responsible:</b> Guidance & Counseling Director and campus admin	<b>Funding/FTEs:</b> State Comp Ed Funds 1.00 FTEs; Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA 2.00 FTEs; ESSER-American Rescue Plan 1.00 FTEs
	<b>Evidence of Implementation:</b> Training will be coordinated and provided	<b>Ongoing Evaluation Method:</b> Evaluation of presentation and certificates will be provided	<b>Final Evaluation Method:</b> Survey and feedback by staff will be reviewed after training
	<b>Timeline:</b> 8/1/2022 - 6/1/2023 (Annually)		<b>Resources:</b> Agenda, planning meetings, minutes, timelines;
3	<b>Action:</b> Monthly Student Support Team meetings will be conducted by our Guidance and Counseling Director. <b>Needs:</b> A1; A2; D3;	<b>Person(s) Responsible:</b> Guidance & Counseling Director	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agendas will be available for review	<b>Ongoing Evaluation Method:</b> quarterly reviews will be assessed by the CI&SS Asst Supt	<b>Final Evaluation Method:</b> Feedback from counselors and social workers will be reviewed, refined, and considered for the following year
	<b>Timeline:</b> 9/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> Agendas, sign in sheets, timelines;

4	<p><b>Action:</b> Continue to employ a McKinney-Vento/ Foster Care district liaison and provide supplies, clothing, instructional materials, other support services, and mileage reimbursement for activities that align with the McKinney-Vento program that help support and identify Highly-Mobile and At-Risk population.  <b>Needs:</b> A1; A2;</p>	<p><b>Person(s) Responsible:</b> McKinney-Vento and Foster Liaison; counselors; social workers</p>	<p><b>Funding/FTEs:</b> Local Funds 0.50 FTEs; Title I, Part A Funds \$500.00; Tx Educ for Children Homeless Youth \$3,000.00; TEHCY ARP I \$6,000.00; TEHCY ARP II 0.50 FTEs</p>
	<p><b>Evidence of Implementation:</b> Family/student residency questionnaires, sign-in logs, receipts, and quarterly monitoring are available.</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly checks by the Fed Prog director.</p>	<p><b>Final Evaluation Method:</b> Review of grant data and tally of services rendered are evaluated at the end of each school year.</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (Every 3 weeks)</p>		<p><b>Resources:</b> surveys, interview questionnaire, referrals;</p>
5	<p><b>Action:</b> Counselors and social workers will provide mental health support to all students, using a variety of research based supplies, materials, programs, and skills gained by professional development opportunities.  <b>Needs:</b> A2; C3; D3;</p>	<p><b>Person(s) Responsible:</b> Director of Guidance and Counseling, Counselors, &amp; Social Workers</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$3,000.00; Title IV, Part A Funds \$14,000.00; Elem &amp; Sec School Emergency Relief Fund Coronavirus &amp; Relief Supplemental Appropriations CRSA; ESSER-American Rescue Plan</p>
	<p><b>Evidence of Implementation:</b> Agendas, student logins, POs, inventory</p>	<p><b>Ongoing Evaluation Method:</b> Monthly consultations</p>	<p><b>Final Evaluation Method:</b> Evaluation surveys from both counselors/social workers &amp; students</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Monthly)</p>		

**FUNDING**

Bilingual/ELL

Career & Technology Funds

Elem & Sec School Emergency Relief Fund

ESSER-American Rescue Plan	\$1,152,000.00	7.00 FTEs
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Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA	\$4,287,400.00	39.00 FTEs
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Local Funds		0.50 FTEs
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TEHCY ARP I	\$6,000.00	
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TEHCY ARP II		0.50 FTEs
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Carl-Perkins Title I Part C	\$31,000.00	
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State Comp Ed Funds	\$47,001.00	22.00 FTEs
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Special Ed Funds

Title I, Part A Funds	\$9,300.00	4.00 FTEs
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Title II, Part A Funds	\$92,000.00	
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Title III, Part A Funds	\$9,813.25	
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Title IV, Part A Funds	\$19,000.00	
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Tx Educ for Children Homeless Youth	\$6,200.00	
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## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

**2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan  
Education Service Center, Region 20**

<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>	<b>INDIVIDUALS RESPONSIBLE</b>	<b>TIMELINE</b>
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15
<b>B. <u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b>Potentially Eligible Migratory Children:</b> Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <b>Currently Eligible Migratory Children:</b> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. <b>Note:</b> Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs/ECOEs.</u></b> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within 5 working days of parent signature
<b>F. <u>Review of COEs/ECOEs.</u></b> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. Other</b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters	Update on ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
<b>B. Other</b>		
<b>V. QUALITY CONTROL</b>		
<b>A. Written quality control procedures.</b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. Eligibility review.</b> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Annual eligibility validation.</b> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. Monitor</b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	December
<b>VI. EVALUATION</b>		
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>		
<b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

<p><b>B. Other -- MEP Family Surveys</b>  LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20  MEP administrative assistant  Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not  MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator  LEA designee  ESC-20 Administrative Assistant  Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
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## **Castroville Elementary School**

1000 Madrid, Castroville, TX 78009

### **Campus Improvement Plan 2022-2023**



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## MISSION

Castroville Elementary believes that all students have the abilities to reach success. The staff at Castroville Elementary will work to ensure that these students reach their greatest abilities and will become great contributors to our community.

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## VISION

Castroville Elementary will continue to work on building upon recent success in our academic areas of Reading, Math, Science, and Writing. The campus will strive to improve all core content areas in all grade levels. We will continue to strive to reach every student's potential both academically and emotionally and to motivate our students to be at school every day. With the support of all of our stakeholders, Castroville Elementary student's will be able to reach their fullest potential and be prepared for their next opportunity in life.

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## DESCRIPTION

Castroville Elementary School opened its doors in 1960 and serves 655 students in grades PK through 5. The student population is .61% African American, 58.63% Hispanic, 38.32% White, 015% American Indian, .15% Asian, 2.14% Two Or more Races, 53.89% Male, 46.11% Female. Castroville Elementary School serves 19.39% Special Education students, 56.06% Economically Disadvantaged students, 6.41% English Language Learners, 20.5% At-Risk students, 7.02% Gifted & Talented students. The overall mobility rate for the campus is 13.1%. The average attendance rate for students is 96%. The annual graduation rate is 100%.

### **Title I**

Castroville Elementary is a Title I campus. We provide focused interventions for a large population of economically disadvantaged students.

### **Demographics**

- The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students both academically and emotionally.

### **Student Achievement**

- The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

### **School Culture and Climate**

- In reviewing the information, it was noted that the campus needs to provide more extracurricular activities for students, promote safety for all stakeholders, and continue to focus on a successful discipline management plan.

**Staff Quality, Recruitment and Retention**

- It was determined that support for new teachers on campus is needed and to build upon training/support for MTSS and interventions. The campus would also like to incorporate more incentives for staff members. The campus also feels that they should build upon the discipline management system that has been established.

**Curriculum, Instruction and Assessment**

- It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning.

**Family and Community Engagement**

- It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events and provide materials/refreshments for the events taking place..

**School Context and Organization**

- Overall the campus needs to continue to build upon positive interaction with parents as well as the safety of all stakeholders. The staff would like to continue to build upon various incentives for the students.

**Technology**

- In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary. It is also noted that the campus would like to offer a variety of programs for students to be able to track their progress.

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**SPECIAL PROGRAMS**

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The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

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**ADMINISTRATORS**

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Ken Center - Prinipal  
Claire Tondre - Vice Principal

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**PLANNING COMMITTEE**

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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Ken Center	Principal	Principal
Claire Tondre	Assistant Principal	Assistant Principal
Lynli Jones	Teacher	Teacher
Kristin Woodworth	Teacher	Teacher
Laura Ortiz	Teacher	Teacher
Veronica Herrera	Teacher	Teacher
Lisa Clark	Teacher	Teacher
Kimberly Boehme	Teacher	Teacher
Martha Compean	Teacher	Teacher
Morgan Tondre	Counselor	Non-Teaching Staff
DawnRae Groff	Special Ed Teacher	Special Education Teacher
Christie Beck	Parent	Parent
Katie Solis	Parent	Parent
Jan Jones	Community Member	Community Member
Jordan Crosby	Community Member	Community Member
Courtney Stolte	Business Representative	Business Representative
Pennie Robertson	Business Representative	Business Representative

**CNA PROCESS**

Castroville Elementary meets in late Spring to assess student needs based on academic and educationally disadvantaged as well as assess our current campus climate and culture. In August and September, we review and finalize any strategies within the CIP to have ready for the school board to review in October.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Students are provided additional interventions for students at-risk with the use of tutors.
- 2 Campus has a low student mobility rate.
- 3 Campus is very stable with low staff turn-over rate allowing for knowledge of students.
- 4 Campus added a full-time Social Worker.

### Needs

- 1 Campus will continue to provide more opportunities for all students to receive more intervention.
- 2 Campus needs to continue to provide a well rounded curriculum for all students and be able to provide support to meet the needs of all students emotionally and academically.
- 3 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage, At-Risk, and Special Needs students.

### Summary

The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students both academically and emotionally.

### Data

- Staff Demographics
- Student Demographics
- Skyward Data Mining
- PEIMS Data Submission Report
- OnData Suite

## Student Achievement

### Strengths

- 1 The campus utilizes an intervention program that including the use of focus groups, Reading and Math Specialist pull-out, Dyslexia intervention, and GT support.
- 2 The campus utilizes TPRI assessments for students in Kinder-2nd grade.
- 3 The campus utilized the IXL program for Special Education students to track students data as well as providing more inclusive support in meeting their needs.

### Needs

- 1 Campus needs to provide resources and support for appropriate assessments.
- 2 Campus needs to continue to utilize campus and district tutors/interventionists for student success.
- 3 Campus needs to continue to provide resources for staff to allow students to be successful.

### Summary

The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

### Data

Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Promotion / Retention data  
Response to Intervention tracking  
Student Achievement Data

## School Culture and Climate

### Strengths

- 1 teachers and staff are committed to the well being of all students and the safety of all stakeholders.
- 2 Staff are finding ways to support the social and emotional needs of the students.
- 3 teachers are providing rigorous and relevant instruction for the progress of all students.

### Needs

- 1 Campus needs to be able to provide extracurricular activities for students and continue to build upon the academic UIL events.
- 2 Campus needs to continue to build upon the discipline management system.
- 3 Campus needs to continue to promote safety for all stakeholders.

### Summary

In reviewing the information, it was noted that the campus needs to provide more extracurricular activities for students, promote safety for all stakeholders, and continue to focus on a successful discipline management plan.

### Data

Student Demographics  
Climate Survey

## Staff Quality, Recruitment and Retention

### Strengths

- 1 Over 80% of the campus staff has over 6 years of experience which has led to a low turnover rate each year.
- 2 Class size ratio is small and a positive environment has been established by the staff.

### Needs

- 1 Campus needs to build upon providing support for new teachers to campus.
- 2 Campus needs to continue to build upon teacher/staff incentives
- 3 Campus needs to continue to build upon the discipline management system.
- 4 Campus needs to continue to build upon providing support/training in regards to MTSS and intervention.

### Summary

It was determined that support for new teachers on campus is needed and to build upon training/support for MTSS and interventions. The campus would also like to incorporate more incentives for staff members. The campus also feels that they should build upon the discipline management system that has been established.

### Data

OnData Suite  
Attendance Data  
PEIMS Data Submission Report

## Curriculum, Instruction and Assessment

### Strengths

- 1 The campus utilizes various resources for intervention including reading specialist, math specialist, tutoring, Dyslexia pull out support, and a GT support program.
- 2 The campus utilizes several academic areas of support including Accelerated Reader incentives, Daily 5, Fundamental 5, Enrichment Training with Depth of Complexity, TPRI, Haggerty interventions, as well as IXL for special education students.
- 3 The campus utilizes technology including computer labs, SeeSaw, Google Classrooms, View Sonic Boards, as well as other technology programs.

### Needs

- 1 Campus would like to continue to provide resources and trainings for interventions for at-risk students.
- 2 Campus needs to continue to provide resources to promote academic success for all students.

### Summary

It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning.

### Data

Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
Discipline Data  
District-Based Assessments  
Formative Assessments  
Promotion / Retention data  
Response to Intervention tracking  
STAAR / EOC Results  
TAPR  
Skyward Data Mining

## Family and Community Engagement

### Strengths

- 1 The campus offers various activities that allows the community to be involved in.
- 2 Various forms of communication have been utilized from all staff to keep parents and community involved.

### Needs

- 1 Campus needs to continue to provide refreshments and snacks and purchase necessary materials for trainings and events.
- 2 Campus needs to continue to host academic nights for students and families.
- 3 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved in and volunteer.
- 4 Campus needs to continue to build capacity by offering attendance incentives for students.

### Summary

It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events and provide materials/refreshments for the events taking place..

### Data

Student Demographics  
Climate Survey

## School Context and Organization

### Strengths

- 1 Various forms of communication were utilized from the campus to all stakeholders.
- 2 Safety protocols have been established by the campus/district.

### Needs

- 1 Campus needs to continue to address campus safety.
- 2 Campus needs to build upon positive parent involvement through various technological communication method.
- 3 Campus needs to provide various incentive for students.

### Summary

Overall the campus needs to continue to build upon positive interaction with parents as well as the safety of all stakeholders. The staff would like to continue to build upon various incentives for the students.

### Data

Climate Survey

## Technology

### Strengths

- 1 The utilization of the camera security surveillance system.
- 2 Various devices for students to utilize including Chromebooks, Laptops, Kindles, Nabi's, and desktop computers.
- 4 Access to Google Apps to help engage learners.

### Needs

- 1 Campus needs to continue with technology updates around campus to better serve our students.
- 2 Campus needs to continue to provide staff development on technology for staff.
- 3 Campus needs to continue to offer a variety of programs for students to utilize to track their progress.

### Summary

In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary. It is also noted that the campus would like to offer a variety of programs for students to be able to track their progress.

### Data

Climate Survey

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Campus will continue to provide more opportunities for all students to receive more intervention.
- A2 Campus needs to continue to provide a well rounded curriculum for all students and be able to provide support to meet the needs of all students emotionally and academically.
- A3 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage, At-Risk, and Special Needs students.

**B: Student Achievement**

- B1 Campus needs to provide resources and support for appropriate assessments.
- B2 Campus needs to continue to utilize campus and district tutors/interventionists for student success.
- B3 Campus needs to continue to provide resources for staff to allow students to be successful.

**C: School Culture and Climate**

- C1 Campus needs to be able to provide extracurricular activities for students and continue to build upon the academic UIL events.
- C2 Campus needs to continue to build upon the discipline management system.

**D: Staff Quality, Recruitment and Retention**

- D1 Campus needs to build upon providing support for new teachers to campus.
- D2 Campus needs to continue to build upon teacher/staff incentives

**E: Curriculum, Instruction and Assessment**

- E1 Campus would like to continue to provide resources and trainings for interventions for at-risk students.
- E2 Campus needs to continue to provide resources to promote academic success for all students.

**F: Family and Community Engagement**

- F1 Campus needs to continue to provide refreshments and snacks and purchase necessary materials for trainings and events.
- F2 Campus needs to continue to host academic nights for students and families.
- F3 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved in and volunteer.

**G: School Context and Organization**

- G1 Campus needs to continue to address campus safety.
- G2 Campus needs to build upon positive parent involvement through various technological communication method.
- G3 Campus needs to provide various incentive for students.

H: Technology

- H1 Campus needs to continue with technology updates around campus to better serve our students.
- H2 Campus needs to continue to provide staff development on technology for staff.

## GOALS

### **Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.**

District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

### **Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.**

District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

### **Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.**

District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.

### **Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.**

District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.

5: provide relevant and reliable technology for staff, students, and guests.

6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

# Actions

**Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.**

**Objective #1: To provide academic support, resources, and incentives for all students in order for students to show growth from their previous school year.**

1	<b>Action:</b> Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5. [Critical Success Factors 1, 2, 4] <b>Needs:</b> A1; A3; B2; [Title I Components CNA, CIP]	<b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Dyslexia Specialist, Interventionists, class size reduction and Teachers.	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$2,000.00; Tx Educ for Children Homeless Youth; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Tutoring Logs, Student sign-in logs	<b>Ongoing Evaluation Method:</b> Common Assessments, Istation, Benchmarks, STAAR, Haggert, IXL	<b>Final Evaluation Method:</b> STAAR, Benchmarks, EOY Assessments
	<b>Timeline:</b> 9/4/2022 - 5/31/2023 (Daily)		
2	<b>Action:</b> Castroville Elementary will increase student achievement through a variety of resources. [Critical Success Factors 1, 2, 4] <b>Needs:</b> A1; A2; A3; B1; B2; B3; H1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Interventionists, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds; State Comp Ed Funds \$30,685.00; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Frequency of usage reports	<b>Ongoing Evaluation Method:</b> Common Assessments, Benchmarks, Data from specific programs utilized	<b>Final Evaluation Method:</b> STAAR, Benchmarks, Data from specific programs utilized
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)		
		<b>Resources:</b> Envision, Istation, Lone Star Learning, Education Galaxy, ESGI, Xtra Math, Intervention tutors, Countdown to STAAR Reading and Math, Reading Specialist, Math Specialist, Education Galaxy, PK Instructional Screener, GT Instructional Specialist, Dyslexia Specialist.;	

3	<p><b>Action:</b> A 3-tier process will be utilized to monitor student progress including programs, interventions, and timelines form expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented through the MTSS process and data meetings. [Critical Success Factors 1, 2, 3, 4]  <b>Needs:</b> B3; G2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Interventionists, Reading Specialist, Dyslexia Specialist, Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Teachers will provide documentation of interventions for each student.</p>	<p><b>Ongoing Evaluation Method:</b> Common assessments each six-weeks. Other data can be provided to document progress.</p>	<p><b>Final Evaluation Method:</b> STAAR, Benchmarks, End-of-year Assessments, Istation.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Every 6 weeks)</p>		
4	<p><b>Action:</b> Writing will be a focus with specific strategies being utilized from various programs including but not limited to Trail of Breadcrumbs. [Critical Success Factors 1, 2]  <b>Needs:</b> A2; B1; B3; E1;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Special Ed Teachers, Teachers, PK aide.</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Students progress throughout the school year.</p>	<p><b>Ongoing Evaluation Method:</b> Common assessments, Benchmarks, Reports from intervention tutors.</p>	<p><b>Final Evaluation Method:</b> Writing folders/Assignments, STAAR.</p>
	<p><b>Timeline:</b> 9/4/2022 - 5/31/2023 (Daily)</p>	<p><b>Resources:</b> Istation, Intervention Tutors, Reading Specialist, Dyslexia Specialist.;</p>	
5	<p><b>Action:</b> Continue to fund for a campus Reading specialist, parent/family engagement coordinator, class size reduction teachers, Social Worker, and pre-k aide [Critical Success Factors 1, 2, 4, 5, 6]  <b>Needs:</b> A1; A2; A3; B1; B2; F1; G2; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus administration</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds 3.125 FTEs; Title IV, Part A Funds 1.00 FTEs; State Comp Ed Funds 3.00 FTEs</p>
	<p><b>Evidence of Implementation:</b> Teacher/staff evaluations; student academic improvement</p>	<p><b>Ongoing Evaluation Method:</b> Campus admin periodic meetings</p>	<p><b>Final Evaluation Method:</b> Teacher/staff evaluations; student academic improvement</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>	<p><b>Resources:</b> CNA, CIP, and job description;</p>	

6	<p><b>Action:</b> Provide supplies and other instructional-related materials to support students as identified via the McKinney-Vento program. [Critical Success Factors 1, 6]  <b>Needs:</b> A1; A3; F1;</p>	<p><b>Person(s) Responsible:</b> Campus Admin, Counselor, social worker, and McKinney Vento Liaison</p>	<p><b>Funding/FTEs:</b> Tx Educ for Children Homeless Youth; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> needs list and signed receipts of materials received</p>	<p><b>Ongoing Evaluation Method:</b> every 3 weeks McKinney Vento liaison monitors students</p>	<p><b>Final Evaluation Method:</b> survey</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		
7	<p><b>Action:</b> Provide various incentives for students in regards to attendance and academic growth throughout the school year. [Critical Success Factors 1, 4, 6]  <b>Needs:</b> B3; C2; D2; G2; G3;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Interventionist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Attendance reports and academic growth reports.</p>	<p><b>Ongoing Evaluation Method:</b> Attendance reports and academic growth reports.</p>	<p><b>Final Evaluation Method:</b> Attendance report and EOY academic reports.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> Various prizes for students that meet the expectations.;</p>
8	<p><b>Action:</b> Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month, [Critical Success Factors 5, 6]  <b>Needs:</b> B3; C2; G2; G3; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Interventionist, Dyslexia Specialist, Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Student logs/records of students and teacher nominations.</p>	<p><b>Ongoing Evaluation Method:</b> Student logs/records of students and teacher nominations.</p>	<p><b>Final Evaluation Method:</b> Student logs/records of students and teacher nominations.</p>
	<p><b>Timeline:</b> 8/17/2022 - 5/31/2023 (Daily)</p>		<p><b>Resources:</b> Materials/prizes for students.;</p>

9	<p><b>Action:</b> Castroville Elementary will provide academic support for students identified as at-risk through a variety of methods including but not limited to academic tutors, Saturday school tutoring, attendance recovery.</p> <p><b>Needs:</b> B2; E2; [Title I Components CNA, Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Intervention tutors, teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds</p>
	<p><b>Evidence of Implementation:</b> Documentation logs for student participation.</p>	<p><b>Ongoing Evaluation Method:</b> Common Assessments, Istation, Benchmarks, STAAR</p>	<p><b>Final Evaluation Method:</b> STAAR, Benchmarks, EOY Assessments</p>
	<p><b>Timeline:</b> 8/16/2022 - 5/26/2023 (Monthly)</p>		

**Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.**

**Objective #2: Provide an increase in enrichment opportunities for students to participate in.**

1	<b>Action:</b> UIL academic opportunities will be offered with a competition amongst the Elementary campuses for grades 2-5. [Critical Success Factors 1, 5, 6, 7] <b>Needs:</b> A2; A3; C1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Teachers.	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Student participation	<b>Ongoing Evaluation Method:</b> student participation, observation, student/teacher/parent feedback.	<b>Final Evaluation Method:</b> Student participation.
	<b>Timeline:</b> 9/4/2022 - 12/15/2023 (Weekly)		
2	<b>Action:</b> Fine Arts teacher will organize a 5th grade Honor Choir for students to participate in and provide performances for the campus and community. [Critical Success Factors 5, 6] <b>Needs:</b> A3; C1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Fine Arts teacher.	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Student participation and community involvement.	<b>Ongoing Evaluation Method:</b> Student participation and community involvement.	<b>Final Evaluation Method:</b> Student participation and community involvement.
	<b>Timeline:</b> 9/10/2022 - 5/31/2023 (Daily)		
3	<b>Action:</b> Various clubs will be offered to students after school to enhance their learning opportunities including but not limited to: Coding Club, Student Council, Book Club [Critical Success Factors 1, 3] <b>Needs:</b> C1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Student participation.	<b>Ongoing Evaluation Method:</b> Monitoring of student participation, student observations.	<b>Final Evaluation Method:</b> Surveys of student/parent participation.
	<b>Timeline:</b> 8/27/2022 - 6/6/2023 (Daily)	<b>Resources:</b> Supplies needed for clubs.;	

4	<p><b>Action:</b> College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions. [Critical Success Factors 1, 5, 6]  <b>Needs:</b> A2; A3; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Counselor, Principal, Vice-Principal, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Student/parent participation.</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of student interaction/engagement.</p>	<p><b>Final Evaluation Method:</b> Survey information submitted by parents, faculty, and students.</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/3/2023 (Weekly)</p>		<p><b>Resources:</b> Announcements, presentations to students/parents;</p>

**Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.**

**Objective #1: To provide and encourage staff members with professional development opportunities to enhance their learning as well as providing support for new teachers.**

1	<p><b>Action:</b> Teachers will receive various forms of staff development on any and all technology devices throughout the school year. [Critical Success Factors 1, 7]  <b>Needs:</b> D1; E1; H2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Interventionist, Reading Specialist, Dyslexia Specialist, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Sign-in Sheets</p>	<p><b>Ongoing Evaluation Method:</b> Sign-in sheets, observations.</p>	<p><b>Final Evaluation Method:</b> Observations</p>
	<p><b>Timeline:</b> 8/13/2022 - 6/7/2023 (As Needed)</p>		
2	<p><b>Action:</b> Staff development will be provided for core content through various avenues. [Critical Success Factors 1, 2, 3, 4, 7]  <b>Needs:</b> A2; B1; B3; E1; H2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Interventionist, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Social Worker.</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Documentation of sign-in sheets/certifications.</p>	<p><b>Ongoing Evaluation Method:</b> Sign-in sheets, observations, teachers feedback.</p>	<p><b>Final Evaluation Method:</b> Documentation of training certificates, student progress.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>	<p><b>Resources:</b> web casts, on-line webinars, peer training, workshops at Education Service Center, DVD's.;</p>	
3	<p><b>Action:</b> Provide various forms of training for the various technological devices. [Critical Success Factors 1, 4, 7]  <b>Needs:</b> H2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Teacher/student usage.</p>	<p><b>Ongoing Evaluation Method:</b> Sign-in sheets, observations.</p>	<p><b>Final Evaluation Method:</b> Documentation of sign-in sheets.</p>
	<p><b>Timeline:</b> 8/13/2022 - 6/7/2023 (As Needed)</p>	<p><b>Resources:</b> Kindles, Mimio's, Laptops, Google Classroom;</p>	

4	<p><b>Action:</b> Provide support for new teachers to campus by assigning a mentor teacher and having meetings with new staff throughout the school year. [Critical Success Factors 3, 6, 7]  <b>Needs:</b> D1; D2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Interventionist, Reading Specialist, Dyslexia Specialist, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds</p>
	<p><b>Evidence of Implementation:</b> Meeting logs.</p>	<p><b>Ongoing Evaluation Method:</b> Meeting logs.</p>	<p><b>Final Evaluation Method:</b> Final survey from new teachers and mentors.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>		<p><b>Resources:</b> Materials/refreshments for meetings.;</p>

**Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.**

**Objective #2: To increase the various types of meaningful academic resources and supports to facilitate an increase in student growth and meet the needs of the whole student.**

1	<p><b>Action:</b> Teachers will continue with the implementation of Daily 5 Reading and Math campus wide. Training and resources will be provided to the teachers. [Critical Success Factors 1, 2, 4, 7]  <b>Needs:</b> A2; A3; B1; B3; D1; E1;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Frequency of student use, observations.</p>	<p><b>Ongoing Evaluation Method:</b> Common Assessments, STAR</p>	<p><b>Final Evaluation Method:</b> STAAR, Benchmarks, End-of-year assessments, STAR.</p>
	<p><b>Timeline:</b> 8/27/2022 - 5/31/2023 (Daily)</p>		<p><b>Resources:</b> Daily 5;</p>
2	<p><b>Action:</b> Teachers will implement the Year at a Glance Scope and Sequence, Curriculum Maps, and frameworks for all core subjects such as the TEKS Resource System. [Critical Success Factors 1, 2, 3]  <b>Needs:</b> A2; A3; B1; B3; E1;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Teachers, Special Ed Teachers, Prek Aides.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$3,792.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans, Benchmark data</p>	<p><b>Ongoing Evaluation Method:</b> Common Assessments, Benchmark data</p>	<p><b>Final Evaluation Method:</b> STAAR assessment data.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		
3	<p><b>Action:</b> Teachers will help to monitor and increase student achievement through a variety of resources including but not limited to the following: Envision, Istation, Intervention tutors, Countdown to STAAR, Reading Specialist, Dyslexia Specialist, Education Galaxy. [Critical Success Factors 1, 2, 4, 7]  <b>Needs:</b> A1; A2; A3; B1; B3; E1;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Teachers, Special Ed Teachers, PK aide, Dyslexia Specialist.</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Usage reports from programs.</p>	<p><b>Ongoing Evaluation Method:</b> Data reports from the various programs.</p>	<p><b>Final Evaluation Method:</b> Data reports from the various programs, common assessments, benchmarks, STAAR</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		

4	<p><b>Action:</b> The RTI process will continue to be identified, strengthened, and presented to all campus staff to include programs, interventions, and timelines for expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented in the RTI process. [Critical Success Factors 1, 2, 3, 4]  <b>Needs:</b> B2; B3; G2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Teachers, Special Ed. Teachers, Counselor.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.</p>	<p><b>Ongoing Evaluation Method:</b> Monthly RTI meetings with documentation, data meetings.</p>	<p><b>Final Evaluation Method:</b> RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		
5	<p><b>Action:</b> Provide incentives to student to help their self-worth and motivation. Incentive activities including the following but are not limited too: attendance, panther champion, character trait of month. [Critical Success Factors 6]  <b>Needs:</b> G3; [Title I Components CNA]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Reading Specialist, Counselor, Social Worker, Dyslexia Specialist, Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; PTA Funds; State Comp Ed Funds</p>
	<p><b>Evidence of Implementation:</b> Log of students awarded as well as attendance reports.</p>	<p><b>Ongoing Evaluation Method:</b> Log of students awarded as well as attendance reports.</p>	<p><b>Final Evaluation Method:</b> Log of students awarded as well as attendance reports.</p>
	<p><b>Timeline:</b> 8/17/2022 - 5/31/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> Prizes/awards for student incentives.;</p>

**Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.**

**Objective #1: Continue to update technology resources that will be provided to help enhance students exposure and learning.**

1	<p><b>Action:</b> Technology integration will be required and monitored through walkthroughs and observations of teacher/student. [Critical Success Factors 1, 4]  <b>Needs:</b> H1; H2;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Lesson plans and observations.</p>	<p><b>Ongoing Evaluation Method:</b> Lesson plans and observation.</p>	<p><b>Final Evaluation Method:</b> campus surveys and documentation of teacher/student use.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		<p><b>Resources:</b> Computers for individualized learning, document camera's, mimios, interactive tablets, student response systems, video conferencing equipment, infocus projectors, Kindles, Laptops, View Sonic Boards.;</p>
2	<p><b>Action:</b> Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education. [Critical Success Factors 1, 2, 3, 7]  <b>Needs:</b> A3; B3; H1; H2; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Social Worker.</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Special Ed Funds; Title I, Part A Funds; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> Logs of student use, Assessment data, Student/Staff surveys.</p>	<p><b>Ongoing Evaluation Method:</b> Logs of student use, Assessment data, Student/Staff surveys.</p>	<p><b>Final Evaluation Method:</b> Logs of student use, Assessment data, Student/Staff surveys.</p>
	<p><b>Timeline:</b> 8/17/2022 - 5/31/2023 (Daily)</p>		<p><b>Resources:</b> Google Classroom, Educations Galaxy, Envision, IXL, Haggerty, Istation,;</p>

**Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.**

**Objective #2: Technology resources for students and staff will be monitored and inegrated to help increase upon students academic knowledge.**

1	<b>Action:</b> Students will have various forms of technology to use in the classroom. [Critical Success Factors 1, 2, 4] <b>Needs:</b> H1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Special Ed Teachers, Teachers.	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Walkthrough documentation.	<b>Ongoing Evaluation Method:</b> Observations	<b>Final Evaluation Method:</b> Student progress academically and frequency of usage.
	<b>Timeline:</b> 8/17/2022 - 5/31/2023 (Daily)		<b>Resources:</b> Mimio's, Kindles, Ipads, Laptops, Computers, Chromebooks, View Sonic Boards, Student response systems.;

2	<b>Action:</b> Technology integration will be required and monitored through walkthroughs and observations of teacher/student use including but not limited to the following: computers, document cameras, Mimios, interactive tablets, student response systems, Kindles, Chromebooks, laptops [Critical Success Factors 1, 2, 4] <b>Needs:</b> H1; H2;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers, Special Ed Teachers, Reading Specialist, Math Specialist.	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Observations through walkthroughs.	<b>Ongoing Evaluation Method:</b> Observations through walkthroughs.	<b>Final Evaluation Method:</b> Campus surveys.
	<b>Timeline:</b> 8/17/2022 - 5/31/2023 (Daily)		

**Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.**

**Objective #1: To increase Parental involvement opportunities and participation through a variety of events.**

1	<p><b>Action:</b> Opportunities will be provided for parents to participate through various avenues including but not limited too: virtually, drive-throughs [Critical Success Factors 5, 6]  <b>Needs:</b> F2; F3; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$800.00</p>
	<p><b>Evidence of Implementation:</b> Volunteer participation and reports from Raptor system.</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of volunteer participation.</p>	<p><b>Final Evaluation Method:</b> Volunteer participation, sign-in sheets, and reports from Raptor System.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		

**Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.**

**Objective #2: To increase the levels and frequency of Communication through various methods for all stakeholders.**

1	<b>Action:</b> The campus website will be updated regularly to help inform parents of the various activities occurring on campus. [Critical Success Factors 3, 5, 6] <b>Needs:</b> G1;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers, Special Ed Teachers.	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Observations of the website being updated on a weekly basis.	<b>Ongoing Evaluation Method:</b> Observations/feedback from community/parents.	<b>Final Evaluation Method:</b> Parent surveys.
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Weekly)		
2	<b>Action:</b> Teachers will provide information to appropriate staff members to update the campus website in a timely manner. [Critical Success Factors 5, 6] <b>Needs:</b> H2;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Reading Specialist, Teachers	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Documentation of information shared to be placed on campus website.	<b>Ongoing Evaluation Method:</b> Monitoring/observation of the campus website.	<b>Final Evaluation Method:</b> Surveys/feedback from all stakeholders.
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Weekly)		
3	<b>Action:</b> The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind. [Critical Success Factors 5, 6] <b>Needs:</b> H2; [Title I Components Evaluation]	<b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Information being sent out on a consistent basis.	<b>Ongoing Evaluation Method:</b> Monitoring of usage.	<b>Final Evaluation Method:</b> Parent/student/teacher surveys.
	<b>Timeline:</b> 8/27/2022 - 5/7/2023 (Weekly)		<b>Resources:</b> Technology;

**Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.**

**Objective #3: To provide various opportunities for community partnerships to enhance the overall education of the students.**

1	<p><b>Action:</b> Students will participate in various opportunities to help the community including but not limited to the following: Sock drive for Castroville Rehabilitation Center, Box Tops, Jump rope for Heart, Medina County food pantry. [Critical Success Factors 3, 5, 6]  <b>Needs:</b> A3;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Monitoring of community service activities</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of community service activities</p>	<p><b>Final Evaluation Method:</b> Monitoring of community service activities</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Monthly)</p>		
2	<p><b>Action:</b> Students will have various performances and invite members of the community to attend including grade level performances, Choir performances, and GT showcase that may be conducted virtually. [Critical Success Factors 3, 5, 6]  <b>Needs:</b> A2; A3;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers, Special Ed. Teachers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> Observation of community participation.</p>	<p><b>Ongoing Evaluation Method:</b> Observation of community participation.</p>	<p><b>Final Evaluation Method:</b> Observation of community participation.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Monthly)</p>		
3	<p><b>Action:</b> Partnerships with community and business members including but not limited to: Castroville Public Library, DWAC and CPOC representatives, PTO, Guest speakers, STEM fair, local companies with donation of school supplies, Landmark Inn. [Critical Success Factors 3, 5, 6]  <b>Needs:</b> F2; F3;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Teachers, a Personal and Family Engagement staff member.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$728.00; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> Documented list of participants and partnerships.</p>	<p><b>Ongoing Evaluation Method:</b> Documented list of participants and partnerships.</p>	<p><b>Final Evaluation Method:</b> Documented list of participants and partnerships.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		

4	<p><b>Action:</b> Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members. [Critical Success Factors 5, 6]  <b>Needs:</b> F3; [Title I Components CNA, CIP, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agenda, minutes, sign-in sheets and CNA/CIP final copy</p>	<p><b>Ongoing Evaluation Method:</b> Create a calendar and prioritize the calendar of events.</p>	<p><b>Final Evaluation Method:</b> CIP will be revisited annually, analyzed and updated as data show needs</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)</p>	<p><b>Resources:</b> PEIMS reports, OnSuite reports, TAPR, Federal Report Card, PBMAS, and other Skyward data mining reports as needed.;</p>	

**Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.**

**Objective #1: To monitor and provide appropriate security measures to ensure that safety of all stakeholders.**

1	<p><b>Action:</b> Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation. [Critical Success Factors 6]  <b>Needs:</b> G1; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor, Social Worker, Teachers, Class Size Reduction Teachers Special Ed Teachers, PK Teachers, PK aide, Reading Specialist.</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds; Local Funds</p>
	<p><b>Evidence of Implementation:</b> Documentation of Drills.</p>	<p><b>Ongoing Evaluation Method:</b> Documentation of drills and campus safety meetings.</p>	<p><b>Final Evaluation Method:</b> Documentation of Drills as well as follow-up campus safety meetings.</p>
	<p><b>Timeline:</b> 8/27/2022 - 5/31/2023 (Monthly)</p>		<p><b>Resources:</b> Texas School Safety Center resources and guides, I Love You Guys foundation.;</p>
2	<p><b>Action:</b> The Crisis Management Plan will be updates with current staff members and all staff members will be trained in the plan. [Critical Success Factors 6]  <b>Needs:</b> G1;</p>	<p><b>Person(s) Responsible:</b> Principal, Academic Coordinator, Counselor, Social Worker, Teachers, Special Ed Teachers, Headstart Teachers, PK teachers, PK aide.</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Updated plan with documentation of training's.</p>	<p><b>Ongoing Evaluation Method:</b> Practice of drills.</p>	<p><b>Final Evaluation Method:</b> Safety meeting at end of school year.</p>
	<p><b>Timeline:</b> 8/16/2022 - 5/31/2023 (As Needed)</p>		
3	<p><b>Action:</b> A hand-held radio will be located in every building to ensure communication in the event of an emergency or intercom system malfunction. [Critical Success Factors 6]  <b>Needs:</b> G1;</p>	<p><b>Person(s) Responsible:</b> Principal, Vice Principal, Counselor</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> A radio is present in each building.</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of building radio's monthly.</p>	<p><b>Final Evaluation Method:</b> Ensuring that all radio's are present and working properly.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)</p>		

**Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.**

**Objective #2: The campus will work to increase upon the culture of pride, positive behavior, and citizenship amongst all stakeholders through various events and incentives.**

1	<b>Action:</b> Campus will promote campus and patriotic pride through various programs and activities including but not limited to: Panther drawings, character trait nominee's for each month, classroom competitions for behavior during lunch. [Critical Success Factors 1, 6] <b>Needs:</b> B3; C1;	<b>Person(s) Responsible:</b> Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Student participation, student nominee lists.	<b>Ongoing Evaluation Method:</b> Student participation, student nominee lists.	<b>Final Evaluation Method:</b> Student participation and nominee lists.
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)		
2	<b>Action:</b> Castroville Elementary will provide various forms of student motivation for attendance with various activities and rewards. [Critical Success Factors 1, 4, 6] <b>Needs:</b> B3; C1;	<b>Person(s) Responsible:</b> Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	<b>Funding/FTEs:</b> Local Funds; PTA Funds
	<b>Evidence of Implementation:</b> Weekly attendance reports.	<b>Ongoing Evaluation Method:</b> Weekly attendance reports.	<b>Final Evaluation Method:</b> Final attendance report.
	<b>Timeline:</b> 9/4/2022 - 6/7/2023 (Weekly)		
3	<b>Action:</b> Proactive steps will be taken to prevent bullying. [Critical Success Factors 6] <b>Needs:</b> G1;	<b>Person(s) Responsible:</b> Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> student nominee list, playing of "Character Network" during morning announcements.	<b>Ongoing Evaluation Method:</b> Student nominee's, number of discipline referrals	<b>Final Evaluation Method:</b> Student nominee's, number of discipline referrals
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)		<b>Resources:</b> Counseling during classroom lessons, Monthly recognition of students demonstrating specific character traits, Panther Champion nominations.;

4	<b>Action:</b> Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year. [Critical Success Factors 3, 6] <b>Needs:</b> B3; C1; [Title I Components CNA, CIP, Evaluation]	<b>Person(s) Responsible:</b> Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor.	<b>Funding/FTEs:</b> Local Funds; PTA Funds
	<b>Evidence of Implementation:</b> Teachers observation, student nominee's	<b>Ongoing Evaluation Method:</b> Teachers observations	<b>Final Evaluation Method:</b> Teachers observation, student nominee's
	<b>Timeline:</b> 8/27/2022 - 6/7/2023 (Daily)		<b>Resources:</b> Prizes/incentives for students.;

**Funding**

Local Funds		
PTA Funds		
State Comp Ed Funds	\$30,685.00	3.00 FTEs
Special Ed Funds		
Title I, Part A Funds	\$7,320.00	3.13 FTEs
Title II, Part A Funds		
Title III, Part A Funds		
Title IV, Part A Funds		1.00 FTEs
Tx Educ for Children Homeless Youth		

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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### Element 1: Comprehensive Needs Assessment

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Conduct a Comprehensive Needs Assessment

- Goal # 1, Objective #1 , Strategy # 1:** Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5.
- Goal # 1, Objective #1 , Strategy # 8:** Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month,
- Goal # 1, Objective #1 , Strategy # 9:** Castroville Elementary will provide academic support for students identified as at-risk through a variety of methods including but not limited to academic tutors, Saturday school tutoring, attendance recovery.
- Goal # 2, Objective #2 , Strategy # 5:** Provide incentives to student to help their self-worth and motivation. Incentive activities including the following but are not limited too: attendance, panther champion, character trait of month.
- Goal # 3, Objective #1 , Strategy # 2:** Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education.
- Goal # 4, Objective #3 , Strategy # 4:** Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.
- Goal # 5, Objective #1 , Strategy # 1:** Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation.
- Goal # 5, Objective #2 , Strategy # 4:** Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

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### Element 2: Schoolwide Plan

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Prepare a Comprehensive Schoolwide Plan

- Goal # 1, Objective #1 , Strategy # 1:** Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5.
- Goal # 1, Objective #1 , Strategy # 8:** Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month,
- Goal # 3, Objective #1 , Strategy # 2:** Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education.
- Goal # 4, Objective #3 , Strategy # 4:** Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

**Goal # 5, Objective #1 , Strategy # 1:** Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation.

**Goal # 5, Objective #2 , Strategy # 4:** Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

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### **Element 3: Parent and Family Engagement**

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 1, Objective # 1, Strategy # 5:** Continue to fund for a campus Reading specialist, parent/family engagement coordinator, class size reduction teachers, Social Worker, and pre-k aide

**Goal # 1, Objective # 1, Strategy # 9:** Castroville Elementary will provide academic support for students identified as at-risk through a variety of methods including but not limited to academic tutors, Saturday school tutoring, attendance recovery.

**Goal # 1, Objective # 2, Strategy # 4:** College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions.

**Goal # 4, Objective # 1, Strategy # 1:** Opportunities will be provided for parents to participate through various avenues including but not limited too: virtually, drive-throughs

**Goal # 4, Objective # 2, Strategy # 3:** The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind.

**Goal # 4, Objective # 3, Strategy # 4:** Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

**Goal # 5, Objective # 2, Strategy # 4:** Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **LaCoste Elementary School**

16069 Uvalde St, LaCoste, TX 78039

### **Campus Improvement Plan 2022-2023**



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**MISSION**

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The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Medina Valley I.S.D. District Mission Statement Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Medina Valley LaCoste Elementary Mission Statement I am a Panther, I believe my Choices create my Character, which Inspires me to be a Leader & Reach my Highest Potential...

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## VISION

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### Shared Vision

#### Our Students will:

- Be passionate and responsible in their learning and in life
- Be well-rounded emotionally, socially, and academically
- Demonstrate strong values and pride through their actions and beliefs
- Follow an educational path that allows them to explore academic and/or vocational career possibilities
- Be equipped with the necessary skills, knowledge, and resources for their future
- Contribute positively as members of our community and society

#### Our learning environment will provide:

- State-of-the-art and relevant technology and facilities
- Consistent and effective communication between the home, school, and district
- Classroom experiences focused on student engagement and learning
- Opportunities for parents and staff to work together for student success
- A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- Settings that are both physically and emotionally safe

#### Our district and community will work together to:

- Provide real-life learning opportunities to prepare students for the workforce
- Encourage and provide parental involvement and engagement to support the learning environment
- Provide a variety of educational programs with appropriate curriculum
- Support a growing and diverse population
- Build partnerships that are mutually beneficial

Medina Valley LaCoste Elementary Vision Through Leadership we will educate and inspire each other to achieve nothing less than our best.

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## DESCRIPTION

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### **Title I Campus**

Title I campus with high risk students receiving inclusion support, tutorials, and needed accommodations and supports to be successful.

**Demographics**

- Specific programs/interventions and staff support to target bilingual populations to help bridge the language and learning gaps. Promote attendance across all demographics.

**Student Achievement**

- Upper grade and lower grade tutors (math & reading) Bilingual tutor (all subjects) **Math & Reading Intervention Resource for Progress Monitoring Online** Inclusion Support Aides Renaissance Learning

**School Culture and Climate**

- More specific school safety training. Nurture distinctive learning needs. Encourage Community Involvement. Cultural Activities. To reinforce school culture and climate we would like to increase parental and community involvement in order to nurture distinctive learning needs.

**Staff Quality, Recruitment and Retention**

- Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience. Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level. Bilingual tutor. Benefits & Salary. Additional Technology Specialist - to help CIT and leave her available for tech classes with students. Support staff for GT students.

**Curriculum, Instruction and Assessment**

- LaCoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum. We need more comprehensive assessments at the beginning of the school year and more instructional time during the school year. Common assessments take up many instructional days that could be used for instruction. It would be beneficial to have assessments at the beginning, middle and end of year.

**Family and Community Engagement**

- Parent online training as a resource. Translators at Family Events Fed Prog Recommends (Translate during events). Build capacity with parents and families by providing them with knowledge & skills through takeaways to meet the child's educational needs providing light snacks and refreshments and child care during events.

**School Context and Organization**

- Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. UIL academics made a big growth this year, but the students will have advanced opportunities to participate in clubs and activities tailored to their needs. Communications will be increased and more efficient in effort to improve school organization and safety.

**Technology**

- Enhanced Student 1:1--More Chrome Carts, updated computers in the library. More interactive Technology--More ViewSonic Boards for classrooms, and specials--PE, Library, Fine Arts, Conference/Meeting Rooms. iPads for student learners with safe access

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**SPECIAL PROGRAMS**

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

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**ADMINISTRATORS**

Elizabeth Vera - Principal  
 Ruth Bernard - Vice Principal  
 Cara Rakowitz - Counselor  
 Kayla Patton - Secretary

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**PLANNING COMMITTEE**

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Elizabeth Vera	Principal	Principal
Ruth Bernard	Vice Principal	Assistant Principal
Marisol Stevenson	5th Grade Representative	Teacher
Katie Boatright	Support/ Specials Team Representative	Teacher
Lolita Camarillo	Third Grade Teacher Representative	Teacher
Denise Robertson	2nd Grade Representative	Teacher
Erica Villarreal	1st Grade Representative	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Kelly Hightower-Brown	Kindergarten Representative	Teacher
Amanda Vaughn	4th Grade Representative	Teacher
Kayla Patton	Secretary	Non-Teaching Staff
Amber Persyn	Special Education Teacher	Special Education Teacher
Janice Godel	Parent	Parent
Adrienne Wells	Parent	Parent
Kimberly Santleben	Community Member	Community Member
Kristina Mike	Community Memeber	Community Member
Jillian Biediger	Little Genius Daycare	Business Representative
Carmelo Valdez	C&L Backyard BBQ Owner	Business Representative

**CNA PROCESS**

The CNA process begins in late Spring by gathering Data to support needs assessments. We create groups by ensuring that each representative from a grade level and community representative provide input. In early June we begin with our campus improvement by addressing our needs. CIP is completed by early September.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Consistent Counseling Services
- 2 Leader In Me
- 3 PTO offering various parental involvement opportunities
- 4 GT activities for all demographics
- 5 Authentic student involvement opportunities
- 6 Field trip opportunities

### Needs

- 1 Increased support for bilingual classroom teachers
- 2 The technology available for one to one student to device
- 3 Specific programs/interventions and staff support to target bilingual populations to help bridge the language and learning gaps

### Summary

Specific programs/interventions and staff support to target bilingual populations to help bridge the language and learning gaps. Promote attendance across all demographics.

### Data

- Attendance Data
- Curriculum-Based Assessments
- Individual Student Profiles
- Promotion / Retention data
- STAAR / EOC Results
- Student Achievement Data
- Student Demographics
- TAPR

## Student Achievement

### Strengths

- 1 LaCoste Student of the Week
- 2 Read-n-Quiz Reward Time
- 3 Helping Hands
- 4 Math & Reading Specialists on campus
- 5 IXL for Resource classes
- 6 Daily Calling of students who are absent
- 7 Campus leaders/mentors/clubs
- 8 Classroom Attendance Incentives
- 9 Teacher collaboration on student data that led to growth

### Needs

- 1 Math & Reading Intervention Resource for Progress Monitoring Online
- 2 Upper grade and Lower grade tutors (Math & Reading)
- 3 Cross curricular-Vertical planning/learning
- 4 Bilingual tutor
- 5 Spanish Istation or other technology resource
- 6 STAAR/MOY benchmark Incentives
- 7 Inclusion Support Aides
- 8 Quarterly campus bilingual meetings
- 9 Renaissance Learning
- 10 Clubs and materials for clubs to be successful

### Summary

Upper grade and lower grade tutors (math & reading) Bilingual tutor (all subjects) **Math & Reading Intervention Resource for Progress Monitoring Online** Inclusion Support Aides Renaissance Learning

### Data

Attendance Data  
Campus-Based Assessments  
Curriculum-Based Assessments

District-Based Assessments  
Formative Assessments  
Promotion / Retention data  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
Student Demographics  
TAPR

## School Culture and Climate

### Strengths

- 1 6 Weeks Awards recognized
- 2 Leader in Me
- 3 Student Clubs
- 4 Counseling
- 5 Attendance Incentives
- 6 Weekly Student Leaders
- 7 parental involvement
- 8 student leadership opportunities to a bigger population

### Needs

- 1 offer Spanish parent involvement/engagement activities
- 2 encourage community involvement
- 3 nurture distinctive learning needs
- 4 more School Safety-Specific
- 5 cultural activities

### Summary

More specific school safety training. Nurture distinctive learning needs. Encourage Community Involvement. Cultural Activities. To reinforce school culture and climate we would like to increase parental and community involvement in order to nurture distinctive learning needs.

### Data

Attendance Data  
Discipline Data  
Formative Assessments  
Promotion / Retention data  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
Student Demographics  
TAPR

## Staff Quality, Recruitment and Retention

### Strengths

- 1 Rdg. & Mth. Specialists/Interventionists on Campus
- 2 Bilingual Teacher in each Grade Level
- 3 G/T Certified Teachers
- 4 Highly Qualified Staff/Paras
- 5 Collaboration between teachers within the Grade Levels.
- 6 Monthly Teacher Incentives/Appreciation to boost Morale

### Needs

- 1 Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
- 2 Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
- 3 Benefits & Salary
- 4 Additional Technology Specialist - to help CIT and leave her available for tech classes with students.
- 5 Support staff for GT students.
- 6 Bilingual tutors

### Summary

Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience. Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level. Bilingual tutor. Benefits & Salary. Additional Technology Specialist - to help CIT and leave her available for tech classes with students. Support staff for GT students.

### Data

Attendance Data  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
Student Demographics  
TAPR

## Curriculum, Instruction and Assessment

### Strengths

- 1 Campus Programs & Data: ReadnQuiz/Read Live/ I-Station/ Galaxy/IXL
- 2 Technology Devices & Training to accommodate more students
- 3 Adding intervention teachers to target more students
- 4 Math Specialist- Able to target more students in need of intervention through small groups
- 5 Tutors for reading and math

### Needs

- 1 More targeted intervention for kinder- 2nd grade students in reading.
- 2 More M-Class Training
- 3 Online programs targeted for Math, Science, and Social Studies for progress monitoring
- 4 Training for online Social Studies Curriculum; more resources for social studies resources
- 5 More training on main idea- follow up to 19-20 main idea training that was done at LaCoste
- 6 Viewsonic boards for all classrooms holding the instruction

### Summary

LaCoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum. We need more comprehensive assessments at the beginning of the school year and more instructional time during the school year. Common assessments take up many instructional days that could be used for instruction. It would be beneficial to have assessments at the beginning, middle and end of year.

### Data

Campus-Based Assessments  
 Curriculum-Based Assessments  
 District-Based Assessments  
 Formative Assessments  
 Individual Student Profiles  
 Promotion / Retention data  
 Response to Intervention tracking  
 STAAR / EOC Results  
 Student Achievement Data

Student Demographics  
TAPR

## Family and Community Engagement

### Strengths

- 1 Communication- Facebook, S'mores, weekly newsletters, blackboard
- 2 PTO Involvement and Support
- 3 Classroom Awards
- 4 Parent Involvement opportunities
- 5 Leader In Me Student Led Conferences
- 6 Online student enrollment
- 7 Positive parent contacts ( calling with good news, frequent and diverse students leaders recognized and celebrated)

### Needs

- 1 Parent online training
- 2 Parent involvement at events and family volunteer opportunities are low (local funds, title I funds)
- 3 Translators at Family Events.
- 4 Build capacity with parents and families by providing them with knowledge & Skills through takeaways to meet the child's educational needs Continue to build capacity by providing light snacks and refreshments Child Care during events

### Summary

Parent online training as a resource. Translators at Family Events Fed Prog Recommends (Translate during events). Build capacity with parents and families by providing them with knowledge & skills through takeaways to meet the child's educational needs providing light snacks and refreshments and child care during events.

### Data

Attendance Data  
Campus-Based Assessments

Curriculum-Based Assessments

District-Based Assessments

Formative Assessments

Individual Student Profiles

Promotion / Retention data

STAAR / EOC Results

Staff Demographics

Student Achievement Data

Student Demographics

TAPR

## School Context and Organization

### Strengths

- 1 Leader In Me
- 2 School SafetyDrills/Practices
- 3 WIGS Student/Teacher Goals
- 4 High Expectations for Learners
- 5 Attendance Incentives
- 6 Increased involvement with UIL Academics

### Needs

- 1 Student Feedback/Sugg. Box
- 2 More clubs and needed supplies for clubs (Led by Paras, Teachers not tutoring,Parent Volunteers)
- 3 Skyward Navigating Training for Parents
- 4 School Communication: updated intercom system, classroom phones, new/increased number of walkie/radios
- 5 Keyless entry points (front gate, outside doors within fenced enclosure)

### Summary

Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. UIL academics made a big growth this year, but the students will have advanced opportunities to participate in clubs and activities tailored to their needs. Communications will be increased and more efficient in effort to improve school organization and safety.

### Data

Attendance Data  
Campus-Based Assessments  
Curriculum-Based Assessments  
Discipline Data  
District-Based Assessments  
Formative Assessments  
Individual Student Profiles  
Promotion / Retention data  
Response to Intervention tracking  
STAAR / EOC Results  
Staff Demographics

Student Achievement Data

Student Demographics

TAPR

## Technology

### Strengths

- 1 Online programs for students, including data reports
- 2 Guest wifi
- 3 Teacher Devices: chromebooks, laptops
- 4 Student devices
- 5 Google Classroom, Blackboard, Smores

### Needs

- 1 Enhanced student devices 1:1--Chrome carts for lower grades and 2nd cart for upper grades to include updating old computers in library for student access
- 2 Instructional Websites (safe/limited)
- 3 Headphones 1:1 for all labs and classrooms
- 4 Interactive technology: ViewSonic boards for all classrooms and departments including, PE, Library, Fine Arts and in all meeting areas (conference room).
- 5 Panther on Demand Trainings for parents
- 6 Internet access for all--teachers, students
- 7 iPads for student learners with safe/limited apps access

### Summary

Enhanced Student 1:1--More Chrome Carts, updated computers in the library. More interactive Technology--More ViewSonic Boards for classrooms, and specials--PE, Library, Fine Arts, Conference/Meeting Rooms. iPads for student learners with safe access

### Data

Attendance Data  
Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
Discipline Data  
Formative Assessments  
Individual Student Profiles  
Promotion / Retention data  
Staff Demographics  
Student Achievement Data  
Student Demographics

TAPR

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**PRIORITY NEEDS**

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**C: School Culture and Climate**

- C1 offer Spanish parent involvement/engagement activities
- C2 encourage community involvement
- C3 nurture distinctive learning needs
- C4 more School Safety-Specific

**D: Staff Quality, Recruitment and Retention**

- D1 Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
- D2 Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
- D3 Benefits & Salary

**E: Curriculum, Instruction and Assessment**

- E1 More targeted intervention for kinder- 2nd grade students in reading.
- E2 More M-Class Training
- E3 Online programs targeted for Math, Science, and Social Studies for progress monitoring
- E4 Training for online Social Studies Curriculum; more resources for social studies resources
- E5 More training on main idea- follow up to 19-20 main idea training that was done at LaCoste

**F: Family and Community Engagement**

- F1 Parent online training
- F2 Parent involvement at events and family volunteer opportunities are low (local funds, title I funds)
- F3 Translators at Family Events.
- F4 Build capacity with parents and families by providing them with knowledge & Skills through takeaways to meet the child's educational needs Continue to build capacity by providing light snacks and refreshments Child Care during events

**G: School Context and Organization**

- G1 Student Feedback/Sugg. Box

- G2 More clubs and needed supplies for clubs (Led by Paras, Teachers not tutoring, Parent Volunteers)
- G3 Skyward Navigating Training for Parents
- G4 School Communication: updated intercom system, classroom phones, new/increased number of walkie/radios

H: Technology

- H2 Instructional Websites (safe/limited)
- H3 Headphones 1:1 for all labs and classrooms

## GOALS

### **Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

### **Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.**

#### District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

# Actions

**Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.**

**Objective #1: Lacoste Elementary students, teachers, and staff will achieve academic excellence in all content areas.**

1	<p><b>Action:</b> Attendance Incentives by grade level and classroom. We will have various opportunities for students and staff to reach attendance goals by allowing the autonomy of creating incentives weekly, monthly, biweekly, or by the semester or 6 week period. [Critical Success Factors 1, 4, 5, 6] <b>Needs:</b> C1;</p>	<p><b>Person(s) Responsible:</b> All students, teachers, and staff.</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> An increase in student attendance each subsequent week of the school year.</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of student attendance and incentives. Celebration Points throughout the objective span.</p>	<p><b>Final Evaluation Method:</b> End of Year Attendance Rate Increase to reach or exceed 97%.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Resources:</b> Attendance Incentives, Motivational/ Academic Correlations to Overall Success;</p>
2	<p><b>Action:</b> Teachers will assist students in creating academic goals based on growth and achievement for core content areas. Students will track their progress in data binders and meet with teachers and accountability partners to discuss goals and monitoring. [Critical Success Factors 1, 2, 3, 4] <b>Needs:</b> E2; E5;</p>	<p><b>Person(s) Responsible:</b> Students, teachers, staff, Reading Specialist, Math Specialist, District CIA staff, Dyslexia Specialist, GT Specialist, LSSP, Special Ed. Department</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Common assessments, data binders, data meetings</p>	<p><b>Ongoing Evaluation Method:</b> ongoing data tracking in binders</p>	<p><b>Final Evaluation Method:</b> End of Year STAAR 3-5/ EOY testing for K - 2.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> District Adopted Physical Instructional Materials, District adopted digital instructional materials, data binders, goal setting tracking sheets, intervention resources;</p>

4	<p><b>Action:</b> Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment. [Critical Success Factors 1, 2, 4, 6]  <b>Needs:</b> C2; D3; E2; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Administration and Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> The improvement of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.</p>	<p><b>Ongoing Evaluation Method:</b> The improvement and monitoring and adjusting of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.</p>	<p><b>Final Evaluation Method:</b> EOY tests, Staar Improvement, Academic Growth in core areas from August to June.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Resources:</b> Data - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.;</p>
5	<p><b>Action:</b> Provide academic support for students who failed the STAAR or other assessments as determined by the campus administration and academic coordinator. [Critical Success Factors 1, 2, 4]  <b>Needs:</b> E5;</p>	<p><b>Person(s) Responsible:</b> Administration, Teachers, and staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$2,000.00; State Comp Ed Funds \$36,433.00; 2.00 FTEs</p>
	<p><b>Evidence of Implementation:</b> tutoring rosters and lesson plans</p>	<p><b>Ongoing Evaluation Method:</b> weekly monitoring</p>	<p><b>Final Evaluation Method:</b> review of tutoring logs and assessments</p>
	<p><b>Timeline:</b> 10/1/2022 - 6/1/2023 (On-going)</p>		<p><b>Resources:</b> tutoring rosters;</p>
6	<p><b>Action:</b> Instructional resources, materials and software programs to supplement classroom instruction targeting improvement and success of the at-risk student population. (Amended: Feb 18, 2020) [Critical Success Factors 1]  <b>Needs:</b> E3;</p>	<p><b>Person(s) Responsible:</b> Teachers and administrators</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Teachers will do a summative evaluation of the program.</p>	<p><b>Ongoing Evaluation Method:</b> Student formal and informal observation of grasping concepts. Teacher evaluation of program.</p>	<p><b>Final Evaluation Method:</b> Teachers will do summative evaluation of program</p>
	<p><b>Timeline:</b> 9/1/2022 - 7/1/2023 (Daily)</p>		

**Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.**

**Objective #2: LaCoste Elementary will maximize small group intervention time by utilizing resources, materials, tutors, and additional staff along with instructional programs to continually monitor and scaffold student learning.**

1	<b>Action:</b> Utilize district resources and campus resources along with tutors and additional staff to provide targeted instruction to our students. [Critical Success Factors 1] <b>Needs:</b> E2; E3;	<b>Person(s) Responsible:</b> Administrators, Teachers, Staff	<b>Funding/FTEs:</b> State Comp Ed Funds 4.00 FTEs; Title I, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Progress monitoring reports, benchmarks, assessments, tutoring logs	<b>Ongoing Evaluation Method:</b> tutoring logs, progress checks	<b>Final Evaluation Method:</b> Individual growth for students on EOY assessments
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> online resources to cover TEKS vertical alignment and scaffolding.;

**Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.**

**Objective #3: LaCoste Elementary will proactively plan for the allocation of classroom materials and resources in order to accommodate for rapid growth.**

1	<p><b>Action:</b> Literacy Closet will be utilized by PK - 5th grade students and teachers to support the different reading styles and levels of students. [Critical Success Factors 1, 2, 4, 6]  <b>Needs:</b> E2; E3;</p>	<p><b>Person(s) Responsible:</b> Reading Specialist, Teachers, Administration</p>	<p><b>Funding/FTEs:</b> Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds; Gifted &amp; Talented</p>
	<p><b>Evidence of Implementation:</b> The checking out of materials from the Literacy Closet by teachers and students. Parents are allowed to utilize our Literacy Closet as well.</p>	<p><b>Ongoing Evaluation Method:</b> Teachers small group logs, ARC leveling (School Pace), and Star Enterprise Growth</p>	<p><b>Final Evaluation Method:</b> Annually - EOY growth records for individual students and classes that utilize the Literacy Closet routinely.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Library Literacy Closet, Books, Audio Books, Leveling system, Target the TEKS, Istation &amp; Tumblebooks;</p>
2	<p><b>Action:</b> State adopted texts for all core academic areas for grades PK - 5 will be maintained and all additional needed resources will be used and evaluated for appropriate levels of rigor with fidelity and consistency. [Critical Success Factors 1, 2]  <b>Needs:</b> E1; E3; E4;</p>	<p><b>Person(s) Responsible:</b> Academic Coordinator, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Analysis completed by the Academic Coordinator/ Teachers.</p>	<p><b>Ongoing Evaluation Method:</b> Frequent feedback, student interaction and participation, and evaluation pieces included in the curriculum.</p>	<p><b>Final Evaluation Method:</b> End of Year Evaluation of all Resources</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> Adopted Texts, Core Resources, New Adoption Information for the upcoming year.;</p>
3	<p><b>Action:</b> Continue to provide online access to the TEKS Resource system [Critical Success Factors 1, 2, 4]  <b>Needs:</b> E1;</p>	<p><b>Person(s) Responsible:</b> Campus Admin and CIA</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$3,361.00</p>
	<p><b>Evidence of Implementation:</b> Lesson plans reviewed; data analysis of program usage evaluated</p>	<p><b>Ongoing Evaluation Method:</b> review of lesson plans; walkthrough</p>	<p><b>Final Evaluation Method:</b> summative evaluation; surveys</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)</p>		

4	<p><b>Action:</b> Provide school supplies and other school-related resources to students identified by the counselor, social worker, and the McKinney-Vento liaison. [Critical Success Factors 1, 6]  <b>Needs:</b> C2; C3;</p>	<p><b>Person(s) Responsible:</b> counselor, social worker, McKinney-Vento liaison</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$500.00; Tx Educ for Children Homeless Youth</p>
	<p><b>Evidence of Implementation:</b> list of needs and supplied items or services</p>	<p><b>Ongoing Evaluation Method:</b> every 3-6 weeks review of student status and/or needs</p>	<p><b>Final Evaluation Method:</b> reports</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (As Needed)</p>		<p><b>Resources:</b> list of students with identified needs;</p>

**Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.**

**Objective #4: We will promote and monitor instructional time for individual students by creating a campus-wide attendance incentive for each of the six weeks.**

1	<b>Action:</b> We will have goal-tracking sheeting in leadership binders and hold attendance recognition events. <b>Needs:</b> C2; C3;	<b>Person(s) Responsible:</b> Teachers and staff	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> attendance rate tracking in binders	<b>Ongoing Evaluation Method:</b> attendance percentages	<b>Final Evaluation Method:</b> attendance percentatages
	<b>Timeline:</b> 8/31/2022 - 8/31/2022 (Every 6 weeks)		

**Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.**

**Objective #1: LaCoste Elementary will recruit, retain and promote highly qualified staff.**

1	<p><b>Action:</b> A Reading Specialist will be available on campus. [Critical Success Factors 1, 2, 3, 4]  <b>Needs:</b> C2; E2; F1; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Reading Specialist</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds 1 FTEs</p>
	<p><b>Evidence of Implementation:</b> Daily Schedule/ Lesson Plans/ Completed Benchmark Data/ Time on Task with Programs</p>	<p><b>Ongoing Evaluation Method:</b> growth in student data.</p>	<p><b>Final Evaluation Method:</b> Monitoring of Individual Growth and Progress</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> curriculum support and supplemental instructional material;</p>
2	<p><b>Action:</b> Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]  <b>Needs:</b> C1; C2; D3; E2; E3; E5; F1; G4; H3; [Title I Components CNA, CIP, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Administration and Staff</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Comprehensive Needs Assessment                   All documentation is available. All are able to participate in the development on campus. Parents are included in the committee.</p>	<p><b>Ongoing Evaluation Method:</b> Meet in late Spring and set committees to review data from campus usage, then the set committee will take that information and create the plan from the identified needs.</p>	<p><b>Final Evaluation Method:</b> Membership Attendance from the Committee, along with decisions made for the appropriate. school improvement model to be implemented. Surveys from parents/ teachers/ students/ community members.                   The re-evaluation throughout the year of various needs will be noted throughout grade level weekly minutes/agendas.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Bi-Annually)</p>		<p><b>Resources:</b> Campus Needs Assessment from previous year, Campus Improvement Plan from previous year, Information gathered from grade levels on a weekly basis through grade level meeting data, Campus Usage for technology needs, Campus Usage for material/educational needs.;</p>

3	<b>Action:</b> Provide any teacher new to the profession a mentor and mentoring topics. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> D2;	<b>Person(s) Responsible:</b> Administration and CIA	<b>Funding/FTEs:</b> Title II, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Agenda, sign-in sheet	<b>Ongoing Evaluation Method:</b> Journal entries, technical support, class observations monthly	<b>Final Evaluation Method:</b> survey and online data
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> list of topics covered; expectations for both mentee and mentor; job description;

**Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.**

**Objective #2: Lacoste Elementary will participate in a mentor-mentee program for first-year teachers.**

1	<b>Action:</b> First-year teachers will have support from a veteran teacher at LaCoste. <b>Needs:</b> D2;	<b>Person(s) Responsible:</b> District staff, Administration.	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Meeting dates	<b>Ongoing Evaluation Method:</b> feedback	<b>Final Evaluation Method:</b> teacher performance
	<b>Timeline:</b> 8/31/2022 - 8/31/2022 (Daily)		

**Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.**

**Objective #3: LaCoste Elementary and district staff will provide relevant, timely, and rigorous staff professional development opportunities to increase professional growth and foster collaborative learning opportunities.**

1	<p><b>Action:</b> LaCoste Elementary teachers are Trainers of trainers for the Leader in Me Process that work to maintain the positive morale of all staff, collaborate across grade levels to teach and attend professional development opportunities, and meet weekly to build academic capacity throughout their grade level teams. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> D3;</p>	<p><b>Person(s) Responsible:</b> LaCoste Staff, District Admin, Counselor, Leader in Me Facilitator, Lighthouse Team</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds; Gifted &amp; Talented</p>
	<p><b>Evidence of Implementation:</b> Documentation of Meetings/ Certificates of Attendance Reflective practices - student work samples.</p>	<p><b>Ongoing Evaluation Method:</b> Evaluations will occur weekly/ monthly, depending on the professional development topic. Vertical Meetings are bi-weekly, and team meetings are also bi-weekly. The teachers are able to use their data to drive future instruction.</p>	<p><b>Final Evaluation Method:</b> Increased professional development completion/ sharing of strategies and student work samples.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Resources:</b> All necessary materials for staff development, along with staff development opportunities/ materials off campus.;</p>
2	<p><b>Action:</b> Staff development will be planned, implemented and monitored to develop the core competencies. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> D3; E1; E3; F1; G2; H3;</p>	<p><b>Person(s) Responsible:</b> Principal, Academic Coordinator, Counselor, Teachers teach Teachers, district staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds .25 FTEs</p>
	<p><b>Evidence of Implementation:</b> Bi-Weekly Meetings, both team and Vertical</p>	<p><b>Ongoing Evaluation Method:</b> Bi-Weekly &amp; Semester reflections and re-teaching of professional development topics/ materials usage.</p>	<p><b>Final Evaluation Method:</b> End of Year evaluation (CNA) of on-going professional development topics and needs as identified by campus teachers, administration, staff, and community members.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Resources:</b> rail of Breadcrumbs, Vertical Alignment Team Lessons, AWARE, Read Naturally, Istation Reading, Fundamental 5, Success Ed, TEKS resource;</p>

**Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.**

**Objective #1: Student Progress will be measured and monitored through data driven decision making and interventions.**

1	<p><b>Action:</b> LaCoste Elementary will provide Career Readiness activities through the campus Counselor's classes with the students, using an online career awareness program , and the Leader in Me program to promote academic excellence and future goals. [Critical Success Factors 3, 5, 6]  <b>Needs:</b> C1; F1; F2; F3; G1; G2; H2;</p>	<p><b>Person(s) Responsible:</b> Teacher and staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> The programs are implemented within the school day and structured around existing learning opportunities. Their evidence should be found within those activities.</p>	<p><b>Ongoing Evaluation Method:</b> Evaluations will be completed through the completion of the online career awareness program, and Leader in Me activities planned throughout the year and reflected upon each semester.</p>	<p><b>Final Evaluation Method:</b> The end of year evaluation of each program and student growth through those programs.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 3 weeks)</p>		<p><b>Resources:</b> Career Readiness programs, Leader in Me;</p>
2	<p><b>Action:</b> Significant targeted strategies and training will be implemented to ensure academic improvement among all subgroups as measured by AYP. Emphasis will be placed upon student performance in Math/ Reading/ Writing, Science, and Social Studies for all subgroups. [Critical Success Factors 1, 2, 3, 5, 6, 7]  <b>Needs:</b> D1; D3; E4; E5; G3; G4; H2;</p>	<p><b>Person(s) Responsible:</b> Teachers and Staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans, observations, Administrative Walkthroughs</p>	<p><b>Ongoing Evaluation Method:</b> Overall student progress, monitored daily by teachers, weekly by admin, monthly by Vertical Team groups.</p>	<p><b>Final Evaluation Method:</b> End of Year/ Semester Benchmarks/ Tests.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> tutoring, instructional test prep material for various subjects enVision Intervention, Fast Focus, STAAR Ready, Marcy Cook, Fluency Vocabulary Development (Flocabulary), Reading Specialist Pull-Outs, Social Studies Weekly, Stemsopes, Field Experiences, Science Fieldtrips on Wheels, ARC, Istation, Read Naturally (Live);</p>

**Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.**

**Objective #2: LaCoste Elementary will provide academic opportunities to enhance student achievement and growth**

1	<p><b>Action:</b> LaCoste Elementary teachers will implement the curriculum central year at a glance/ packing guide, the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results. [Critical Success Factors 1, 2]  <b>Needs:</b> E1; [Title I Components CNA, CIP, Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> LaCoste Staff</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$4,216.00</p>
	<p><b>Evidence of Implementation:</b> Lesson plans, Vertical Teaming Planning &amp; Meeting</p>	<p><b>Ongoing Evaluation Method:</b> District and state cumulative assessments.</p>	<p><b>Final Evaluation Method:</b> Student growth in Eduphoria &amp; Staar data.</p>
	<p><b>Timeline:</b> 8/1/2022 - 8/1/2022 (Daily)</p>		<p><b>Resources:</b> CNA, Benchmark Data, Screening Tools;</p>
2	<p><b>Action:</b> State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis. [Critical Success Factors 1, 2]  <b>Needs:</b> D3; E4; E5; G4; H3; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Administration and staff</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Lesson plans, Interactive lessons, Walkthroughs, student performance and growth</p>	<p><b>Ongoing Evaluation Method:</b> Report Cards, Evaluation of Benchmark Results (BOY, MOY, EOY, Common Assessments/ Simulations)</p>	<p><b>Final Evaluation Method:</b> End of year Report Cards &amp; STAAR Data/ EOY adopted tests.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		

3	<p><b>Action:</b> Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities. [Critical Success Factors 1, 2, 3]  <b>Needs:</b> E2; [Title I Components CNA, CIP, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Administration and Staf</p>	<p><b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Student Data generated from I-Station and Read Naturally Reports across the grade levels.</p>	<p><b>Ongoing Evaluation Method:</b> Data Reports from each program will be used for frequent, ongoing evaluations.  They will occur each three week period and again at semester.</p>	<p><b>Final Evaluation Method:</b> End of year data review and progress measures used to show yearly gains and levels of academic performance.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Scheduled allotment of computer lab time for each class. Computers that are up to date and able to accommodate the software.  Progress Monitoring and use of data, Fieldtrips, Science Camps, Teacher/ Student Technology Devices;</p>
4	<p><b>Action:</b> Pk - 2nd grade will participate in a 90-120 minute reading block utilizing shared reading, Daily 5, reading logs, ARC to address the needs of our Bilingual students and RTI initiatives, Read Naturally (Live) and comprehension and vocabulary development. [Critical Success Factors 1, 2, 3]  <b>Needs:</b> D3; E2; F1; H2;</p>	<p><b>Person(s) Responsible:</b> Classroom Teachers, Technology Teacher, Administration</p>	<p><b>Funding/FTEs:</b> Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Data in growth</p>	<p><b>Ongoing Evaluation Method:</b> Progress Monitoring, Monthly</p>	<p><b>Final Evaluation Method:</b> School Pace Data, Progress Monitoring Semester &amp; End of Year</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Reading Materials for Read Naturally, ARC, Comprehension materials from Journeys adoption, and Daily 5 core work, Star Enterprise;</p>

**Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.**

**Objective #3: Students will be provided support through tutors, specialists, and additional staff support**

1	<p><b>Action:</b> We will use title 1 funds and state comp ed funds to provide tutors and additional support staff to target ours at-risk and special populations on campus. [Critical Success Factors 1, 2, 4]  <b>Needs:</b> E2;</p>	<p><b>Person(s) Responsible:</b> teachers, staff, tutors</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds .25 FTEs; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> student tutoring logs and data growth</p>	<p><b>Ongoing Evaluation Method:</b> tutoring logs</p>	<p><b>Final Evaluation Method:</b> improvement on state, district, and campus assessments.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		

**Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.**

**Objective #1: LaCoste Elementary will promote a safe and drug free environment that incorporates the fundamentals of the Leader in Me process.**

1	<p><b>Action:</b> LaCoste Elementary will utilize and promote the Leader in Me process to build character and promote citizenship as well as emphasize the use of the habits both inside and outside of the school. Parents will play a major role in the sustainability of the use of the habits to promote overall safe and effective learning environments for our students. [Critical Success Factors 1, 2, 3, 5, 6, 7]  <b>Needs:</b> C1; C2; F3; G1; G2; H3;</p>	<p><b>Person(s) Responsible:</b> All Administrators and Staff at LaCoste Elementary, along with parents and guardians, and Medina County Resource Officers.</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; Title II, Part A Funds; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> The use of the habits throughout the campus by staff, students, and administration should be able to be heard and seen on a daily basis.</p>	<p><b>Ongoing Evaluation Method:</b> The use of the Leader in Me Binders, the Leader tabs, should show the character building traits and activities that the students are completing.                  The overall safety features on campus that include, but are not limited to the Watch Dog Dads, the Safety Patrol, and the heightened security around the district should be used as the evaluation tool each 6 weeks grading period.</p>	<p><b>Final Evaluation Method:</b> Annually, the campus will evaluate the students progress with the habits through the evaluations done by the Leader in Me Corporation. Students, teachers, and staff are evaluated throughout the Fall semester to determine if the campus is building that leadership capacity and safe school environment. Our Safety Audits done by the district will also be an effective evaluation tool for our campus safety concerns/ celebrations.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Parent involvement resources                  Campus Evacuation Drill                  Leader in Me                  Character Awards                  Caught Being Leader Awards                  Accountability Partners;</p>

2	<p><b>Action:</b> Support classroom management and adhere to the Student Code of Conduct, the LaCoste Elementary Discipline Management Plan, and all district policies and procedures. [Critical Success Factors 1, 2, 3, 4, 6, 7]  <b>Needs:</b> C2; F1;</p>	<p><b>Person(s) Responsible:</b> Principal, Academic, Classroom Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Management Handled in the Classroom on a daily, consistent basis.</p>	<p><b>Ongoing Evaluation Method:</b> Weekly monitoring of re-occurring management difficulties/ successes by campus administration.</p>	<p><b>Final Evaluation Method:</b> End of Year Campus CNA - Based on accumulated data on Referrals/ LIM data throughout the academic school year.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> District Code of Conduct, Classroom Management Plans &amp; Routines Submitted;</p>
3	<p><b>Action:</b> Students with social emotional needs and as referred by the school counselor will be assigned to a social worker. [Critical Success Factors 1, 4, 6]  <b>Needs:</b> C3; C4;</p>	<p><b>Person(s) Responsible:</b> Campus Administration and CIA</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds 0.33 FTEs</p>
	<p><b>Evidence of Implementation:</b> Referrals and sign in sheets</p>	<p><b>Ongoing Evaluation Method:</b> Counseling logs available</p>	<p><b>Final Evaluation Method:</b> surveys from both social worker and student</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (On-going)</p>		
4	<p><b>Action:</b> Quarterly the School Health Advisory Committee meets to discuss health-related topics to refine any district/campus goals. At least one campus representative will attend to take and/or bring any pertinent information back to the campus [Critical Success Factors 4, 6, 7]  <b>Needs:</b> D3;</p>	<p><b>Person(s) Responsible:</b> Campus Administration</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Sign in sheets/certificates of attendance</p>	<p><b>Ongoing Evaluation Method:</b> Quarterly review of reports</p>	<p><b>Final Evaluation Method:</b> Survey</p>
	<p><b>Timeline:</b> 10/1/2022 - 6/1/2023 (Every 9 weeks)</p>		<p><b>Resources:</b> Agendas;</p>

**Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.**

**Objective #2: LaCoste Elementary will follow and adhere to all safety protocols**

1	<p><b>Action:</b> LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1. [Critical Success Factors 5, 6]  <b>Needs:</b> C1; F1; F3; G2; H3; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Administration, Staff, Parent/Family Engagement Coordinator, and Teachers</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$975.00; .125 FTEs</p>
	<p><b>Evidence of Implementation:</b> Sign-In Rosters from Events                  Increased participation in Leader in Me Response Forms.                  Greater Participation from the Community in School Wide Events/ Initiatives</p>	<p><b>Ongoing Evaluation Method:</b> Sign-In Rosters from Events                  Increased participation in Leader in Me Response Forms.                  Greater Participation from the Community in School Wide Events/ Initiatives                  Evaluation: Each 6 Weeks Grading Period</p>	<p><b>Final Evaluation Method:</b> End of year reflection forms to be completed by parents, teachers, and community members.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		<p><b>Resources:</b> Leader in Me Process/ Parental Involvement Planning and implementation of activities with needed supplies.                  Reading &amp; Math Night                  Snacks, refreshments and materials provided through local and title 1 to build capacity with parents.;</p>
2	<p><b>Action:</b> Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships. [Critical Success Factors 3, 5, 6]  <b>Needs:</b> F2; F3; H3; [Title I Components CIP, Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Student and staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$975.00</p>
	<p><b>Evidence of Implementation:</b> Parental Involvement Sign in and participation documents, Increased Involvement in all campus initiatives and activities as seen through fundraisers, in-class support, and campus visibility.</p>	<p><b>Ongoing Evaluation Method:</b> Increased Initiatives that provide on-going feedback for our campus community and increased participation in campus wide events.                   They will occur on a monthly basis to adjust and monitor for future campus initiatives.</p>	<p><b>Final Evaluation Method:</b> End of Year CNA/ Creation of Event Calendar for the school year (Determination of continued events/ discontinued events)</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		<p><b>Resources:</b> Partnerships, Flyers, Lighthouse Committee Decisions/ Promotions, Student Council Initiative Materials and Fundraiser Needs.;</p>

**Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.**

**Objective #3: LaCoste Elementary will develop and create more opportunities for parent involvement and have events at various times of the day**

1	<b>Action:</b> Teachers and staff will develop a plan to have more family and parent engagement involvement at our campus and virtually. [Critical Success Factors 5, 6] <b>Needs:</b> C1; C2; C3; F2; F3; F4; [Title I Components Evaluation]	<b>Person(s) Responsible:</b> teachers and staff	<b>Funding/FTEs:</b> Title I, Part A Funds 0.125 FTEs
	<b>Evidence of Implementation:</b> monthly event fliers, title 1 folder	<b>Ongoing Evaluation Method:</b> sign in sheets from events	<b>Final Evaluation Method:</b> evaluation of title 1 folder
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		

**Funding**

Bilingual/ELL		
Gifted & Talented		
Local Funds		
PTA Funds		
State Comp Ed Funds	\$36,433.00	6.58 FTEs
Special Ed Funds		
Title I, Part A Funds	\$17,027.00	1.51 FTEs
Title II, Part A Funds	\$5,000.00	
Title III, Part A Funds		
Tx Educ for Children Homeless Youth		

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 2, Objective #1 , Strategy # 2:** Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

**Goal # 3, Objective #2 , Strategy # 1:** LaCoste Elementary teachers will implement the curriculum central year at a glance/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

**Goal # 3, Objective #2 , Strategy # 2:** State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

**Goal # 3, Objective #2 , Strategy # 3:** Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 4:** Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment.

**Goal # 2, Objective #1 , Strategy # 2:** Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

**Goal # 3, Objective #2 , Strategy # 1:** LaCoste Elementary teachers will implement the curriculum central year at a glance/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

**Goal # 3, Objective #2 , Strategy # 2:** State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

**Goal # 3, Objective #2 , Strategy # 3:** Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

**Goal # 4, Objective #2 , Strategy # 2:** Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

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**Element 3: Parent and Family Engagement**

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 2, Objective # 1, Strategy # 1:** A Reading Specialist will be available on campus.

**Goal # 2, Objective # 1, Strategy # 2:** Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

**Goal # 3, Objective # 2, Strategy # 1:** LaCoste Elementary teachers will implement the curriculum central year at a glance/ packing guide, the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

**Goal # 3, Objective # 2, Strategy # 3:** Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

**Goal # 4, Objective # 2, Strategy # 1:** LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1.

**Goal # 4, Objective # 2, Strategy # 2:** Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

**Goal # 4, Objective # 3, Strategy # 1:** Teachers and staff will develop a plan to have more family and parent engagement involvement at our campus and virtually.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

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## **Potranco Elementary School**

190 CR 381 South, San Antonio, TX 78253

### **Campus Improvement Plan 2022-2023**



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## MISSION

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Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Potranco will provide high quality education in a safe, supportive and inclusive environment that builds a foundation for life-long learning.

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## VISION

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Our Students will:

- Be passionate and responsible in their learning and in life
- Be well-rounded emotionally, socially, and academically
- Demonstrate strong values and pride through their actions and beliefs
- Follow an educational path that allows them to explore academic and/or vocational career possibilities
- Be equipped with the necessary skills, knowledge, and resources for their future
- Contribute positively as members of our community and society

Our learning environment will provide:

- State-of-the-art and relevant technology and facilities
- Consistent and effective communication between the home, school, and district
- Classroom experiences focused on student engagement and learning
- Opportunities for parents and staff to work together for student success
- A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- Settings that are both physically and emotionally safe

Our district and community will work together to:

- Provide real-life learning opportunities to prepare students for the workforce
- Encourage and provide parental involvement and engagement to support the learning environment
- Provide a variety of educational programs with appropriate curriculum
- Support a growing and diverse population
- Build partnerships that are mutually beneficial

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## DESCRIPTION

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Potranco Elementary School opened its doors in 2005 and serves 821 students in grades PreKinder through Fifth Grade . The student population is 5.60% African American, 63.46% Hispanic, 23.63% White, .97% Asian, 5.97% Two Or more Races, 51.77% Male, 48.23% Female. Potranco Elementary School serves 18.88% Special Education students, 40.68% Economically Disadvantaged students, 9.14% English Language Learners, 54.02% At-Risk students, 5.85% Gifted & Talented students. The overall mobility rate for the campus is 17.10%. The average attendance rate for students is 93.80%.

### **Title I Campus**

Potranco Elementary is a Title I Campus.

### **Demographics**

- The campus is in need of support to help the growing population of RTI and SPED identified students along with now having a COVID gap. We need more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. We do now have interventionists in place for HB4545 however, there is a need for tutoring in all grade levels to help close gaps and prepare students for future grade levels. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly.

### **Student Achievement**

- There is a need for bilingual supports in areas of testing and among the specific grade level. With regards to all campus staff training for any and all resources is needed. The need for the general population to receive more special education training, resources, and supports to better assist the population. There are strengths that continue with counseling services and sessions in the classroom as well as the Interventionists schedule that has an A-B rotation. This provides flexibility with pull-outs of students. Testing strengths are having the consistency of station as well as the set scheduling dates to test and recognition to the students for success. Definitive RTI program has assisted with helping students who are struggling.

### **School Culture and Climate**

- The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide a system of recognition of students through a character building and social and emotional program to include awards for students displaying positive character traits, implement a student and staff survey to monitor feelings and ensure we maintain of campus where students and staff are feeling safe and valued, and create a buddy program to help build community between upper and lower grade students.

### **Staff Quality, Recruitment and Retention**

- There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

### **Curriculum, Instruction and Assessment**

- To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Development, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Resources/Manipulatives.

### **Family and Community Engagement**

- Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

### **School Context and Organization**

- There is a need for tutoring and additional resources for intervention, outside staff help with cafeteria duty, ISS for behavior issues, and development for vertical alignment,

### **Technology**

- Our campus and students would benefit from additional devices for classrooms and students, as our goal is a 1:1 device ratio. As our technology inventory grows, we find a need for accessories to enable and enhance student technology experiences. Instructional program evaluation continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

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## SPECIAL PROGRAMS

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Potranco is a Schoolwide Title I, Part A campus, providing focused interventions for a large population of economically disadvantaged students and students who struggle academically.

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

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## ADMINISTRATORS

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Sandy Bermea - Principal

Audrey White - Vice Principal

Brenda Estrella-Pagan - Vice Principal

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**PLANNING COMMITTEE**


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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Jennifer Quintero	2nd Grade Teacher	Teacher
Shannon Cregg	Art Teacher	Teacher
Tammy Benoit	1st Grade Teacher	Teacher
Lorelei Albrecht	PreK Teacher	Teacher
Silvana Montero	Kindergarten Teacher	Teacher
Sara Woodley	1st Grade Teacher	Teacher
Jesus Prado	3rd grade teacher	Teacher
Monique Bristol	4th Grade Teacher	Teacher
Krystal Morales	4th Grade Teacher	Teacher
Lucinda Gonzalez	ESSR Interventionist Teacher	Teacher
Jennifer Rowlett	1st Grade Teacher	Teacher
Miriam Lara	Pre-K Teacher	Teacher
Brenda O'bryant	Kindergarten Teacher	Teacher
Margaret Wacasey	Kindergarten Teacher	Teacher
Elsie Torres	Kindergarten Bilingual Teacher	Teacher
Jennifer Aguirre	2nd Grade Teacher	Teacher
Ashley Moreno	Kindergarten Teacher	Teacher
Amanda Stroup	1st Grade Teacher	Teacher
Lucero Rosas-Ortega	1st Grade Bilingual Teacher	Teacher
Nicole Marais	Math Specialist	Teacher
Yaalily Cosme	4th grade Bilingual teacher	Teacher
Kylie Cantu	4th grade teacher	Teacher
Rohany Chapa	5th grade Bilingual teacher	Teacher
Tatiana Ramirez	3rd grade teacher	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Ana Martinez	5th Grade Teacher	Teacher
Grace Deleon	Committee Chair- PE Coach	Teacher
Kristi Smith	Committee Chair-Technology Teacher	Teacher
Leslie Galvan	Committee Chair - Reading Specialist	Teacher
Jacklyn Silva	ESSR Interventionist Teacher	Teacher
Christy Ramirez	Dyslexia Specialist	Teacher
Cynthia Hook	3rd Grade Teacher	Teacher
Vanessa Amador	3rd Grade Teacher	Teacher
Norma Garcia	3rd Grade Teacher	Teacher
Kendall Taylor	ESSR Interventionist Teacher	Teacher
Cassidy Wyrick	Reading Interventionist	Teacher
Letha Wilson	Kinder Teacher	Teacher
Shirley Clark	5th Grade Teacher	Teacher
Kimberlee Garcia	Committee Chair- 3rd Grade Teacher	Teacher
Rebecca Ozuna	Committee Chair-5th Grade Teacher	Teacher
Nelbelee Narvarex	2nd Grade Bilingual Teacher	Teacher
Kelly Adams	2nd Grade Teacher	Teacher
Marycruz Castillo	2nd Grade Teacher	Teacher
Lisa Ellis	1st Grade Teacher	Teacher
Sarah Allen	4th grade teacher	Teacher
Aggie Holguin	4th Grade Teacher	Teacher
Tori Ruiz	5th Grade Teacher	Teacher
Ann Beals	5th Grade Teacher	Teacher
Jenny Gomez	Music Teacher	Teacher
Barden Paula	ECSE Aide	Instructional Aide
Rudy Robles	ALE Aide	Instructional Aide

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Vanessa Alcaraz	Library Aide	Instructional Aide
Zenaida Amaro	PreK aide	Instructional Aide
Karen Smith	BIP Aide	Instructional Aide
John Pimentel	ALE Aide	Instructional Aide
Alyssa Gaitan	ALE Aide	Instructional Aide
Edney Rabinovich Atkins	ECSE Aide	Instructional Aide
Lou Ann Rodriguez	PE Aide	Instructional Aide
Charla Ritchie	BIP Teacher	Special Education Teacher
Maria Gaona	ALE Teacher	Special Education Teacher
Juanita Cruz	Resource/ Inclusion Teacher	Special Education Teacher
Paula Tschirhart	Resource/ Inclusion Teacher	Special Education Teacher
Stacy Dixon	Resource/ Inclusion Teacher	Special Education Teacher
Rachelle Rasmussen	ECSE Teacher	Special Education Teacher
Corin Minica	Parent	Parent
Janay Watson	Parent	Parent
Dallas Taylor	community member	Community Member
Alexandra Ledezma	community member	Community Member
Daniel Harris	business representative	Business Representative
Bridget Brown	business representative	Business Representative

### CNA PROCESS

A weekly staff meeting to discuss the CNA. Committees were assigned.

Federal programs director provide CNA overview for all staff and parents.

In the weekly staff meeting, staff join their assigned the committees to begin CNA work. Committee chair led discussion. The committees reviewed the needs from previous year. The committees identified needs that can be kept, eliminated, or edited.

In the second weekly meeting, staff reported to assigned committee. The committee chair led the discussion. The committee reviewed/discussed data provided. The committee began finalizing needs.

In the weekly staff meeting, the committees finalized needs and discussed the CIP. Committee chairs entered needs in Set2plan.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Reading and Math interventionists provided for RTI and at risk students.
- 2 There is a Bilingual/ESL teacher per grade level.
- 3 Gifted and Talented services are provide by a GT cluster teacher with help and guidance from the Gifted and Talented Specialist.
- 4 The campus offers variety of opportunities for our diverse population to participate in, such as, veteran's day parade, military week, bubbles for autism, trunk or treat, christmas drive-thru, etc).

### Needs

- 1 More inclusion staff-Special Education Teachers/Assistants.
- 2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- 3 Tutoring support for ALL students including bilingual.
- 4 LSSP and Speech Pathologist located on campus.
- 5 Basic training for all teachers for dyslexia, autism, behavior and technology.

### Summary

The campus is in need of support to help the growing population of RTI and SPED identified students along with now having a COVID gap. We need more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. We do now have interventionists in place for HB4545 however, there is a need for tutoring in all grade levels to help close gaps and prepare students for future grade levels. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly.

### Data

Staff Demographics

Student Demographics

## Student Achievement

### Strengths

- 1 Tutorial intervention for reading and math students is effective and beneficial to our struggling students.
- 2 Istation for Math and Reading
- 3 Benchmark/Simulation data is useful for student intervention
- 4 Awards/Incentives for Student Recognition
- 5 Effective attendance committee to support school attendance
- 6 Definitive RTI program with training, support, data and implementation in a timely manner.
- 7 Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.
- 8 Intervention schedule set in rotations and flexibility of student pull-outs.
- 9 Monthly Counseling.

### Needs

- 1 Special Education resources for General Education Teachers.
- 2 Provide consistent program for diagnostic tool to evaluate all grades K-5
- 3 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- 4 Teacher professional development on classroom management (social skills, character development and instructional strategies)
- 5 Tutoring for all content areas.
- 6 Professional development for understanding the writing process and expansion to the lower grade levels.
- 7 Include first and second grade in the ESGI assessment program to be used with RTI students.
- 8 Keeping consistency and accountability to all teachers.
- 9 More parent support when it comes to testing of students for special education services and helping educate them on reasons to why this would benefit them. General Ed teachers need more support in this area.
- 10 Need for more bilingual resources and supports. Presenting the suggestion of a Campus based liason.

### Summary

There is a need for bilingual supports in areas of testing and among the specific grade level. With regards to all campus staff training for any and all resources is needed. The need for the general population to receive more special education training, resources, and supports to better assist the population. There are strengths that continue with counseling services and sessions in the classroom as well as the Interventionists schedule that has an A-B rotation. This provides flexibility with pull-outs of students. Testing strengths are having the consistency of Istation as well as the set scheduling dates to test and recognition to the students for success. Definitive RTI program has assisted with helping students who are struggling.

### Data

Common Assessments

Attendance Data  
Campus Master Schedule  
Campus-Based Assessments  
Curriculum-Based Assessments  
Discipline Data  
District-Based Assessments  
Individual Student Profiles  
Response to Intervention tracking  
STAAR / EOC Results  
Student Achievement Data  
Student Demographics  
TAPR

## School Culture and Climate

### Strengths

- 1 There is a more secure closed off office, badge visitor passes required at all times, enforced drop off and pick up times.
- 2 Parents feel welcomed at school during the times they are able to be on campus and have good relationships with teachers.
- 3 We've strengthened staff rapport & team building.
- 4 Admin and staff communication is strong.
- 5 Parent options for before/after school and during holidays programs
- 6 Students are offered opportunities to join UIL and clubs.
- 7 Community/parental involvement & outreach through school events
- 8 The campus provides various means of communication systems for the school.

### Needs

- 1 Create a system and recognize students through Character Building, Social and Emotional Program to include individual awards for the students displaying good character traits.
- 2 Implement a student and staff survey to seek feedback regarding student feelings about the school environment to utilize as a gauge of overall culture and climate perceptions.
- 3 Create a buddy program between upper and lower grade level students.
- 4 Implement and create opportunities for students to participate in events, clubs and organizations to promote social, emotional, health and leadership.

### Summary

The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide a system of recognition of students through a character building and social and emotional program to include awards for students displaying positive character traits, implement a student and staff survey to monitor feelings and ensure we maintain of campus where students and staff are feeling safe and valued, and create a buddy program to help build community between upper and lower grade students.

### Data

Attendance Data

Discipline Data

## Staff Quality, Recruitment and Retention

### Strengths

- 1 All teachers are certified.
- 2 Some Teachers have a masters degree
- 3 All Teachers have received GT foundational training and an annual GT update.
- 4 College job fairs and recruitment
- 5 New teachers mentor program (district and campus)
- 6 Weekly planning meeting
- 7 A dyslexia program, training and a dyslexia, math, and reading specialist designated solely to their program.
- 8 Have an established RTI program with adequate training for staff.
- 9 Welcoming Environment (Hospitality Committee)

### Needs

- 1 Adequate personnel (teachers and aids) to support special education students to aid teachers within the classroom for inclusion.
- 2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- 3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
- 4 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
- 5 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids. Allow collaboration between teachers and support staff.
- 6 Welcoming Committee (Hospitality Committee) to meet more frequently and have more teacher input/surveys to help keep teacher morale up. Making sure that staff and aides have opportunities to interact during professional development days to ensure everyone knows each other.
- 7 Increase the mentor to mentee ratio.

### Summary

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

### Data

Attendance Data  
 Campus-Based Assessments  
 District-Based Assessments  
 Promotion / Retention data

Staff Demographics

## Curriculum, Instruction and Assessment

### Strengths

- 1 Educational Programs/Software: Brain-pop, Brain-pop.jr, Lone-star Learning, ESGI, iStation Reading and Math, mClass. As well as the access/use of Seesaw (K-2) and Google Classroom/Google Suite (3-5).
- 2 Manipulatives for Math & Science lab materials/resources/equipment
- 3 Reading & Math Specialist Support; Reading & Math Interventionist Support. Reading Specialist was purchased 95% Phonics Intervention Program. Math Specialist was purchased AIRR Math.
- 4 Focus Groups - Enrichment/intervention/resource time in student academic schedule with support staff as required
- 5 Reading Intervention Site and Curriculum Central (Created by Curriculum Department) for planning.
- 6 Handwriting without Tears for grades 2nd-5th - curriculum that offers a NEW integrated print and digital approach to teach pencil grip, letter formation, and the literacy skills that are needed for print and cursive handwriting.
- 7 Provide TEKS Resource System to support Curriculum planning, instruction, and student assessment.
- 8 RTI Program/Skyward RTI data - with training, support, data, and implementation in a timely manner

### Needs

- 1 Renew subscription (campus-wide) of all technology programs for intervention/in-class supplemental learning in Reading/Math/504/Bilingual/Sped.
- 2 Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504; including the Skyward for RTI and the new SPED program for data/documentation purposes.
- 3 Provide Bilingual Academic Materials for teachers, as well as an additional math curriculum for Special Education.
- 4 Hire tutors for an in-school small group tutoring program for intervention in reading/math/writing/science.
- 5 More Technology Devices to support curriculum: additional Chromebooks are needed to support 1:1 technology programs as well as SPED Resource classrooms.
- 6 Increase interventionists to support all sub-populations and content areas; i.e. SPED and LEP.
- 7 Support and expand classroom novel sets and classroom libraries.
- 8 Continue support with math & science manipulatives, lab equipment, materials, and resources. In addition to continue to develop the campus literacy room with new materials/resources for classroom use.
- 9 Implement a Student Academic Building Leadership Program where all students also participate in self-assessment and goal setting. ]
- 10 Continue services provided by the Math and Reading Specialist for all grade levels.
- 11 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.
- 12 Implement a K-2 and 3-5 Specialists for Reading and Math, as well as a Bilingual Certified Interventionist to aide LEP students in K-5 all subjects.
- 13 purchase assessment and intervention resources such as: learning intervention manual & behavior intervention manual (contains goals, objectives, and intervention strategies)
- 14 Handwriting without Tears for grades k-1st

### Summary

To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Development, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Resources/Manipulatives.

**Data**

Campus-Based Assessments

Curriculum-Based Assessments

District-Based Assessments

Formative Assessments

Response to Intervention tracking

STAAR / EOC Results

## Family and Community Engagement

### Strengths

- 1 Family engagement events: meet the teacher, open house, trunk or treat, Veteran's Day presentation/parade/letters, STEAM night, Christmas drive-thru, literacy night, pre-k rodeo
- 2 Parent Involvement Meetings: monthly PTO meetings, title 1 district parent and family engagement meeting, district monthly grandparents raising grandchildren support group
- 3 Mckinney Vinto Program
- 4 Parent Communication: Skyward, Clasdojo, Google Classroom, campus biweekly newsletters, grade level weekly newsletters
- 5 Family engagement meal events: Thanksgiving feast, K-2nd sharing feast, family picnic, 5th grade picnic
- 6 Campus fundraisers: Big Kahuna, Hoops for Heart, Book Fair
- 7 After School Clubs: chess, drama, math, art, steam, C.A.T.S., Right At School
- 8 Educational supplies, refreshments, and food provided from Title 1 funds

### Needs

- 1 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.
- 2 Offer Professional Development/Conferences for teachers and Parents.
- 3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or thank you letters.
- 4 Implement Mentoring Programs: Potranco Papa's/watchdogs, Big Brother and Big Sister
- 5 Translate all documents such as notes, information, memos, newsletters, and events in Spanish.
- 6 Begin Cultural Heritage Months
- 7 Create more incentive programs for Reading and Math

### Summary

Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

### Data

Skyward Data Mining  
 Climate Survey  
 Attendance Data  
 Individual Student Profiles  
 Staff Demographics

Student Achievement Data

Student Demographics

TAPR

## School Context and Organization

### Strengths

- 1 School communication via Google Forms and DWAC committee.
- 2 Leadership program for students to help teachers with duties, i.e. Student Counsel.
- 3 Grade level minutes submitted weekly.
- 4 New teacher mentor program led by ESC 20 is available.
- 5 Administration has an open door policy.
- 6 Instructional time is maximized with campus master schedule.
- 7 Grade level Chairs are available to help new teachers
- 8 Designated classroom Focus Groups
- 9 Communication in a variety of ways to all stakeholders in a timely manner, i.e. Facebook, Remind, Class Dojo, etc.

### Needs

- 1 Add alternative setting for students (ISS) and a Sensory or "cool down" Room
- 2 Have school bus aides cover cafeteria duty as done in the past
- 3 Tutoring provided for grade levels Kinder through fifth. and should start right after MOY Benchmarks.
- 4 Positive reinforcement for students' behavior in cafeteria
- 5 Teachers need a voice in changing policies, in decision making of school policies.
- 6 New Staff Orientation List/File to help with individual campus protocols/do's and dont's, i.e. FAQ
- 7 On going revision of arrival and dismissal procedures with follow up in staff meetings.
- 8 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
- 9 Age appropriate recess equipment for all grade levels, i.e. previous headstart/PK playground
- 10 Replace current carpeting with new industrial carpeting, i.e. library, music room, etc.
- 11 School communication with ample notice for teachers to be able to participate in dress up days, etc.
- 12 Improved school communication via more Google Forms, Calendar activities being communicated to teachers in advance, and committee (ex. DWAC) plans expressed to staff.
- 13 Parent/community and student body surveys.
- 14 Refine and practice safety processes and procedures.

### Summary

There is a need for tutoring and additional resources for intervention, outside staff help with cafeteria duty, ISS for behavior issues, and development for vertical alignment,

### Data

Staff Demographics

Campus Master Schedule

Grade level meeting minutes

Google Form Surveys

Campus Staff Roster

Committee Meeting Minutes

Campus Map

Office Staff/ Counselor Responsibilities Lists

Lunch Duty Schedule

## Technology

### Strengths

- 1 Google Education/Workspace Access
- 2 Online Assessment and Instructional Programs
- 3 Technology for Parent Communication and Volunteer Opportunities
- 4 Interactive Whiteboards / Presentation Devices for Every Classroom
- 5 STEAM Lab Initiative
- 6 Increased WI-FI Capabilities

### Needs

- 1 Provide additional computer labs and carts to increase student device ratio and access. Goal is 1:1 devices for students. Other devices as needed (iPads, tablets, Chromebooks, etc.)
- 2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems, licenses, and subscriptions.
- 3 Technology accessories are needed to enable the proper use of devices (ex: mice, headphones, cameras, microphones) in both labs and classrooms.
- 4 Maintain and increase Wi-Fi capabilities (so as not to lose streaming access during testing).
- 5 Continue Google and Technology Training.
- 6 Provide/replace campus necessary and emergency communications devices (Walkie-talkies, Inter-school phone systems)
- 7 Integration, expansion, and training for STEAM Lab. Expand materials for classroom teacher checkout and use.

### Summary

Our campus and students would benefit from additional devices for classrooms and students, as our goal is a 1:1 device ratio. As our technology inventory grows, we find a need for accessories to enable and enhance student technology experiences. Instructional program evaluation continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

### Data

District Provided Digital Resources  
Technology Inventory

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 More inclusion staff-Special Education Teachers/Assistants.
- A2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- A3 Tutoring support for ALL students including bilingual.
- A4 LSSP and Speech Pathologist located on campus.
- A5 Basic training for all teachers for dyslexia, autism, behavior and technology.

**B: Student Achievement**

- B1 Special Education resources for General Education Teachers.
- B2 Provide consistent program for diagnostic tool to evaluate all grades K-5
- B3 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- B4 Teacher professional development on classroom management (social skills, character development and instructional strategies)
- B5 Tutoring for all content areas.
- B6 Professional development for understanding the writing process and expansion to the lower grade levels.
- B7 Include first and second grade in the ESGI assessment program to be used with RTI students.

**C: School Culture and Climate**

- C1 Create a system and recognize students through Character Building, Social and Emotional Program to include individual awards for the students displaying good character traits.
- C4 Implement and create opportunities for students to participate in events, clubs and organizations to promote social, emotional, health and leadership.

**D: Staff Quality, Recruitment and Retention**

- D1 Adequate personnel (teachers and aids) to support special education students to aid teachers within the classroom for inclusion.
- D2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- D3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.

- D4 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
- D5 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids. Allow collaboration between teachers and support staff.

#### E: Curriculum, Instruction and Assessment

- E1 Renew subscription (campus-wide) of all technology programs for intervention/in-class supplemental learning in Reading/Math/504/Bilingual/Sped.
- E2 Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504; including the Skyward for RTI and the new SPED program for data/documentation purposes.
- E3 Provide Bilingual Academic Materials for teachers, as well as an additional math curriculum for Special Education.
- E4 Hire tutors for an in-school small group tutoring program for intervention in reading/math/writing/science.
- E6 Increase interventionists to support all sub-populations and content areas; i.e. SPED and LEP.
- E7 Support and expand classroom novel sets and classroom libraries.
- E8 Continue support with math & science manipulatives, lab equipment, materials, and resources. In addition to continue to develop the campus literacy room with new materials/resources for classroom use.
- E11 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.
- E12 Implement a K-2 and 3-5 Specialists for Reading and Math, as well as a Bilingual Certified Interventionist to aide LEP students in K-5 all subjects.

#### F: Family and Community Engagement

- F1 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.
- F2 Offer Professional Development/Conferences for teachers and Parents.
- F3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or thank you letters.
- F4 Implement Mentoring Programs: Potranco Papa's/watchdogs, Big Brother and Big Sister
- F5 Translate all documents such as notes, information, memos, newsletters, and events in Spanish.

#### G: School Context and Organization

- G6 New Staff Orientation List/File to help with individual campus protocols/do's and dont's, i.e. FAQ
- G7 On going revision of arrival and dismissal procedures with follow up in staff meetings.
- G8 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
- G13 Parent/community and student body surveys.
- G14 Refine and practice safety processes and procedures.

H: Technology

- H1 Provide additional computer labs and carts to increase student device ratio and access. Goal is 1:1 devices for students. Other devices as needed (iPads, tablets, Chromebooks, etc.)
- H2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems, licenses, and subscriptions.
- H5 Continue Google and Technology Training.

## GOALS

### **Goal #1: Potranco Elementary will sustain and improve academic performance.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #3: Potranco Elementary will maintain a safe school environment.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

### **Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 4: foster an environment of parental and community involvement through open communication.

# Actions

**Goal #1: Potranco Elementary will sustain and improve academic performance.**

**Objective #1: All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.**

1	<p><b>Action:</b> Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists. [Critical Success Factors 1, 2, 4, 7]  <b>Needs:</b> A2; A3; B2; B5; E4; E6; E12; H2; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Teachers                  Interventionist                  Social Worker</p>	<p><b>Funding/FTEs:</b> Local Funds \$4,000.00; Title I, Part A Funds \$4,000.00; 1.25 FTEs; Title III, Part A Funds; Title I, Part C-Migrant; State Comp Ed Funds \$23,090.00</p>
	<p><b>Evidence of Implementation:</b> Assigned intervention blocks by grade level                  List of students served during intervention time by teachers                  Fidelity Check list</p>	<p><b>Ongoing Evaluation Method:</b> Progress monitoring                  Progress reports                  Report cards                  Grade level meetings with Reading Specialist, Academic Coordinator, and Principal</p>	<p><b>Final Evaluation Method:</b> EOY assessments                  STAAR assessments                  Teacher input and survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (Daily)</p>	<p><b>Resources:</b> Master Schedule                  Assessment Data (common assessment, BOY, MOY and EOY assessments, STAAR assessment)                  Diagnostic Data (STAR Renaissance)                  Teacher Input;</p>	

2	<p><b>Action:</b> Data meetings to review progress monitoring and assessment data to develop academic interventions. [Critical Success Factors 1, 2, 4, 7]  <b>Needs:</b> A2; B2; E1; H2;</p>	<p><b>Person(s) Responsible:</b> Reading Specialist                  Math Specialist                  Vice Principal                  Principal                  LSSP                  Diagnosticians</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds; Title IV, Part A Funds \$7,900.00; Local Funds</p>
	<p><b>Evidence of Implementation:</b> Scheduled meetings                  Sign-in sheets per meeting                  Data reports</p>	<p><b>Ongoing Evaluation Method:</b> Data reports                  Specialist documentation</p>	<p><b>Final Evaluation Method:</b> EOY and STAAR assessments                  Student promotion                  Teacher input</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (Monthly)</p>		<p><b>Resources:</b> Istation                  Common Assessments                  BOY, MOY, and EOY assessments;</p>

3	<p><b>Action:</b> Provide curriculum and technological resources so teachers can better teach the TEKS. [Critical Success Factors 1, 2, 4, 7]  <b>Needs:</b> B2; B7; D4; H2;</p>	<p><b>Person(s) Responsible:</b> Teachers                  Interventionist                  Vice Principal                  Principal                  CIT</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Utilization of instructional materials                  Technology usage by teachers and students</p>	<p><b>Ongoing Evaluation Method:</b> Walk throughs                  Technology usage reports                  Fidelity Checks</p>	<p><b>Final Evaluation Method:</b> Assessments                  Walk throughs                  Summatives                  Technology usage reports                  Fidelity Checks</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/4/2023 (Annually)</p>		<p><b>Resources:</b> Computers; Smartboards, Chrome Books and IPADS; Online programs; Curriculum; ESC 20 Co-OP; TEKS Resource system;</p>

4	<p><b>Action:</b> Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents. [Critical Success Factors 1, 2, 6]  <b>Needs:</b> A2; B2; B3; G8; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Reading Specialists                  Special Education staff and interventionist</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> RTI meetings                  RTI schedule                  Success Ed documentation</p>	<p><b>Ongoing Evaluation Method:</b> RTI meetings                  RTI schedule                  Success Ed documentation</p>	<p><b>Final Evaluation Method:</b> RTI meetings                  RTI schedule                  Success Ed documentation</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (Daily)</p>		<p><b>Resources:</b> Principal                  Vice Principal                  Success Ed                  SPED department staff                  Reading Specialist                  Math Specialist                  RTI action network;</p>
5	<p><b>Action:</b> Students to have access to resources which will help them better access the curriculum, support skills, and master TEKS. [Critical Success Factors 1, 4]  <b>Needs:</b> A1; A2; A4; B1; B5; B7; D1; E3; E4; H1; H2;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Reading Specialists                  Math Specialists                  Special Education staff and interventionist</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds                  \$15,623.00</p>
	<p><b>Evidence of Implementation:</b> Instructional materials check out inventory                  Instructional technology inventory                  Chrome cart check out                  Computer lab sign up sheet and usage</p>	<p><b>Ongoing Evaluation Method:</b> Instructional technology usage reports                  Common Assessments                  Benchmarks                  State Assessments</p>	<p><b>Final Evaluation Method:</b> Instructional technology usage reports                  Instructional materials check in inventory                  Instructional technology inventory                  Chrome cart check in                  Computer lab sign up sheet and usage</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/30/2023 (Daily)</p>		<p><b>Resources:</b> Principal                  Vice Principal                  Success Ed                  SPED department staff                  Reading Specialist                  Math Specialist                  RTI action network;</p>

**Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.**

**Objective #1: Maintain turnover rate of less than 7% staff members by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision making.**

1	<b>Action:</b> Assign mentors to new staff members and develop a schedule for mentorship activities. [Critical Success Factors 3, 6, 7] <b>Needs:</b> D2; D5; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal Vice Principal Mentor Teachers	<b>Funding/FTEs:</b> Title I, Part A Funds; Title II, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Schedule meetings and activities	<b>Ongoing Evaluation Method:</b> Meetings with academic coordinator and principal	<b>Final Evaluation Method:</b> New teacher survey Mentor teacher survey
	<b>Timeline:</b> 9/1/2022 - 6/4/2023 (Weekly)		<b>Resources:</b> Mentors, Mentees Academic coordinator;
2	<b>Action:</b> Meet weekly as a campus. [Critical Success Factors 6, 7] <b>Needs:</b> A5; E2; G8; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal Academic Coordinator Reading Specialist Math Specialist Campus Secretary	<b>Funding/FTEs:</b> Title I, Part A Funds
	<b>Evidence of Implementation:</b> Sign in sheets meeting agendas	<b>Ongoing Evaluation Method:</b> Sign in sheets meeting agendas Google calendar	<b>Final Evaluation Method:</b> Teacher survey results and comments
	<b>Timeline:</b> 8/15/2022 - 6/4/2023 (Weekly)		<b>Resources:</b> Campus and district calendars Principal Vice Principal Reading Specialist Campus Secretary;

3	<p><b>Action:</b> Implement support systems and time to support collaborative planning through grade level meetings and PLC's which provides teachers with the capacity to be reflective about their practice. [Critical Success Factors 1, 2, 3, 4, 6, 7]  <b>Needs:</b> B4; B6; D3; E2; E11; G8;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Reading Specialist                  Math Specialist                  Grade level chair                  Teachers</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> grade level meeting minutes                  PLC meeting minutes                  sign in sheets                  agendas</p>	<p><b>Ongoing Evaluation Method:</b> weekly grade level meeting minutes                  weekly and monthly meetings with specialist                  PLC meetings</p>	<p><b>Final Evaluation Method:</b> surveys                  teacher retention                  PLC binder</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/4/2023 (Weekly)</p>		<p><b>Resources:</b> data                  schedule                  weekly bulletin                  campus, grade level, data meetings;</p>

4	<p><b>Action:</b> Communicate by providing a weekly bulletin and Google calendar. [Critical Success Factors 6, 7]  <b>Needs:</b> H5; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Counselor                  Reading Specialist                  Math Specialist                  Campus Secretary                  Receptionist</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> weekly emails                  Bulletin                  updated Google calendar</p>	<p><b>Ongoing Evaluation Method:</b> weekly emails                  Bulletin                  updated Google calendar</p>	<p><b>Final Evaluation Method:</b> teacher survey</p>
	<p><b>Timeline:</b> 8/26/2022 - 6/4/2023 (Weekly)</p>		<p><b>Resources:</b> bulletin                  calendar of events                  Schedule                  Google Calendar;</p>

5	<p><b>Action:</b> Recognize staff for attendance. [Critical Success Factors 6, 7]  <b>Needs:</b> G6; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Campus Secretary                  Attendance Clerk</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> AESOP reports                  calendar                  jeans passes                  college day                  certificates</p>	<p><b>Ongoing Evaluation Method:</b> AESOP reports                  calendar</p>	<p><b>Final Evaluation Method:</b> AESOP reports                  calendar</p>
	<p><b>Timeline:</b> 9/27/2022 - 6/4/2023 (Bi-Monthly)</p>		<p><b>Resources:</b> AESOP reports                  calendar                  attendance clerk;</p>
6	<p><b>Action:</b> Host student teachers throughout the year. [Critical Success Factors 6, 7]  <b>Needs:</b> D5; F1; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  HR director                  Cooperating teachers</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> list of student teachers                  Schedules for student teachers</p>	<p><b>Ongoing Evaluation Method:</b> list of student teachers                  Schedules for student teachers                  Continued cooperation of teachers</p>	<p><b>Final Evaluation Method:</b> Cooperating teachers                  list of student teachers                  hiring of student teachers</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (Annually)</p>		<p><b>Resources:</b> College Campuses                  HR Director;</p>
7	<p><b>Action:</b> Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs. [Critical Success Factors 1, 2, 4, 6, 7]  <b>Needs:</b> B6; D1; D2; D3; D4; D5; E2; E6; E7; E8; E11; G8; H2;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Curriculum Department                  Google Trainer                  District Librarians                  Reading Specialist                  Math Specialist                  Counselor</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Walk throughs forms                  sign in sheets                  program data reports</p>	<p><b>Ongoing Evaluation Method:</b> meetings                  Walk throughs</p>	<p><b>Final Evaluation Method:</b> Observations                  Teacher surveys                  TTESS summatives</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/4/2023 (Daily)</p>		<p><b>Resources:</b> STAR Renaissance                  Discovery Education;</p>

8	<p><b>Action:</b> Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom. [Critical Success Factors 1, 6, 7]  <b>Needs:</b> A5; B4; D2; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Secretary</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Schedule of teachers participating instructional rounds                  Google sheet containing number of visits</p>	<p><b>Ongoing Evaluation Method:</b> Schedule of teachers participating instructional rounds                  Google sheet containing number of visits</p>	<p><b>Final Evaluation Method:</b> Schedule of teachers participating instructional rounds                  Google sheet containing number of visits                  Teacher feedback and surveys</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (Daily)</p>		<p><b>Resources:</b> Master schedule                  Substitute list                  Staff roster;</p>

**Goal #3: Potranco Elementary will maintain a safe school environment.**

**Objective #1: All campus staff will continue to place a high priority on school safety, health, and security for students and staff.**

1	<b>Action:</b> Display and utilize updated campus maps and drill procedures. [Critical Success Factors 6] <b>Needs:</b> G7; G14; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal Vice Principal School Safety Committee	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Drill logs Consistent time and procedures to complete drills	<b>Ongoing Evaluation Method:</b> Drill logs Safety Committee meetings Staff feedback	<b>Final Evaluation Method:</b> Drill logs time decreasing as drill are performed
	<b>Timeline:</b> 8/27/2022 - 6/4/2023 (Monthly)	<b>Resources:</b> campus maps Drill procedures School Safety website drill logs;	
2	<b>Action:</b> Staff will wear badges at all times. [Critical Success Factors 6] <b>Needs:</b> A5; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal Vice Principal	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> badges	<b>Ongoing Evaluation Method:</b> badges	<b>Final Evaluation Method:</b> badges
	<b>Timeline:</b> 8/27/2022 - 6/4/2023 (Daily)	<b>Resources:</b> badges;	
3	<b>Action:</b> CPR certification/renewal opportunities will be provided by the district nurse to enable staff to assist in crisis situations. [Critical Success Factors 3, 6] <b>Needs:</b> E2;	<b>Person(s) Responsible:</b> Principle Vice Principal District Nurse Nurse	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Signing up for training Certificate of completion	<b>Ongoing Evaluation Method:</b> Using CPR procedures if needed	<b>Final Evaluation Method:</b> Certificate of completion
	<b>Timeline:</b> 8/27/2022 - 6/4/2023 (As Needed)	<b>Resources:</b> District training module;	

4	<b>Action:</b> Implement and refine arrival and dismissal procedures. [Critical Success Factors 6] <b>Needs:</b> G7; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal Vice Principal Teachers and staff Safety Committee	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Dismissal complete in a timely manner Written arrival and dismissal procedures	<b>Ongoing Evaluation Method:</b> Safety committee meetings to review and adjust procedures	<b>Final Evaluation Method:</b> Teacher and Parent feedback and surveys
	<b>Timeline:</b> 8/27/2022 - 6/4/2023 (Daily)	<b>Resources:</b> Drop off procedures Dismissal procedures;	
5	<b>Action:</b> The counselor will provide violence, bullying, and drug prevention lessons, programs, or information. [Critical Success Factors 6] <b>Needs:</b> B3; C1; [Title I Components CIP]	<b>Person(s) Responsible:</b> Counselor	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Guidance counseling classes Schedule of guidance counseling classes Red Ribbon Week State Farm anti-bullying program message implemented weekly during announcements	<b>Ongoing Evaluation Method:</b> Student, Parent, and Teacher feedback State Farm anti-bullying program message implemented weekly during announcements	<b>Final Evaluation Method:</b> Student, Parent, and Teacher end of year surveys
	<b>Timeline:</b> 9/10/2022 - 6/4/2023 (Every 3 weeks)	<b>Resources:</b> Counseling schedule Classroom Anti-bullying packet from State Farm Red Ribbon Week activities;	
6	<b>Action:</b> Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day. [Critical Success Factors 6] <b>Needs:</b> C1; C4; [Title I Components CIP]	<b>Person(s) Responsible:</b> PE teacher PE aide Principal Vice Principal Teachers	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Schedule Google calendar	<b>Ongoing Evaluation Method:</b> Student participation Parent volunteers Number of students participation	<b>Final Evaluation Method:</b> Student participation Fitness Gram state data
	<b>Timeline:</b> 8/27/2022 - 6/4/2023 (Annually)	<b>Resources:</b> Fitness Gram Gym Hoops for Heart PE equipment schedules Google calendar;	

7	<p><b>Action:</b> The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks. [Critical Success Factors 6]  <b>Needs:</b> B3; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> District and Campus Nurses                  Principal                  Vice Principal</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Google calendar                  Schedule                  Student feedback</p>	<p><b>Ongoing Evaluation Method:</b> Student feedback</p>	<p><b>Final Evaluation Method:</b> Teacher, parent, and student surveys</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/30/2023 (Annually)</p>	<p><b>Resources:</b> nurses                  district nurse                  Schedule                  google calendar                  brochures;</p>	
8	<p><b>Action:</b> The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems. [Critical Success Factors 6]  <b>Needs:</b> B3; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Social Worker                  Counselor                  Teachers                  Principal                  Vice Principal</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds 1 FTEs</p>
	<p><b>Evidence of Implementation:</b> Referral process                  Student visits                  Documentation</p>	<p><b>Ongoing Evaluation Method:</b> Referral process                  Student visits                  Documentation</p>	<p><b>Final Evaluation Method:</b> Referral process                  Student visits                  Documentation</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/30/2023 (As Needed)</p>	<p><b>Resources:</b> Social Worker                  Counselor                  Referral process                  Teachers                  Parents;</p>	
9	<p><b>Action:</b> Provide supplies and other basic needs for students identified via the McKinney-Vento program. [Critical Success Factors 1, 4, 6]  <b>Needs:</b> B3; B5;</p>	<p><b>Person(s) Responsible:</b> Campus admin and district McKinney-Vento liaison.</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$500.00; Tx Educ for Children Homeless Youth</p>
	<p><b>Evidence of Implementation:</b> Needs list and signed receipts of services/supplies provided</p>	<p><b>Ongoing Evaluation Method:</b> Every 3-6 weeks the liaison pulls reports and follows up with student and campus designee</p>	<p><b>Final Evaluation Method:</b> list of identified students and list of supplies and services provided are available.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/4/2023 (As Needed)</p>	<p><b>Resources:</b> needs list;</p>	

**Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.**

**Objective #1: Strengthen parental involvement by 10% in support of student social development and academic achievement.**

1	<p><b>Action:</b> Provide volunteer training throughout the year. [Critical Success Factors 1, 5, 6]  <b>Needs:</b> F1; F2; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Counselor                  Federal programs staff</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds .125 FTEs</p>
	<p><b>Evidence of Implementation:</b> Sign in sheets                  Volunteer sign in checklist</p>	<p><b>Ongoing Evaluation Method:</b> requests to volunteer                  need for additional training sessions</p>	<p><b>Final Evaluation Method:</b> Volunteer survey                  Student achievement and performance on state assessment and campus assessments</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/4/2023 (As Needed)</p>		<p><b>Resources:</b> Volunteer checklist                  Criminal Background check                  Training PowerPoint                  Federal Programs staff and resources                  Visitors pass                  Sign in sheets;</p>
2	<p><b>Action:</b> Disseminate annual parental survey to measure satisfaction. [Critical Success Factors 5, 6]  <b>Needs:</b> G13; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Survey sent out digitally or hard copy                  Responses from parents</p>	<p><b>Ongoing Evaluation Method:</b> parent participation and attendance</p>	<p><b>Final Evaluation Method:</b> Number of responses collected through Eduphoria                  Anecdotal feedback from parents</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/4/2023 (Annually)</p>		<p><b>Resources:</b> Eduphoria                  Data from survey;</p>

3	<p><b>Action:</b> Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings. [Critical Success Factors 1, 5, 6]  <b>Needs:</b> F1; F2; F3; F4; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Counselor                  Teachers                  PTO</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$1,265.00; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> sign in sheets                  google calendar                  campus and grade level newsletters</p>	<p><b>Ongoing Evaluation Method:</b> sign in sheets                  google calendar                  campus and grade level newsletters</p>	<p><b>Final Evaluation Method:</b> parental survey                  student survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/30/2023 (On-going)</p>	<p><b>Resources:</b> letters                  sign in sheets                  PTO                  Federal programs;</p>	

4	<p><b>Action:</b> Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz. [Critical Success Factors 5, 6]  <b>Needs:</b> F2; F3; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice Principal                  Teachers                  Counselor                  Webmaster and Social Media Specialist                  PTO</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> attendance                  sign in sheets</p>	<p><b>Ongoing Evaluation Method:</b> sign in sheets                  conference attendance                  parent contact logs</p>	<p><b>Final Evaluation Method:</b> parental survey                  Attendance                  Sign in sheets</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/4/2023 (Weekly)</p>	<p><b>Resources:</b> Newsletters                  website                  apps                  marquee                  email;</p>	

5	<p><b>Action:</b> The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]  <b>Needs:</b> F5; [Title I Components CNA, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal Vice Principal</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Sign in sheets, agendas, and final CNA and CIP reports completed</p>	<p><b>Ongoing Evaluation Method:</b> Campus meets monthly to review and refine the plan</p>	<p><b>Final Evaluation Method:</b> Completed CIP for the new year</p>
	<p><b>Timeline:</b> 4/1/2022 - 8/31/2023 (Annually)</p>	<p><b>Resources:</b> Data disaggregation via PEIMS, TAPR, Skyward data mining, sign in sheets, agendas;</p>	
6	<p><b>Action:</b> The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians. [Critical Success Factors 5, 6]  <b>Needs:</b> F5; [Title I Components CIP, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Principal Vice Principal Secretary Federal Programs</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Documents disseminated to parents</p>	<p><b>Ongoing Evaluation Method:</b> Documents disseminated to parents</p>	<p><b>Final Evaluation Method:</b> Documents disseminated to parents</p>
	<p><b>Timeline:</b> 8/27/2022 - 7/4/2023 (Daily)</p>	<p><b>Resources:</b> translating services Federal programs CIP Title I Policy Brochure Campus Compact;</p>	

**Funding**

Local Funds	\$4,700.00	
PTA Funds		
State Comp Ed Funds	\$38,713.00	1.00 FTEs
Title I, Part A Funds	\$5,765.00	1.38 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	\$5,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	\$7,900.00	
Tx Educ for Children Homeless Youth		

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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### Element 1: Comprehensive Needs Assessment

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Conduct a Comprehensive Needs Assessment

**Goal # 4, Objective #1 , Strategy # 5:** The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

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### Element 2: Schoolwide Plan

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Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 1:** Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists.

**Goal # 1, Objective #1 , Strategy # 4:** Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents.

**Goal # 2, Objective #1 , Strategy # 1:** Assign mentors to new staff members and develop a schedule for mentorship activities.

**Goal # 2, Objective #1 , Strategy # 2:** Meet weekly as a campus.

**Goal # 2, Objective #1 , Strategy # 4:** Communicate by providing a weekly bulletin and Google calendar.

**Goal # 2, Objective #1 , Strategy # 5:** Recognize staff for attendance.

**Goal # 2, Objective #1 , Strategy # 6:** Host student teachers throughout the year.

**Goal # 2, Objective #1 , Strategy # 8:** Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom.

**Goal # 3, Objective #1 , Strategy # 1:** Display and utilize updated campus maps and drill procedures.

**Goal # 3, Objective #1 , Strategy # 2:** Staff will wear badges at all times.

**Goal # 3, Objective #1 , Strategy # 4:** Implement and refine arrival and dismissal procedures.

**Goal # 3, Objective #1 , Strategy # 5:** The counselor will provide violence, bullying, and drug prevention lessons, programs, or information.

**Goal # 3, Objective #1 , Strategy # 6:** Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day.

**Goal # 3, Objective #1 , Strategy # 7:** The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks.

**Goal # 3, Objective #1 , Strategy # 8:** The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems.

**Goal # 4, Objective #1 , Strategy # 6:** The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

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### Element 3: Parent and Family Engagement

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 4, Objective # 1, Strategy # 1:** Provide volunteer training throughout the year.

**Goal # 4, Objective # 1, Strategy # 2:** Disseminate annual parental survey to measure satisfaction.

**Goal # 4, Objective # 1, Strategy # 3:** Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings.

**Goal # 4, Objective # 1, Strategy # 4:** Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz.

**Goal # 4, Objective # 1, Strategy # 5:** The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

**Goal # 4, Objective # 1, Strategy # 6:** The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **Luckey Ranch Elementary School**

12045 Luckey River, San Antonio, TX 78252

### **Campus Improvement Plan 2022-2023**



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## MISSION

In partnership with our community, Lucky Ranch E.S. will empower our students to be accountable for learning through a nurturing and inclusive environment. All students will excel and be able to lead, learn, and love.

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## VISION

At Lucky Ranch Elementary, we envision a school of well-rounded, productive citizens. Our students, staff, and community will encourage lifelong leaders and learners through a positive culture that embraces the skills of the 21st century.

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## DESCRIPTION

Lucky Ranch Elementary School opened its doors in 2018 and serves 800 students in grades Pre-Kindergarten through Fifth-grade. The student population is 7.6% African American, 68.7% Hispanic, 16.8% White, .1% American Indian, 1.4% Asian, .5% Pacific Islander, 4.8% Two Or more Races, 50.3% Male, 49.7% Female. Lucky Ranch Elementary School serves 14.8% Special Education students, 55.1% Economically Disadvantaged students, 7.4% English Language Learners, 56.2% At-Risk students, 3.9% Gifted & Talented students. The overall mobility rate for the campus is 14.8%. The average attendance rate for students is 98.4%. The annual dropout rate is n/a%. The annual graduation rate is n/a%.

### **Title I Campus**

Lucky Ranch Elementary is a Title I Campus.

### **Demographics**

- Lucky Ranch E.S. will provide opportunities for intervention support to all students through the use of MTSS, screeners, evaluations, and the necessary supports and protocols.

### **Student Achievement**

- To ensure student achievement in all grade-levels, Lucky Ranch E.S. will provide support for students in meeting their end-of-year grade-level expectations in reading and math.

### **School Culture and Climate**

- LRE will continue to develop our culture and identity through consistent integration of the Leader in Me process. LRE will continue to provide opportunities for student success with positive interactions.

**Staff Quality, Recruitment and Retention**

- LRE teachers will continue to have quality campus staff development based on campus and student need. LRE will continue to provide recognition and incentives to staff.

**Curriculum, Instruction and Assessment**

- Luckey Ranch E.S. uses academic support staff and resources for curriculum and instruction; however, the campus will need continued training in all facets of PLC along with additional resources and classroom strategies to address student gaps.

**Family and Community Engagement**

- Luckey Ranch E.S. will work toward improvement in relationships with parents and community to encourage participation.

**School Context and Organization**

- LRE will provide consistent communication to new staff, students, and families regarding the policies and procedures established at Luckey Ranch Elementary.

**Technology**

- LRE will use teacher modeling and tiered/leveled professional training.

**SPECIAL PROGRAMS**

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, small group instruction, opportunities for instruction with math and reading specialists, and before/after school tutoring.

**ADMINISTRATORS**

Georgia Neuman - Principal

**PLANNING COMMITTEE**

MEMBER	TITLE	Role
Tricia Plate	Grade Level Chair- 4th Grade	Teacher
Janet Crawford	Department Head- Specials	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Kimberly Arthur	Grade-Level Chair- 3rd Grade	Teacher
Pamela McKee	Grade Level Chair- 5th Grade	Teacher
Karen Neuman	Grade Level Chair- 2nd Grade	Teacher
Kari Cordova	Grade-Level Chair- 1st Grade	Teacher
Paola Ramos	Grade Level Chair- PK	Teacher
Josephine Garcia	Grade Level Chair- Kindergarten	Teacher
Deanna Acree	Department Head-Special Education	Special Education Teacher
Elizabeth Floyd		Parent
Jennifer Salinas		Parent
Andres Cantu	Firefighter	Community Member
Ralph Cruz	Associate Supervisor	Community Member
Creslyn Crisostomo	Crest Day Care- Owner	Business Representative
Amber Tschirhart Carroll	Texas Cheer and Tumbling	Business Representative
Aaron Holler	Art of Holler Music	Business Representative

**CNA PROCESS**

Committees are formed on the campus to collect and review data to help guide decision making. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. While there may be specific times during the school year when targeted data analysis occurs, the data collection and analysis process is ongoing to ensure that progress toward the school’s objectives, goals, mission and vision are being realized.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 LRE is comprised of Highly Qualified Teachers who collaboratively support a diverse population through tiered instruction.
- 2 Students are provided additional support through intervention and specialist teachers on campus.

### Needs

- 1 LRE will continue to provide opportunities for all students to have academic and social/emotional support through intervention.
- 2 Due to high student mobility and fast growth of student enrollment, LRE needs to continue with early identification and support through the use of MTSS; dyslexia screening, curriculum, and dyslexia protocol; special education evaluations and support; social/emotional support; and English Learner identification and support.

### Summary

Luckey Ranch E.S. will provide opportunities for intervention support to all students through the use of MTSS, screeners, evaluations, and the necessary supports and protocols.

### Data

Student Demographics  
Individual Student Profiles  
Skyward Data Mining  
TAPR  
Formative Assessments  
Staff Demographics  
OnData Suite  
PEIMS Data Submission Report

## Student Achievement

### Strengths

- 1 Luckey Ranch E.S. utilizes an academic specialist and interventionists to support closing the gaps in student achievement.
- 2 Luckey Ranch E.S. data indicates that STAAR scores are above the state average for fourth and fifth-grade reading, math, and science.

### Needs

- 1 Luckey Ranch E.S. third-fifth grade students underperformed at the state and district level on the reading and math STAAR.
- 2 Luckey Ranch E.S. had 9% of enrolled students not meeting grade-level expectations at the end of the school year in grades K-5th in the areas of reading and math.

### Summary

To ensure student achievement in all grade-levels, Luckey Ranch E.S. will provide support for students in meeting their end-of-year grade-level expectations in reading and math.

### Data

Promotion / Retention data  
Response to Intervention tracking  
Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Student Achievement Data

## School Culture and Climate

### Strengths

- 1 LRE embraces the rich culture of MVISD while developing a strong campus culture with a unique identity.
- 2 Luckey Ranch E.S. teachers and staff are committed to the academic, social, and emotional development of all students.

### Needs

- 1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.
- 2 LRE staff will promote positive interactions, recognition for student accomplishments, and continuing the district-wide discipline plan.

### Summary

LRE will continue to develop our culture and identity through consistent integration of the Leader in Me process. LRE will continue to provide opportunities for student success with positive interactions.

### Data

Student Demographics  
Climate Survey  
Student Support Logs  
Discipline Data  
Individual Student Profiles  
Skyward Data Mining  
Response to Intervention tracking

## Staff Quality, Recruitment and Retention

### Strengths

- 1 LRE is staffed with new and experienced teachers to provide quality education to all students.

### Needs

- 2 LRE will continue to build on staff morale with recognition and incentives.
- 3 Luckey Ranch E.S. will provide staff development on a variety of topics based on student needs.

### Summary

LRE teachers will continue to have quality campus staff development based on campus and student need. LRE will continue to provide recognition and incentives to staff.

### Data

Campus-Based Assessments

District-Based Assessments

Monthly Student Support Logs (Counselor & Social Worker)

Attendance Data

Discipline Data

Classroom Walkthrough Data

STAAR / EOC Results

Student Achievement Data

Staff Demographics

OnData Suite

Climate Survey

## Curriculum, Instruction and Assessment

### Strengths

- 1 Lucky Ranch E.S. provides the TEKS Resource System to support curriculum planning, instruction, and student assessment.
- 2 Lucky Ranch E.S. provides teachers and students with personnel such as academic specialists and reading/math/SpEd interventionists to support the curriculum, instruction, and student assessment.
- 3 LRE utilizes several academic areas of support including Daily 5, Fundamental 5, and enrichment training with Depth of Complexity. LRE utilizes technology including computer labs, a variety of online platforms, and individual student devices to support learning.

### Needs

- 1 Lucky Ranch E.S. needs to provide additional training to all staff on the use and access of various curriculum resources.
- 3 Lucky Ranch E.S. needs to support new staff in the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.
- 4 It is anticipated that Lucky Ranch E.S. students will participate in online State of Texas assessments. LRE Students will need additional exposure to online formal assessments.

### Summary

Lucky Ranch E.S. uses academic support staff and resources for curriculum and instruction; however, the campus will need continued training in all facets of PLC along with additional resources and classroom strategies to address student gaps.

### Data

Campus-Based Assessments  
Classroom Walkthrough Data  
Curriculum-Based Assessments  
District-Based Assessments  
STAAR / EOC Results  
Student Achievement Data  
Student Demographics  
TAPR

## Family and Community Engagement

### Strengths

- 1 In our fifth year, Luckey Ranch E.S. will continue to build relationships and trust within the school community.
- 2 LRE continues to offer monthly opportunities for parents and the community to participate in grade-level and school-wide events.

### Needs

- 1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.
- 2 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

### Summary

Luckey Ranch E.S. will work toward improvement in relationships with parents and community to encourage participation.

### Data

Parent Advisory Council Minutes  
Parent Feedback to Principal  
Attendance Data  
Student Demographics  
Climate Survey

## School Context and Organization

### Strengths

- 1 Luckey Ranch E.S. has established and implemented policies and procedures for arrival, dismissal, emergency drills, common areas, and cafeteria expectations.
- 2 LRE has established a uniform way of communicating with staff, parents, and the community through the use of our district email and Smore Newsletters.

### Needs

- 1 Due to LRE's high mobility rate, we need to create a "new to school" welcome process for parents which addresses: teacher information, communication, procedures, and upcoming events, etc.
- 2 Luckey Ranch E.S. uses the Skyward platform to communicate student attendance, student discipline, and student grades. Parents need further training to use Skyward as a school communication platform.

### Summary

LRE will provide consistent communication to new staff, students, and families regarding the policies and procedures established at Luckey Ranch Elementary.

### Data

Skyward Data Mining

Climate Survey

Parent Advisory Council Minutes

Parent Feedback to Principal

## Technology

### Strengths

- 1 LRE provides computer instruction for kinder through fifth-grade students in a Specials setting.
- 2 Family Nights (STEM and Literacy/Leadership) include activities integrated with technology.
- 3 Each classroom teacher has access to a View Sonic, Chromebooks or Ipads, and a computer lab.

### Needs

- 1 LRE will provide teacher modeling and tiered/leveled training to new and existing staff on the technology integrated within lesson plans for students.

### Summary

LRE will use teacher modeling and tiered/leveled professional training.

### Data

Student Demographics  
Climate Survey  
Classroom Walkthrough Data  
Formative Assessments  
Response to Intervention tracking  
Staff Demographics

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 LRE will continue to provide opportunities for all students to have academic and social/emotional support through intervention.
- A2 Due to high student mobility and fast growth of student enrollment, LRE needs to continue with early identification and support through the use of MTSS; dyslexia screening, curriculum, and dyslexia protocol; special education evaluations and support; social/emotional support; and English Learner identification and support.

**B: Student Achievement**

- B1 Lucky Ranch E.S. third-fifth grade students underperformed at the state and district level on the reading and math STAAR.
- B2 Lucky Ranch E.S. had 9% of enrolled students not meeting grade-level expectations at the end of the school year in grades K-5th in the areas of reading and math.

**C: School Culture and Climate**

- C1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.
- C2 LRE staff will promote positive interactions, recognition for student accomplishments, and continuing the district-wide discipline plan.

**D: Staff Quality, Recruitment and Retention**

- D3 Lucky Ranch E.S. will provide staff development on a variety of topics based on student needs.

**E: Curriculum, Instruction and Assessment**

- E1 Lucky Ranch E.S. needs to provide additional training to all staff on the use and access of various curriculum resources.
- E3 Lucky Ranch E.S. needs to support new staff in the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.
- E4 It is anticipated that Lucky Ranch E.S. students will participate in online State of Texas assessments. LRE Students will need additional exposure to online formal assessments.

**F: Family and Community Engagement**

- F1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.

**G: School Context and Organization**

- G2 Luckey Ranch E.S. uses the Skyward platform to communicate student attendance, student discipline, and student grades. Parents need further training to use Skyward as a school communication platform.

H: Technology

- H1 LRE will provide teacher modeling and tiered/leveled training to new and existing staff on the technology integrated within lesson plans for students.

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## GOALS

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**Goal #1: Recruit, support, and retain teachers for a rapidly growing, diverse, student population to achieve academic success.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #2: Lucky Ranch Elementary will provide academic enrichment, intervention, and academic/social/emotional support to enhance learning and opportunities for all students.**

District Goals: Medina Valley ISD will...

- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #3: Lucky Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support of our students.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #4: Lucky Ranch E.S. will provide and maintain a facility in which the staff consistently integrates the Leader in Me habits for increased communication with students and parents.**

District Goals: Medina Valley ISD will...

- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

# Actions

**Goal #1: Recruit, support, and retain teachers for a rapidly growing, diverse, student population to achieve academic success.**

**Objective #1: Hire qualified/specialized staff for growing population of Luckey Ranch Elementary.**

1	<b>Action:</b> We will actively recruit, hire, and retain qualified teachers to meet the growth of Luckey Ranch Elementary School. [Critical Success Factors 1, 6, 7] <b>Needs:</b> A2; B1;	<b>Person(s) Responsible:</b> Campus Principal	<b>Funding/FTEs:</b> Local Funds \$200.00
	<b>Evidence of Implementation:</b> Staff Roster	<b>Ongoing Evaluation Method:</b> Staff Roster	<b>Final Evaluation Method:</b> Staff Roster
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (On-going)		<b>Resources:</b> Human Resource applications and job fairs.;
2	<b>Action:</b> Provide students with academic and social emotional support with staff such as but not limited to academic specialist, academic interventionists, family/engagement coordinator, social worker, class-size reduction and pre-k teacher & aides. [Critical Success Factors 1, 4, 6] <b>Needs:</b> A1; B2;	<b>Person(s) Responsible:</b> Campus Admin	<b>Funding/FTEs:</b> Title I, Part A Funds 2.13 FTEs; State Comp Ed Funds 9.00 FTEs
	<b>Evidence of Implementation:</b> job description	<b>Ongoing Evaluation Method:</b> TTESS and other local evaluation instruments as appropriate	<b>Final Evaluation Method:</b> Evaluation Instruments
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Annually)		

**Goal #1: Recruit, support, and retain teachers for a rapidly growing, diverse, student population to achieve academic success.**

**Objective #2: Provide training and resources to teachers for effective implementation of the Rtl process to better support our diverse population.**

1	<b>Action:</b> Provide professional development for Leader in Me. [Critical Success Factors 1, 3, 4, 5, 6, 7] <b>Needs:</b> C1; D3; [Title I Components Annual Evaluation]	<b>Person(s) Responsible:</b> Principal	<b>Funding/FTEs:</b> Education Foundation Funds \$10,000.00; Title I, Part A Funds \$4,457.00
	<b>Evidence of Implementation:</b> evidence is based upon the effects of LIM staff development	<b>Ongoing Evaluation Method:</b> surveys	<b>Final Evaluation Method:</b> survey
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Monthly)		<b>Resources:</b> Leader in Me website and FranklinCovey, Inc., Teks Resource System;
2	<b>Action:</b> Provide staff development for teacher support of technology at Luckey Ranch Elementary. [Critical Success Factors 1, 4, 6, 7] <b>Needs:</b> H1;	<b>Person(s) Responsible:</b> Assistant Principal, Campus Technology Instructor	<b>Funding/FTEs:</b> Local Funds \$2,000.00
	<b>Evidence of Implementation:</b> Staff development, student usage of technology during instruction through usage reports.	<b>Ongoing Evaluation Method:</b> Usage Reports	<b>Final Evaluation Method:</b> Usage Reports
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Every 6 weeks)		<b>Resources:</b> District technology support;
3	<b>Action:</b> Provide professional development to better meet the needs of English as a Second Language learners (ESL): English as a Second Language (ESL) classroom strategies, explicit ESL instruction with resources, and increase staff awareness of language and cultural diversity. [Critical Success Factors 1, 2, 4, 6, 7] <b>Needs:</b> A2; E1;	<b>Person(s) Responsible:</b> Campus Administrators	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Staff Development sign-in, classroom walkthroughs, student performance.	<b>Ongoing Evaluation Method:</b> Lesson Plans and walkthroughs	<b>Final Evaluation Method:</b> Lesson plans and walkthrough documentation
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Every 6 weeks)		<b>Resources:</b> District Curriculum, Instruction and Assessment Staff, TEKS Resource;

4	<b>Action:</b> Provide teachers, new to the profession, a mentor in order to support the natural transitions and professional expectations of a classroom teacher. [Critical Success Factors 1, 2, 4, 5, 6, 7] <b>Needs:</b> E1; E3;	<b>Person(s) Responsible:</b> Principal	<b>Funding/FTEs:</b> Title II, Part A Funds \$5,000.00
	<b>Evidence of Implementation:</b> Agenda, ppt., and participation	<b>Ongoing Evaluation Method:</b> classroom observations to support growth.	<b>Final Evaluation Method:</b> feedback from Mentor/Mentee program.
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Monthly)	<b>Resources:</b> substitutes;	

**Goal #2: Luckey Ranch Elementary will provide academic enrichment, intervention, and academic/social/emotional support to enhance learning and opportunities for all students.**

**Objective #1: Strengthen students' academic knowledge, problem-solving skills, and resiliency through campus-wide initiatives as measured through formative assessments.**

3	<b>Action:</b> Provide training and access to an online TEKS resource to assist with scope and sequence, timelines, lessons, and other instructional supports. [Critical Success Factors 1, 4, 7] <b>Needs:</b> D3; E1; E3;	<b>Person(s) Responsible:</b> Campus Admin	<b>Funding/FTEs:</b> Title I, Part A Funds; Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Usage reports, developed lesson plans	<b>Ongoing Evaluation Method:</b> weekly monitoring by campus admin.	<b>Final Evaluation Method:</b> Summative Conferences.
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Daily)		

**Goal #2: Luckey Ranch Elementary will provide academic enrichment, intervention, and academic/social/emotional support to enhance learning and opportunities for all students.**

**Objective #2: Student achievement in core areas will be increased through multiple levels of academic support.**

1	<b>Action:</b> Students will be able to participate in a variety of enrichment activities to increase student achievement. [Critical Success Factors 1, 5, 6] <b>Needs:</b> C2; E1; F1;	<b>Person(s) Responsible:</b> Campus Admin, Grade-level Chairpersons, Club Sponsors	<b>Funding/FTEs:</b> Local Funds \$2,000.00; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Sign-in sheets	<b>Ongoing Evaluation Method:</b> Sponsor/admin conferences	<b>Final Evaluation Method:</b> Student & parent feedback forms.
	<b>Timeline:</b> 9/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> Club by-laws, supplies for student activities.;
2	<b>Action:</b> Students will participate in a variety of intervention activities to close gaps and increase student achievement. [Critical Success Factors 1, 2, 4] <b>Needs:</b> B1; E1; H1; [Title I Components CNA, CIP, Annual Evaluation]	<b>Person(s) Responsible:</b> Interventionists and employee tutors	<b>Funding/FTEs:</b> Local Funds \$10,000.00; Title I, Part A Funds \$5,244.00; State Comp Ed Funds \$37,858.00
	<b>Evidence of Implementation:</b> Skyward RTI records, Tutoring logs	<b>Ongoing Evaluation Method:</b> RTI student performance checkpoints	<b>Final Evaluation Method:</b> CBA and STAAR
	<b>Timeline:</b> 9/1/2022 - 5/30/2023 (Weekly)		<b>Resources:</b> Intervention resources, schedules, support team.;
3	<b>Action:</b> Students will participate in counseling programs to support social-emotional growth and increase student achievement. [Critical Success Factors 1, 2, 4, 5, 6] <b>Needs:</b> A1; A2; C2; [Title I Components CNA, CIP]	<b>Person(s) Responsible:</b> The school counselor and social worker	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Skyward check-in logs, Success Ed logs,	<b>Ongoing Evaluation Method:</b> School counselor calendar	<b>Final Evaluation Method:</b> Teacher and parent feedback.
	<b>Timeline:</b> 9/1/2022 - 5/30/2023 (Monthly)		<b>Resources:</b> Schedules, resources, support team.;

4	<p><b>Action:</b> All students will participate in targeted enrichment/intervention instruction to support academic needs. [Critical Success Factors 1, 2, 4, 6, 7]</p> <p><b>Needs:</b> B1; B2;</p>	<p><b>Person(s) Responsible:</b> Academic Specialist</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$0.00; State Comp Ed Funds \$1.00</p>
	<p><b>Evidence of Implementation:</b> Intervention time/records HB 4545 logs</p>	<p><b>Ongoing Evaluation Method:</b> Campus common assessments, RTI logs</p>	<p><b>Final Evaluation Method:</b> End-of-Year assessments.</p>
	<p><b>Timeline:</b> 10/1/2022 - 5/1/2023 (Daily)</p>		<p><b>Resources:</b> Supplemental materials for instruction;</p>

**Goal #3: Luckey Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support of our students.**

**Objective #1: LRE students will use technology to become college and career ready.**

1	<b>Action:</b> Students will use technology such as View Sonic, iPads, and Chromebooks in core content areas to enhance learning and to become College and Career ready. [Critical Success Factors 1, 4, 5, 6] <b>Needs:</b> B2; E4; H1;	<b>Person(s) Responsible:</b> Instructional Technology Teacher and Classroom Teacher	<b>Funding/FTEs:</b> State Comp Ed Funds \$1.00
	<b>Evidence of Implementation:</b> Lesson plans, walkthroughs/observations	<b>Ongoing Evaluation Method:</b> Lesson plans	<b>Final Evaluation Method:</b> STEM Night and Literacy Night
	<b>Timeline:</b> 9/1/2022 - 6/1/2023 (Every 6 weeks)		<b>Resources:</b> extensive staff and student training on software and board capabilities;
2	<b>Action:</b> Students will benefit from the effects of tiered/leveled staff technology training. [Critical Success Factors 1, 2, 4, 6, 7] <b>Needs:</b> E1; H1;	<b>Person(s) Responsible:</b> Instructional Technology Teacher and Classroom Teacher	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Sign-in sheets Completion of course/certification	<b>Ongoing Evaluation Method:</b> Lesson Plans Walkthroughs	<b>Final Evaluation Method:</b> Feedback forms from staff.
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (Daily)		<b>Resources:</b> staff training on software and devices;

**Goal #3: Luckey Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support of our students.**

**Objective #2: Students and staff will participate in a culture of personal accountability through individual, class, and school-wide goal setting.**

1	<p><b>Action:</b> Students and staff will use the Leader in Me process and develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success. [Critical Success Factors 1, 4, 6]  <b>Needs:</b> B1; B2; C1; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Counselor and staff</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Lesson plans, student binders</p>	<p><b>Ongoing Evaluation Method:</b> Lesson plans</p>	<p><b>Final Evaluation Method:</b> Campus-Wide student, parent, staff survey and binder data</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/1/2023 (Weekly)</p>		<p><b>Resources:</b> Leader in Me training/resource materials;</p>
2	<p><b>Action:</b> Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence. [Critical Success Factors 6]  <b>Needs:</b> A2; C1; C2; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> School Counselors Staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Guidance lesson, Counseling notes from class visits</p>	<p><b>Ongoing Evaluation Method:</b> Counselor's class schedule, lesson plans and binder</p>	<p><b>Final Evaluation Method:</b> Discipline data and binder</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/30/2023 (Weekly)</p>		<p><b>Resources:</b> 7 Habits books, Leader in Me program;</p>
3	<p><b>Action:</b> Identified at-risk students will be provided with resources to ensure academic growth. [Critical Success Factors 1, 4, 6]  <b>Needs:</b> A1; A2; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Classroom teacher, school counselor, social worker, and homeless/foster care liaison</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds; State Comp Ed Funds 0.33 FTEs; Tx Educ for Children Homeless Youth</p>
	<p><b>Evidence of Implementation:</b> student rosters of identified needs.</p>	<p><b>Ongoing Evaluation Method:</b> Counseling and guidance notes/schedules</p>	<p><b>Final Evaluation Method:</b> End-of-the-year feedback forms. Data gathered from service reports: counselor and social worker.</p>
	<p><b>Timeline:</b> 8/27/2022 - 6/8/2023 (On-going)</p>		<p><b>Resources:</b> School supplies, etc. Lone Star Learning. A-Z reading, counseling, and guidance schedules.;</p>

**Goal #4: Luckey Ranch E.S. will provide and maintain a facility in which the staff consistently integrates the Leader in Me habits for increased communication with students and parents.**

**Objective #1: LRE will provide opportunities for the families and community to become an active and engaging part of the campus.**

1	<p><b>Action:</b> LRE will continue to collaborate with the Parent and Family Engagement Coordinator to strengthen the campus parent, teacher, and student engagement. [Critical Success Factors 5, 6]  <b>Needs:</b> C2; F1; G2; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus Principal and Parent and Family Engagement Coordinator</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$1,004.00</p>
	<p><b>Evidence of Implementation:</b> PTO minutes, Parent Engagement Coordinator</p>	<p><b>Ongoing Evaluation Method:</b> evidence of collaboration</p>	<p><b>Final Evaluation Method:</b> District/campus Survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 6/1/2023 (Monthly)</p>		<p><b>Resources:</b> Campus representatives, supplies;</p>
2	<p><b>Action:</b> LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle. [Critical Success Factors 5, 6]  <b>Needs:</b> A2; C2; F1; [Title I Components CIP, Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus Nurse</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Flyer</p>	<p><b>Ongoing Evaluation Method:</b> Campus calendar</p>	<p><b>Final Evaluation Method:</b> Parent survey</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/1/2023 (Annually)</p>		<p><b>Resources:</b> District resources to literature;</p>
3	<p><b>Action:</b> Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]  <b>Needs:</b> F1; [Title I Components CNA, CIP, Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus leadership, faculty, and staff</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Sign in sheets and agenda</p>	<p><b>Ongoing Evaluation Method:</b> Evaluate completed product at the time of submission</p>	<p><b>Final Evaluation Method:</b> End product and being able to implement actions.</p>
	<p><b>Timeline:</b> 7/1/2022 - 6/30/2023 (On-going)</p>		<p><b>Resources:</b> Timelines, calendars, schedules, PEIMS, OnPoint, TEA accountability data, Eduphoria AWARE reports, special ed reports, attendance, and discipline reports;</p>

4	<b>Action:</b> Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night. [Critical Success Factors 1, 5, 6, 7] <b>Needs:</b> A2; E3; F1; [Title I Components Evaluation]	<b>Person(s) Responsible:</b> Vice Principal	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> An online scrapbook of the event. Agenda	<b>Ongoing Evaluation Method:</b> Meeting notes. Monthly meetings.	<b>Final Evaluation Method:</b> Number of students and parents participate
	<b>Timeline:</b> 7/1/2022 - 6/30/2023 (As Needed)		<b>Resources:</b> Instructional supplies to support parent and student engagement in learning.;

<b>Funding</b>
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Education Foundation Funds	\$10,000.00	
Local Funds	\$14,200.00	
State Comp Ed Funds	\$37,860.00	9.33 FTEs
Title I, Part A Funds	\$10,705.00	2.13 FTEs
Title II, Part A Funds	\$5,000.00	
Tx Educ for Children Homeless Youth		

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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### Element 1: Comprehensive Needs Assessment

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Conduct a Comprehensive Needs Assessment

**Goal # 2, Objective #2 , Strategy # 2:** Students will participate in a variety of intervention activities to close gaps and increase student achievement.

**Goal # 2, Objective #2 , Strategy # 3:** Students will participate in counseling programs to support social-emotional growth and increase student achievement.

**Goal # 4, Objective #1 , Strategy # 3:** Lucky Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

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### Element 2: Schoolwide Plan

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Prepare a Comprehensive Schoolwide Plan

**Goal # 2, Objective #2 , Strategy # 2:** Students will participate in a variety of intervention activities to close gaps and increase student achievement.

**Goal # 2, Objective #2 , Strategy # 3:** Students will participate in counseling programs to support social-emotional growth and increase student achievement.

**Goal # 4, Objective #1 , Strategy # 2:** LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

**Goal # 4, Objective #1 , Strategy # 3:** Lucky Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

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### Element 3: Parent and Family Engagement

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 1, Objective # 2, Strategy # 1:** Provide professional development for Leader in Me.

**Goal # 2, Objective # 2, Strategy # 2:** Students will participate in a variety of intervention activities to close gaps and increase student achievement.

**Goal # 3, Objective # 2, Strategy # 1:** Students and staff will use the Leader in Me process and develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success.

**Goal # 3, Objective # 2, Strategy # 2:** Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence.

**Goal # 3, Objective # 2, Strategy # 3:** Identified at-risk students will be provided with resources to ensure academic growth.

**Goal # 4, Objective # 1, Strategy # 1:** LRE will continue to collaborate with the Parent and Family Engagement Coordinator to strengthen the campus parent, teacher, and student engagement.

**Goal # 4, Objective # 1, Strategy # 2:** LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

**Goal # 4, Objective # 1, Strategy # 3:** Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

**Goal # 4, Objective # 1, Strategy # 4:** Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **Ladera Elementary School**

14750 W. Grosenbacher, San Antonio, TX 78245

### **Campus Improvement Plan 2022-2023**



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## MISSION

The learning community of Ladera Elementary School will cultivate a culture of leaders who love, trust and empower all students to discover their individual version of success.

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## VISION

Ladera Elementary School will nurture proactive, lifelong learners, promote growth through personal accountability and synergetic problem-solving while in a safe, supportive learning environment.

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## DESCRIPTION

Ladera Elementary School opened its doors in 2021 and serves 713 students in grades EE through 05. The student population is 11.64% African American, 61.15% Hispanic, 17.81% White, 0.00% American Indian, 1.82% Asian, 0.56% Pacific Islander, 7.01% Two Or more Races, 52.59% Male, 47.41% Female. Ladera Elementary School serves 18.79% Special Education students, 45.30% Economically Disadvantaged students, 3.93% English Language Learners, 47.58% At-Risk students, 5.89% Gifted & Talented students. The overall mobility rate for the campus is 22.59%. The average attendance rate for students is 93.44%. The annual dropout rate is 0.00%. The annual graduation rate is 0.00%.

Ladera Elementary is a Title I campus.

### **Demographics**

- Ladera will collaborate using data, observation, events and resources in order to serve students in meeting their needs.

### **Student Achievement**

- Ladera will invest in additional resources in order to support student achievement. Professional development will take place for staff to implement resources appropriately.

### **School Culture and Climate**

- Ladera will implement our vision and mission to support family engagement and school culture/climate.

### **Staff Quality, Recruitment and Retention**

- Ladera will support our staff using various methods to build behavior systems, imbed staff incentives and provide training using established expectations/systems.

**Curriculum, Instruction and Assessment**

- Ladera will need to provide staff development, resources and modeling of current programs to ensure high-quality delivery and implementation of curriculum and instruction.

**Family and Community Engagement**

- Ladera will continue to provide events, communication and systems to better serve and communicate with our family & community.

**School Context and Organization**

- Ladera will provide consistent and effective systems/committees to support staff and student learning.

**Technology**

- Ladera will continue to invest in technology to provide resources that support our growing student population.

**ADMINISTRATORS**

Shelly Guinn - Principal  
 Abel Martinez - Vice Principal

**PLANNING COMMITTEE**

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Shelly Guinn	Principal	Principal
Jill Rodriguez	5th Grade Teacher	Teacher
Karen Johnson	1st Grade Teacher	Teacher
Katherine Soto	Kinder Teacher	Teacher
Margaret Pearson	Inclusion Teacher	Teacher
Samantha Reyes	Special Education Rep.	Teacher
Virginia Arocha	Reading Specialist	Teacher
Jill Baker	Math Specialist	Teacher
Sabrina Rice	Inclusion Teacher	Teacher
Joanna Tiemann	Kinder Teacher	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Julie Center	Counselor	Non-Teaching Staff
Christine Orozco	Parent & Family Engagement Coordinator	District-Level Staff
Caitlin Hoffman	Parent	Parent
Natasha Ramirez	Parent	Parent
Erlinda Rodriguez	Community Member	Community Member
Kelsey Fankel	Community Member	Community Member
Jessica Hysell	Business Representative	Business Representative
Tanya Kniffen	Business Rep 2	Business Representative

**CNA PROCESS**

Ladera met to assess campus needs to support student achievement and staff. Using the data and the information provided by the committee, we discussed current information, policies and procedures Ladera uses to support our students, families, staff and community.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Ladera is comprised of Highly Qualified Teachers in support of a diverse student population.
- 2 Gifted and talented push-in services are provided by a GT Specialist.
- 3 Self-contained, bilingual teachers will provide services to all bilingual students.
- 4 Special education services are provided in support of all students (ALE, ECSE, BIP, Inclusion and self-contained classes).
- 5 Response to Intervention supports are embedded to support our diverse population.

### Needs

- 1 Ladera will serve students using specific supports (Rtl, inclusion, intervention, staff professional development, Reading & Math Specialist supports, etc.) in order to provide a well-rounded education for all students.
- 2 Ladera needs to use early dyslexia screening and a specialized curriculum in order to serve dyslexia students.
- 3 Ladera will continue to provide programs, information and support using a variety of resources to assist our Economically Disadvantaged and At-Risk population.

### Summary

Ladera will collaborate using data, observation, events and resources in order to serve students in meeting their needs.

### Data

Discipline Data  
Individual Student Profiles  
Skyward Data Mining  
PEIMS Data Submission Report  
Attendance Data  
Curriculum-Based Assessments  
Formative Assessments  
OnData Suite  
Response to Intervention tracking  
STAAR / EOC Results  
Student Achievement Data

Student Demographics  
TAPR

## Student Achievement

### Strengths

- 1 Ladera anticipates an enrollment of more than 700 students.
- 2 Intervention is provided for students needing support in reading and math.
- 3 Campus initiatives assist student achievement (attendance/behavior incentives, benchmark/assessments, awards, etc.).
- 4 Data is used to support intervention, Universal Review and PLC/Rtl collection and response.

### Needs

- 1 Ladera will provide social and emotional support to students.
- 4 Ladera will provide differentiated instruction to our students.
- 5 Ladera will invest in additional resources for intervention and differentiation to support student achievement.
- 6 Ladera will provide staff development and/or training/modeling of additional resources needed to support student achievement.

### Summary

Ladera will invest in additional resources in order to support student achievement. Professional development will take place for staff to implement resources appropriately.

### Data

Classroom Walkthrough Data  
Student Demographics  
Curriculum-Based Assessments  
Discipline Data  
District-Based Assessments  
Formative Assessments  
Response to Intervention tracking  
Student Achievement Data

## School Culture and Climate

### Strengths

- 1 Ladera provides a strong culture unifying staff.
- 2 Ladera has developed a vision and mission for students, staff and community.
- 3 Ladera provides family involvement/engagement opportunities in order to build trust and communication.

### Needs

- 1 Ladera will communicate the vision and mission to parents and community.
- 2 Ladera will provide monthly communication norms to all stakeholders.
- 3 Ladera will increase parent and community involvement.

### Summary

Ladera will implement our vision and mission to support family engagement and school culture/climate.

### Data

Attendance Data

Classroom Walkthrough Data

Discipline Data

Student Achievement Data

Student Demographics

Climate Survey

Staff Meetings/PLC's

## Staff Quality, Recruitment and Retention

### Strengths

- 1 Ladera collaborates, supports and communicates ways for staff to improve instruction and increase knowledge/capacity.
- 2 Ladera supports staff through various opportunities for professional growth (mentoring, PLC's, professional/staff development and modeling).

### Needs

- 1 Ladera's growing population creates the need to continue hiring highly-qualified staffing.
- 2 Ladera will provide training/meetings using established expectations/systems.
- 3 Ladera needs to continue to build upon the discipline management system and norms for staff support and student success.

### Summary

Ladera will support our staff using various methods to build behavior systems, imbed staff incentives and provide training using established expectations/systems.

### Data

Staff Meetings/PLC's  
Classroom Walkthrough Data  
Discipline Data  
Attendance Data  
Promotion / Retention data  
Staff Demographics  
TAPR  
OnData Suite  
Climate Survey

## Curriculum, Instruction and Assessment

### Strengths

- 1 Ladera uses reading programs (such as mClass, 95% and Take Flight) in order to support research-based Science of Reading practices.
- 2 Ladera will utilize the district's Pacing Guide in order guide their lessons.
- 3 Ladera will provide differentiated instruction and intervention specific to our student's needs to support academic growth.

### Needs

- 1 Ladera needs to support students within Special Programs using technology programs, intervention and assessment resources.
- 2 Ladera will need to expand our supplies and instructional supports acquiring manipulatives, equipment, materials and resources.
- 3 Ladera needs continual staff development in order to ensure a highly qualified staff.

### Summary

Ladera will need to provide staff development, resources and modeling of current programs to ensure high-quality delivery and implementation of curriculum and instruction.

### Data

Campus-Based Assessments  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Response to Intervention tracking  
STAAR / EOC Results  
Staff Demographics  
Student Achievement Data  
Student Demographics  
TAPR  
Pacing Guide  
Classroom Walkthrough Data  
Individual Student Profiles  
Staff Meetings/PLC's

## Family and Community Engagement

### Strengths

- 1 Ladera utilizes a variety of social media platforms to communicate schoolwide events, updates and announcements.
- 3 Ladera will continue to implement special events in order to involve/engage our family and community (Trail of Treats, Holiday Night, Family Night, WATCH DOGS, PTO, etc).

### Needs

- 1 Ladera will continue to support incentives/procedures to effectively communicate with our families & community.
- 2 Ladera will continue to build capacity by providing events, trainings and activities with takeaway educational materials and offering light refreshments, snacks and other incentives.

### Summary

Ladera will continue to provide events, communication and systems to better serve and communicate with our family & community.

### Data

Attendance Data  
Individual Student Profiles  
Staff Demographics  
Student Achievement Data  
TAPR  
Skyward Data Mining  
Climate Survey

## School Context and Organization

### Strengths

- 1 Ladera will continue to communicate established policies and procedures.
- 2 Ladera supports and provides effective communication with staff, students, parents and the community.
- 4 The leadership team provides a variety of skills, strengths, and experiences to offer to the students and staff of Ladera.

### Needs

- 1 Ladera will use a variety of committees to effectively implement routines and procedures.
- 2 Ladera will create norms and expectations for campus-based committees.

### Summary

Ladera will provide consistent and effective systems/committees to support staff and student learning.

### Data

Skyward Data Mining  
Climate Survey  
Staff Meetings/PLC's

## Technology

### Strengths

- 1 Ladera utilizes two computer labs, Sonice View Boards, Chromebooks and Tablets in order to provide technology for all students using a rotating schedule.
- 2 All staff members will access technology using provided tools such as View Sonics, laptops and students devices for each classroom.

### Needs

- 1 Ladera will provide support and training in technology to all staff, by identifying their level of need and experience.
- 2 Ladera will provide specific instructional or intervention programs.

### Summary

Ladera will continue to invest in technology to provide resources that support our growing student population.

### Data

Campus-Based Assessments  
Curriculum-Based Assessments  
Response to Intervention tracking  
Student Achievement Data  
Student Demographics  
PEIMS Data Submission Report  
Climate Survey

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Ladera will serve students using specific supports (Rtl, inclusion, intervention, staff professional development, Reading & Math Specialist supports, etc.) in order to provide a well-rounded education for all students.
- A2 Ladera needs to use early dyslexia screening and a specialized curriculum in order to serve dyslexia students.
- A3 Ladera will continue to provide programs, information and support using a variety of resources to assist our Economically Disadvantaged and At-Risk population.

**B: Student Achievement**

- B1 Ladera will provide social and emotional support to students.
- B4 Ladera will provide differentiated instruction to our students.
- B5 Ladera will invest in additional resources for intervention and differentiation to support student achievement.
- B6 Ladera will provide staff development and/or training/modeling of additional resources needed to support student achievement.

**C: School Culture and Climate**

- C1 Ladera will communicate the vision and mission to parents and community.
- C2 Ladera will provide monthly communication norms to all stakeholders.
- C3 Ladera will increase parent and community involvement.

**D: Staff Quality, Recruitment and Retention**

- D1 Ladera's growing population creates the need to continue hiring highly-qualified staffing.
- D2 Ladera will provide training/meetings using established expectations/systems.
- D3 Ladera needs to continue to build upon the discipline management system and norms for staff support and student success.

**E: Curriculum, Instruction and Assessment**

- E1 Ladera needs to support students within Special Programs using technology programs, intervention and assessment resources.
- E2 Ladera will need to expand our supplies and instructional supports acquiring manipulatives, equipment, materials and resources.
- E3 Ladera needs continual staff development in order to ensure a highly qualified staff.

**F: Family and Community Engagement**

- F1 Ladera will continue to support incentives/procedures to effectively communicate with our families & community.
- F2 Ladera will continue to build capacity by providing events, trainings and activities with takeaway educational materials and offering light refreshments, snacks and other incentives.

G: School Context and Organization

- G1 Ladera will use a variety of committees to effectively implement routines and procedures.
- G2 Ladera will create norms and expectations for campus-based committees.

H: Technology

- H1 Ladera will provide support and training in technology to all staff, by identifying their level of need and experience.
- H2 Ladera will provide specific instructional or intervention programs.

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## GOALS

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**Goal #1: Ladera Elementary will provide academic opportunities, supports and incentives that will enhance learning for all students.**District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #2: Ladera Elementary will provide professional development and training opportunities and the appropriate resources needed to enhance student learning.**District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

**Goal #3: Ladera Elementary will provide appropriate and reliable technology for our growing population.**District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.

**Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.**District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

**Goal #5: Ladera Elementary will provide open and effective communication with all stakeholders.**District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.

- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

**Goal #6: Ladera will provide opportunities to communicate and educate families in order to build capacity for our students.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 4: foster an environment of parental and community involvement through open communication.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

# Actions

**Goal #1: Ladera Elementary will provide academic opportunities, supports and incentives that will enhance learning for all students.**

**Objective #1: To provide academic tutoring, resources and incentives to support student achievement.**

1	<b>Action:</b> To provide intervention, tutoring, PLC and staff development in order to support at-risk students. <b>Needs:</b> A1; A3; B1; B4; B5; B6; E2; E3;	<b>Person(s) Responsible:</b> Principal Vice-Principal	<b>Funding/FTEs:</b> Local Funds \$5,000.00; Title I, Part A Funds \$5,000.00; Title I, Part C-Migrant; Title III, Part A Funds; Tx Educ for Children Homeless Youth; State Comp Ed Funds \$18,865.00
	<b>Evidence of Implementation:</b> Intervention Logs/Data	<b>Ongoing Evaluation Method:</b> Istation mClass Small-group data Assessment data RtI data	<b>Final Evaluation Method:</b> STAAR Benchmark Data EOY Assessments
	<b>Timeline:</b> 9/4/2022 - 9/4/2022 (Weekly)		
2	<b>Action:</b> Ladera will increase student achievement in our at-risk population using a variety of resources. <b>Needs:</b> A1; A2; A3; B1; B4; B5; B6; C1; C2; C3; D1; D2; D3; E1; E2; E3; F1; F2; G1; G2; H1; H2;	<b>Person(s) Responsible:</b> Principal Vice-Principal Specialists Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds \$15,000.00; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Frequency of usage reports	<b>Ongoing Evaluation Method:</b> Common Assessment Data Benchmarks Data used from Specific Programs & Intervention	<b>Final Evaluation Method:</b> STAAR Benchmarks Data used from Specific Programs & Intervention
	<b>Timeline:</b> 9/4/2022 - 5/26/2023 (Daily)		<b>Resources:</b> Istation, Intervention data, mClass, GT Instructional Specialist & Dyslexia/Reading/Math Specialists;

3	<p><b>Action:</b> A Tiered process will be used to monitor student progress including programs, interventions and timelines from expected outcomes. Documentation of goals, strategies and outcomes for movement between tiers will be documented using Skyward Rtl and data meetings.  <b>Needs:</b> B4; B5; B6;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Specialists                  Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Documentation of intervention and Rtl data</p>	<p><b>Ongoing Evaluation Method:</b> Documentation of intervention and Rtl data</p>	<p><b>Final Evaluation Method:</b> Documentation of intervention and Rtl data                  EOY Data                  Progress</p>
	<p><b>Timeline:</b> 9/4/2022 - 5/26/2023 (Daily)</p>		
4	<p><b>Action:</b> Student incentives will be utilized to help motivate and build student self-worth, including, but not limited to, attendance and character.  <b>Needs:</b> B1; C1; C2;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Counselor                  Social Worker                  Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds; PTA Funds</p>
	<p><b>Evidence of Implementation:</b> Student attendance                  Data collected from student and staff surveys</p>	<p><b>Ongoing Evaluation Method:</b> Student attendance                  Data collected from student and staff surveys</p>	<p><b>Final Evaluation Method:</b> Student attendance                  Data collected from student and staff surveys</p>
	<p><b>Timeline:</b> 9/4/2022 - 5/26/2023 (Daily)</p>		
5	<p><b>Action:</b> Provide various incentives for students in regards to attendance, self-worth, character and academic growth throughout the year in order to develop, motivate and encourage student growth.  <b>Needs:</b> A1; A2; A3; B1; B4; B5; E2; E3;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Counselor                  Specialists                  Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$1,000.00; Title I, Part A Funds \$500.00; State Comp Ed Funds \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Attendance reports                  Academic growth reports/data collection</p>	<p><b>Ongoing Evaluation Method:</b> Attendance reports                  Academic growth reports/data collection</p>	<p><b>Final Evaluation Method:</b> Attendance reports                  Academic growth reports/data collection</p>
	<p><b>Timeline:</b> 9/4/2022 - 5/26/2023 (Daily)</p>		

6	<p><b>Action:</b> Teachers will collect data using resources which include, but not limited to, Istation, Envision, utilizing Instructional specialist to make informed decisions on resources needed to improve student achievement. [Critical Success Factors 1, 2]  <b>Needs:</b> A1; B4; E2;</p>	<p><b>Person(s) Responsible:</b> Instructional Specialist, Campus Administration</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$1,000.00; Local Funds; Title I, Part A Funds; Education Foundation Funds \$5,000.00</p>
	<p><b>Evidence of Implementation:</b> Reports from programs being used.</p>	<p><b>Ongoing Evaluation Method:</b> Data reports from Instructional Specialists.</p>	<p><b>Final Evaluation Method:</b> Benchmarks, STAAR, Common Assessments.</p>
	<p><b>Timeline:</b> 8/17/2022 - 7/1/2023 (On-going)</p>		<p><b>Resources:</b> Istation, Envision;</p>

**Goal #2: Ladera Elementary will provide professional development and training opportunities and the appropriate resources needed to enhance student learning.**

**Objective #1: To provide and encourage staff growth using professional development opportunities and resources to enhance student learning.**

1	<p><b>Action:</b> We will assign mentors to new staff members. [Critical Success Factors 7]  <b>Needs:</b> D1; D2;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Mentor Teachers                  New Teachers</p>	<p><b>Funding/FTEs:</b> Title II, Part A Funds \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> Scheduled meetings and teacher growth</p>	<p><b>Ongoing Evaluation Method:</b> Walkthroughs                  Staff Meetings                  PLC's</p>	<p><b>Final Evaluation Method:</b> Discussion Evaluation Process</p>
	<p><b>Timeline:</b> 8/5/2022 - 5/27/2023 (Bi-Monthly)</p>		<p><b>Resources:</b> Mentors, Mentees &amp; Academic Coordinator;</p>
2	<p><b>Action:</b> Ladera will continue to support our campus administrators, teachers and Instructional Specialists to assist with providing students the necessary support for those core subjects through professional development, resources and staff meetings (including, but not limited to: TEPSA, Reading Academy, Leader in Me &amp; reading and math PD). [Critical Success Factors 1, 2, 3, 4]  <b>Needs:</b> A1; B5; B6; D1; D2; D3; E1; E3;</p>	<p><b>Person(s) Responsible:</b> Campus Administration</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds 1.38 FTEs; State Comp Ed Funds \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Campus Evaluations and student academic performance.</p>	<p><b>Ongoing Evaluation Method:</b> Leadership Meetings</p>	<p><b>Final Evaluation Method:</b> Campus Evaluations and student academic performance.</p>
	<p><b>Timeline:</b> 8/17/2022 - 7/1/2023 (Annually)</p>		

**Goal #2: Ladera Elementary will provide professional development and training opportunities and the appropriate resources needed to enhance student learning.**

**Objective #2: To increase various types of meaningful, academic resources and supports facilitating an increase in student growth and meet the needs of the whole student.**

1	<p><b>Action:</b> College and Career Readiness will be promoted through various avenues, including designated college spirit days, counselor presentations, and classroom teacher discussions. [Critical Success Factors 6]  <b>Needs:</b> B1;</p>	<p><b>Person(s) Responsible:</b> Counselor, Campus Administration, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$1,000.00; State Comp Ed Funds \$2,000.00</p>
	<p><b>Evidence of Implementation:</b> Schoolwide participation.</p>	<p><b>Ongoing Evaluation Method:</b> Monitory student, parents and teacher participation.</p>	<p><b>Final Evaluation Method:</b> Collection of data from surveys submitted by parents, faculty and students.</p>
	<p><b>Timeline:</b> 8/17/2022 - 7/1/2023 (On-going)</p>		
2	<p><b>Action:</b> Ladera will use its Master Schedule to include intervention time, where teachers and tutors can work with low-performing or at-risk students in grades K-5. [Critical Success Factors 1, 4]  <b>Needs:</b> A1; A2; B4; H2;</p>	<p><b>Person(s) Responsible:</b> Campus Administration, Instructional Specialists, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$1,000.00; State Comp Ed Funds \$2,000.00; ESSER-American Rescue Plan 1.00 FTEs</p>
	<p><b>Evidence of Implementation:</b> Tutoring Logs, Student Sign-In Logs,</p>	<p><b>Ongoing Evaluation Method:</b> Istation, Bench Marks, Common Assessments</p>	<p><b>Final Evaluation Method:</b> STAAR, EOY Assessments</p>
	<p><b>Timeline:</b> 8/31/2022 - 7/1/2023 (Daily)</p>		
3	<p><b>Action:</b> Identify and provide academic support, but not limited to tutoring, for struggling students. [Critical Success Factors 1, 4]  <b>Needs:</b> B4; B5; B6; D1; E3; H2;</p>	<p><b>Person(s) Responsible:</b> Administrators, Counselors, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds \$5,000.00; 4.00 FTEs; Bilingual/ELL; Title I, Part A Funds 2.00 FTEs; Title III, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Sign-In Sheets, list of identified students, counseling logs, and purchase orders.</p>	<p><b>Ongoing Evaluation Method:</b> Sign-in sheets, list of identified students and review of data.</p>	<p><b>Final Evaluation Method:</b> Academic growth of identified students</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		

4	<p><b>Action:</b> Professional development will be provided for our teachers through multiple avenues including, but not limited to, PLC's, staff developments and Region 20. [Critical Success Factors 1, 4, 7]  <b>Needs:</b> E3; H1;</p>	<p><b>Person(s) Responsible:</b> Campus Administration, Instructional Specialists, Teachers.</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$1,000.00; Title II, Part A Funds \$1,000.00; Local Funds \$1,000.00; Title I, Part A Funds \$1,000.00; Title I, Part C-Migrant \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Sign-In Sheets and Certificates of completion</p>	<p><b>Ongoing Evaluation Method:</b> Sign-In Sheets, Teacher Feedback, Certificates of completion.</p>	<p><b>Final Evaluation Method:</b> Documentation of Certificates, student progress.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)</p>		

**Goal #3: Ladera Elementary will provide appropriate and reliable technology for our growing population.**

**Objective #1: To provide technology resources needed to enhance student growth and exposure to learning.**

1	<p><b>Action:</b> Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP. [Critical Success Factors 1, 2, 3, 5, 6]  <b>Needs:</b> G1; G2; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Campus Administration, Teachers, Community Members, Parents</p>	<p><b>Funding/FTEs:</b> Local Funds \$1,000.00; State Comp Ed Funds \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Sign in Sheets</p>	<p><b>Ongoing Evaluation Method:</b> On going sign in sheets.</p>	<p><b>Final Evaluation Method:</b> Completed CNA</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>		

**Goal #3: Ladera Elementary will provide appropriate and reliable technology for our growing population.**

**Objective #2: To provide resources assisting in monitoring and increasing student academic knowledge.**

1	<p><b>Action:</b> Ladera Elementary will conduct school family nights, at least one per semester, to address academic and social-emotional needs of learners and ways to offer support to families and their children. [Critical Success Factors 5, 6]  <b>Needs:</b> F1; G1; G2; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Instructional Specialists, Counselor, Social Worker &amp; Campus Administration</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$700.00; 0.125 FTEs; Title III, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Ladera will see improved student behavior and academic performance, due to the building of school-parent relationships.</p>	<p><b>Ongoing Evaluation Method:</b> Surveys after each event.</p>	<p><b>Final Evaluation Method:</b> Collection of data from events held on campus.</p>
	<p><b>Timeline:</b> 8/20/2022 - 7/1/2023 (Bi-Annually)</p>		

**Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.**

**Objective #1: To monitor and provide appropriate security measures to ensure the safety of all students and stakeholders.**

1	<b>Action:</b> Schedule, complete and review outcomes for safety drills, door sweeps and emergency procedures to promote student and staff awareness and safety. [Critical Success Factors 6] <b>Needs:</b> B1; D2; F2;	<b>Person(s) Responsible:</b> Campus Administrators, Counselor & Social Worker	<b>Funding/FTEs:</b> Local Funds 1.00 FTEs; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Raptor and data used to monitor drills and door sweeps	<b>Ongoing Evaluation Method:</b> EOP Committee Meetings and information collected from the drills/sweeps	<b>Final Evaluation Method:</b> Data
	<b>Timeline:</b> 8/17/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Texas School Safety Center, TEA, data collected using drills and door sweeps & Raptor;
2	<b>Action:</b> The Crisis Management Plan & Team will update current data and train all staff members using the plan. [Critical Success Factors 6] <b>Needs:</b> B1; G1;	<b>Person(s) Responsible:</b> Principal Vice-Principal Counselor Social Worker Staff	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Updated plan with documentation of trainings	<b>Ongoing Evaluation Method:</b> Drills/Agenda & Data Collected	<b>Final Evaluation Method:</b> Staff meeting discussion Outcome of drills
	<b>Timeline:</b> 8/17/2022 - 7/1/2023 (On-going)		
3	<b>Action:</b> A radio or walkie will be located in every wing and grade-level to ensure communication in the event of an emergency. [Critical Success Factors 1] <b>Needs:</b> A1; E1; E2; H1; H2;	<b>Person(s) Responsible:</b> Administration Crisis Management Team Staff	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Radio or walkie is present in areas mentioned	<b>Ongoing Evaluation Method:</b> Monthly radio/walkie checks	<b>Final Evaluation Method:</b> Radios/walkies working properly
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> Raptor, Data collected from Crisis Management Team & Staff;

**Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.**

**Objective #2: To increase upon the current culture of pride, positive behavior, citizenship and safety for all students and stakeholders.**

1	<b>Action:</b> Ladera Elementary will train all staff on emergency and crisis plan procedures. <b>Needs:</b> G1; G2;	<b>Person(s) Responsible:</b> Campus Administrators, Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Staff will efficiently and effectively conduct drills for safety consistently.	<b>Ongoing Evaluation Method:</b> Ladera will continue to conduct drills during the year.	<b>Final Evaluation Method:</b> Collection of data of drills performed on campus.
	<b>Timeline:</b> 8/17/2022 - 7/1/2023 (On-going)		<b>Resources:</b> Fire Drill Maps, Standard Response Protocol Posters;
1	<b>Action:</b> Leader in Me will be included in the Master Schedule to promote student leadership. [Critical Success Factors 3, 5] <b>Needs:</b> B1; C1; F1;	<b>Person(s) Responsible:</b> Campus Administration	<b>Funding/FTEs:</b> State Comp Ed Funds \$1,000.00
	<b>Evidence of Implementation:</b> Student Surveys, Teacher Surveys, Classroom Atmosphere	<b>Ongoing Evaluation Method:</b> Walkthroughs during the Leader In Me scheduled time	<b>Final Evaluation Method:</b> Student Feedback
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
2	<b>Action:</b> Ladera Elementary will utilize the Raptor visitor management badge system. <b>Needs:</b> G1;	<b>Person(s) Responsible:</b> Office Staff	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Every visitor on campus will have a badge when entering the campus.	<b>Ongoing Evaluation Method:</b> Consistently monitoring the use of the raptor badge system.	<b>Final Evaluation Method:</b> Using reports from Raptor.
	<b>Timeline:</b> 8/20/2022 - 7/1/2023 (Daily)		<b>Resources:</b> Raptor System;
3	<b>Action:</b> Ladera Elementary will share information on current COVID Protocols the District has on the school website and social media. <b>Needs:</b> F1; G1;	<b>Person(s) Responsible:</b> Campus Administration, Counselor, Nurse, Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Information will be available on school website and social media.	<b>Ongoing Evaluation Method:</b> COVID Protocols will be updated consistently on school website and social media.	<b>Final Evaluation Method:</b> Report on information for COVID Protocols will be pulled from school website.
	<b>Timeline:</b> 8/17/2022 - 7/1/2023 (On-going)		

**Goal #5: Ladera Elementary will provide open and effective communication with all stakeholders.**

**Objective #1: To increase parental involvement opportunities and participation through a variety of activities and events.**

1	<p><b>Action:</b> Opportunities will be provided for parent/community participation using various avenues, including, but not limited to: in-person, virtual, drive-through and social media. [Critical Success Factors 3, 6, 7]  <b>Needs:</b> D1; D2;</p>	<p><b>Person(s) Responsible:</b> Campus Administrators Counselor Mentors &amp; Instructional Specialists</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$900.00</p>
	<p><b>Evidence of Implementation:</b> Participation and reports from Raptor</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of participation</p>	<p><b>Final Evaluation Method:</b> Sign-in sheets Reports from Raptor Participation</p>
	<p><b>Timeline:</b> 8/20/2022 - 7/1/2023 (Monthly)</p>		

**Goal #5: Ladera Elementary will provide open and effective communication with all stakeholders.**

**Objective #2: To increase the frequency of communication to stakeholders using various methods.**

1	<p><b>Action:</b> Ladera Elementary will use its school website, emails, SMORE newsletter &amp; social media methods to inform, update and include stakeholders. [Critical Success Factors 5, 6]  <b>Needs:</b> C1; E3; G1;</p>	<p><b>Person(s) Responsible:</b> Campus Administration                  Counselor                  Campus Technology Representative</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Promotion and information shared on a consistent basis</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of usage and responses</p>	<p><b>Final Evaluation Method:</b> Parent/student/teacher surveys and responses</p>
	<p><b>Timeline:</b> 8/20/2022 - 7/1/2023 (Bi-Monthly)</p>		
1	<p><b>Action:</b> Ladera will communicate procedures and norms to all stakeholders through various methods including email, newsletters, social media and the campus website. [Critical Success Factors 5]  <b>Needs:</b> F1; G1; G2; [Title I Components Evaluation]</p>	<p><b>Person(s) Responsible:</b> Campus Administration, Campus Technology Teacher, Counselor and Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Information being posted on the various methods for communication.</p>	<p><b>Ongoing Evaluation Method:</b> Monitoring of the usage and posts of information.</p>	<p><b>Final Evaluation Method:</b> Surveys</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		
2	<p><b>Action:</b> Ladera Elementary will provide excellent customer service to all stakeholders, using clear and courteous communication, prompt responses to inquiries, and welcoming staff who are eager to assist visitors. [Critical Success Factors 5, 6]  <b>Needs:</b> C1; D2;</p>	<p><b>Person(s) Responsible:</b> Receptionist, Campus Administration</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Improved school reputation.</p>	<p><b>Ongoing Evaluation Method:</b> Parent surveys on school reputation.</p>	<p><b>Final Evaluation Method:</b> Collection of data of surveys sent to parents.</p>
	<p><b>Timeline:</b> 8/17/2022 - 7/1/2023 (Daily)</p>		

**Goal #5: Ladera Elementary will provide open and effective communication with all stakeholders.**

**Objective #3: To provide various opportunities for community partnerships supporting the overall education of all students.**

1	<p><b>Action:</b> Students will participate and perform in a variety of events or performances.  <b>Needs:</b> C1; C2; C3; F1; G1;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Counselor                  PTO stakeholders                  Fine Arts Teacher                  Staff</p>	<p><b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Monitoring of activities and performances</p>	<p><b>Ongoing Evaluation Method:</b> Observation of family/community participation</p>	<p><b>Final Evaluation Method:</b> Observation                  Sign-in sheet (when applicable)</p>
	<p><b>Timeline:</b> 9/4/2022 - 9/4/2022 (Monthly)</p>		
2	<p><b>Action:</b> Ladera will conduct a Comprehensive Needs Assessment in the late Spring to determine the needs of the campus in order to implement programs, activities and procedures for the involvement of stakeholders.  <b>Needs:</b> A1; A2; A3; B1; B4; B5; B6; C1; C2; C3; D1; D2; D3; E1; E2; E3; F1; G1; G2; H1; H2;</p>	<p><b>Person(s) Responsible:</b> Principal                  Vice-Principal                  Counselor                  CNA/CIP Committee Members</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agenda                  Minutes                  Sign-in sheet/participation                  CNA/CIP</p>	<p><b>Ongoing Evaluation Method:</b> Calendar of Events</p>	<p><b>Final Evaluation Method:</b> CIP will be revisited, analyzed and updated annually</p>
	<p><b>Timeline:</b> 9/4/2022 - 9/4/2022 (Annually)</p>		

**Goal #6: Ladera will provide opportunities to communicate and educate families in order to build capacity for our students.**

**Objective #1: To offer opportunities for parents, guardians and community members to participate in events supporting their educational learning.**

1	<b>Action:</b> Ladera will offer events to involve and engage families in support of their child's learning. <b>Needs:</b> A1; A3; B6; F1; F2;	<b>Person(s) Responsible:</b> Principal Vice-Principal Counselor Staff	<b>Funding/FTEs:</b> Title I, Part A Funds
	<b>Evidence of Implementation:</b> Attendance of Events	<b>Ongoing Evaluation Method:</b> Sign-in sheets Attendance Communication	<b>Final Evaluation Method:</b> Family Involvement & Engagement
	<b>Timeline:</b> 9/11/2022 - 5/26/2023 (Every 6 weeks)		<b>Resources:</b> Events Flyers Activities Refreshments;
2	<b>Action:</b> To build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives. <b>Needs:</b> A1; A3; C1; C2; C3; D2; F1; F2;	<b>Person(s) Responsible:</b> Principal Vice-Principal Counselor Teachers	<b>Funding/FTEs:</b> Title II, Part A Funds
	<b>Evidence of Implementation:</b> Sign-in sheets	<b>Ongoing Evaluation Method:</b> Response to Events Participation	<b>Final Evaluation Method:</b> Family Engagement/Involvement
	<b>Timeline:</b> 9/11/2022 - 5/26/2023 (Every 6 weeks)		<b>Resources:</b> Incentives Activities;

**Funding**

Bilingual/ELL

Education Foundation Funds \$5,000.00

ESSER-American Rescue Plan 1.00 FTEs

Local Funds \$10,000.00 1.00 FTEs

PTA Funds

State Comp Ed Funds \$52,865.00 4.00 FTEs

Special Ed Funds

Title I, Part A Funds \$8,100.00 3.51 FTEs

Title I, Part C-Migrant \$1,000.00

Title II, Part A Funds \$3,000.00

Title III, Part A Funds

Tx Educ for Children Homeless Youth

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 3, Objective #1 , Strategy # 1:** Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

**Goal # 3, Objective #1 , Strategy # 1:** Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP.

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**Element 3: Parent and Family Engagement**

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 3, Objective # 2, Strategy # 1:** Ladera Elementary will conduct school family nights, at least one per semester, to address academic and social-emotional needs of learners and ways to offer support to families and their children.

**Goal # 5, Objective # 2, Strategy # 1:** Ladera will communicate procedures and norms to all stakeholders through various methods including email, newsletters, social media and the campus website.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **Medina Valley Middle School**

8395 FM 471 South, Castroville, TX 78009

### **Campus Improvement Plan 2022-2023**



**MISSION**

Medina Valley Middle School’s Mission is to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

**VISION**

Medina Valley Middle School’s Vision is to partner with our community to promote educational excellence by empowering students to exhibit the attributes of lifelong learner.

**DESCRIPTION**

Medina Valley Middle School opened its doors in 1961 and serves 991 students in grades 6 through 8. The student population is 4% African American, 61% Hispanic, 31% White, 1% American Indian, 1% Asian, 2% Two Or more Races, 52% Male, 48% Female. Medina Valley Middle School serves 13% Special Education students, 54% Economically Disadvantaged students, 7% English Language Learners, 44% At-Risk students, 8% Gifted & Talented students. The overall mobility rate for the campus is 20%. The average attendance rate for students is 93%.

**Title I Campus**

MVMS is a Title I Campus

**Demographics**

- Provide staff members with researched base instructional training, so that both special population and general education students received the best individualized instruction.

**Student Achievement**

- Continue to provide the needed supports for all students and train teachers on how to use and implement a variety of interventions within the classroom.

**School Culture and Climate**

- Continue to implement a character building program that provides the opportunities for family involvement and add more incentives for students and staff members to help build intrinsic motivation.

**Staff Quality, Recruitment and Retention**

- Provide opportunities, support, and time for staff members to receive the needed trainings, planning time, collaboration time, etc.

**Curriculum, Instruction and Assessment**

- Provide the needed trainings for all staff members on district wide instructional strategies/tools and enrichment/intervention activities as well as time to analyze assessment data and collaborate with coworkers on best instructional strategies to ensure academic improvement.

**Family and Community Engagement**

- Provide more opportunities for parents to get involved in their child's education and for students to talk to parents about their accomplishments and goals.

**School Context and Organization**

- Provide staff members with more leadership opportunities and continue to add to campus security with back fencing, cameras, ramps, etc.

**Technology**

- Continue to provide the needed technology trainings and tools to both staff members and students.

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**SPECIAL PROGRAMS**

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MVMS will work as a team and with parents to monitor and provide interventions for struggling students. The determination for such interventions will be based on state and local assessments, classroom performances, attendance rates, and discipline incidents. Response to Intervention (RTI) documentation will be a requirement for those students in need of differentiated instruction in order to be successful.

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**ADMINISTRATORS**

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Lesli Solis - Principal  
 Roland Villanueva - Vice Principal  
 Gerri Butler - Vice Principal

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**PLANNING COMMITTEE**

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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Lesli Solis	Principal	Principal
Katherine Driscoll	SPED inclusion	Teacher
Catherine Jaquez	SPED Inclusion	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Lucia Murguia	Math	Teacher
Martin De Los Santos	Math	Teacher
Dystanie Gavlick	ELAR	Teacher
Traci Rhea	BIP	Teacher
Nicole Denman	ALE	Teacher
Wendy Brewer	Counselor	Non-Teaching Staff
Katie Lange	Counselor	Non-Teaching Staff
Dallas Johnson	Inclusion	Special Education Teacher
Meghan Esparza	Parent	Parent
Sara Payne	Parent	Parent
Carol Hatcher	Real Estate	Community Member
Jana Winkler	Marketing Specialist	Community Member
Amy Marquardt	Rusty Rooster	Business Representative
Elizabeth O'Campo	Big Kahuna Fundraising	Business Representative

**CNA PROCESS**

At the end of the 2021-2022 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2022-2023 school year and make the needed revisions. In April, the committee will begin to evaluate demographics, culture/climate, context/organization, staff quality, and family/community involvement. Also, the committee will evaluate curriculum, instruction and assessment, technology, and student achievement.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Provided character building for all students and serviced a diverse student population
- 2 More of a co teaching model took place in ELAR and Math classrooms
- 3 Provided differentiated instruction
- 4 Variety of computer base programs provided

### Needs

- 1 Inclusion services for special populations such as ESL, special education, etc in all core subjects
- 2 Implement more systems to help intervene with struggling students such as certified tutors, collaborative intervention, more co teaching opportunities, etc.
- 3 Continue a program that encourages and acknowledges leadership skills and character building amongst our diverse student population
- 4 Provide more digital assistance for students such as virtual reality equipment, translators, headphones, computers, etc
- 5 Provide more training and instructional resources for teachers to meet the needs of all students

### Summary

Provide staff members with researched base instructional training, so that both special population and general education students received the best individualized instruction.

### Data

Campus-Based Assessments  
STAAR / EOC Results  
Student Achievement Data  
Student Demographics  
PEIMS Data Submission Report

## Student Achievement

### Strengths

- 1 A leadership program that provided character building and leadership opportunities for teachers and students.
- 2 Social and emotional support from counseling center for all students provided.
- 3 Opportunities for students to get involved by offering student interest clubs such as book, cornhole, tennis, chess, etc
- 4 Different intervention and instructional strategies were offered this year to assist with filling the academic gaps.

### Needs

- 1 Teacher training and support on how to implement different interventions in the classroom and throughout instruction.
- 2 Need more support/tutors for all students to help fill gaps in all core subjects
- 3 Increase technology tools within the classroom for instructional and assessment purposes
- 4 Continue a character building program that enhances student academic, social, and emotional needs
- 5 Peer assistance from upper level students provided to struggling students
- 6 Provide more academic and social recognition to students for encouragement
- 7 Continue to provide a variety of intervention to assist with student academic and emotional success
- 8 Provide more curriculum, assessment and instructional support to all teachers to assist in strategies such as co teaching, stations, small group instruction, etc
- 9 Continue to offer social and emotional support through the counseling center

### Summary

Continue to provide the needed supports for all students and train teachers on how to use and implement a variety of interventions within the classroom.

### Data

STAAR / EOC Results  
PEIMS Data Submission Report  
Campus-Based Assessments

## School Culture and Climate

### Strengths

- 1 Google classroom used for distance learning
- 2 High expectation for students and staff
- 3 Recognition of students with good behavior
- 4 Relationship building through a character building program for both students and staff members
- 5 Use of social media and biweekly newsletters to inform parents, guardians, and community on campus events
- 6 A full time campus SRO is available
- 7 The implementation of Leader In Me and the opportunities for leadership roles
- 8 Increase of family involvement activities

### Needs

- 1 Incentives for outstanding attendance, good behavior, academic growth, demonstration of leadership for both staff and students.
- 2 Continue the implementation of a character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
- 3 Continue to provide opportunities for family and community involvement through a variety of activities
- 4 Continue to do staff development on different social/emotional and academic needs for both students and staff members
- 5 Continue to provide opportunities for students to participate in different leadership roles and clubs
- 6 Continue to provide a character building program that encourages student led activities
- 7 Continue to inform students, staff, families and community members about campus events taking place.

### Summary

Continue to implement a character building program that provides the opportunities for family involvement and add more incentives for students and staff members to help build intrinsic motivation.

### Data

Climate Survey  
Attendance Data  
STAAR / EOC Results

## Staff Quality, Recruitment and Retention

### Strengths

- 1 GT Certified teachers
- 2 MVISD provides many professional development opportunities
- 3 TTESS is used as a coaching tool
- 4 Implementation of a character building program that supports leadership
- 5 New teacher mentor trainings and support
- 6 All ELAR teachers are ESL certified
- 7 Teachers are given an opportunity to participate in a leadership cohort

### Needs

- 1 Improved substitute recruitment and training by creating a welcoming team, providing coffee/snacks/breaks/ etc
- 2 Continue to communicate through different social media platforms
- 3 Continue to provide opportunities for teachers to observe other teachers
- 4 Continue providing the new teacher mentor trainings and support
- 5 Continue to provide a character building program that supports leadership
- 6 Continue to provide the needed tools for intervention and trainings for staff members to implement
- 7 Provide more assistance with curriculum, instruction and assessment and the time needed to plan

### Summary

Provide opportunities, support, and time for staff members to receive the needed trainings, planning time, collaboration time, etc.

### Data

District-Based Assessments  
Staff Demographics  
Campus-Based Assessments  
Attendance Data  
PEIMS Data Submission Report

## Curriculum, Instruction and Assessment

### Strengths

- 1 Common assessment data
- 2 Yearly pre planning and pacing guide development
- 3 Access to online/supplemental curriculum
- 4 STAAR formatted interventions provided to teachers

### Needs

- 1 Continue to increase the technology tools and access to the tools in the classroom
- 2 Provide interventions year round to close the educational gaps for all students
- 3 Continue to use programs that help students improve their academic skills in all core subjects
- 4 Continued professional development for specific curriculum/online programs
- 5 Provide specific/consistent curriculum to be used within the intervention classes
- 6 On campus specialist for math and reading to assist in teacher growth

### Summary

Provide the needed trainings for all staff members on district wide instructional strategies/tools and enrichment/intervention activities as well as time to analyze assessment data and collaborate with coworkers on best instructional strategies to ensure academic improvement.

### Data

Campus-Based Assessments  
Promotion / Retention data  
STAAR / EOC Results  
Attendance Data  
District-Based Assessments  
Individual Student Profiles  
Skyward Data Mining  
PEIMS Data Submission Report

## Family and Community Engagement

### Strengths

- 1 Implementation of a character building program that provides opportunities for more family/community involvement
- 2 Communication with parents is done through a variety of methods
- 3 Increase implementation and opportunities for family involvement

### Needs

- 1 Continue efforts to get all students and parents involved
- 2 Continue to provide incentives for staff, family, community involvement
- 3 Showcase more student accomplishments throughout the campus by using a variety of methods

### Summary

Provide more opportunities for parents to get involved in their child's education and for students to talk to parents about their accomplishments and goals.

### Data

Staff Demographics  
Student Demographics  
Climate Survey

## School Context and Organization

### Strengths

- 1 Security cameras
- 2 The campus is more secured with the front fencing and secured entrance
- 3 Preplanning for emergencies and maps provided
- 4 Counselors have additional time to work with students
- 5 All students have agendas to teacher them organizational skills and provides a way of communication amongst staff members and parents

### Needs

- 1 Continue to provide counselors more time to counsel and do guidance lessons
- 2 Continue to provide the needed trainings for teachers to be successful in the classroom
- 3 Continue to provide a variety of family activities to encourage positive relationships between the school, families, and community members
- 4 Make the common areas on campus more inviting and student friendly
- 5 Ensure that the school is 100% secure and safe by completing the fence in the back, providing the needed ramps for a quick and safe exit, etc
- 6 Continue our yearly comprehensive needs assessment.

### Summary

Provide staff members with more leadership opportunities and continue to add to campus security with back fencing, cameras, ramps, etc.

### Data

PEIMS Data Submission Report  
Campus-Based Assessments  
Skyward Data Mining  
Discipline Data  
Student Demographics

## Technology

### Strengths

- 1 Parent access to grades and able to update emergency contact information through Skyward.
- 2 The campus technology inventory is increasing
- 3 Technology support from technology department
- 4 Teacher knowledge on implementing distance learning lessons has improved

### Needs

- 1 Additional student chromebooks in order to get closer to 1:1 ratio
- 2 Increase wifi availability and network bandwidth
- 3 Continue to increase and replace technology tools for teachers and students
- 4 Better equipment for presentations and leadership opportunities for staff, families, and community members.

### Summary

Continue to provide the needed technology trainings and tools to both staff members and students.

### Data

Attendance Data

Staff Demographics

Student Demographics

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Inclusion services for special populations such as ESL, special education, etc in all core subjects
- A2 Implement more systems to help intervene with struggling students such as certified tutors, collaborative intervention, more co teaching opportunities, etc.
- A3 Continue a program that encourages and acknowledges leadership skills and character building amongst our diverse student population
- A4 Provide more digital assistance for students such as virtual reality equipment, translators, headphones, computers, etc
- A5 Provide more training and instructional resources for teachers to meet the needs of all students

**B: Student Achievement**

- B1 Teacher training and support on how to implement different interventions in the classroom and throughout instruction.
- B2 Need more support/tutors for all students to help fill gaps in all core subjects
- B3 Increase technology tools within the classroom for instructional and assessment purposes
- B4 Continue a character building program that enhances student academic, social, and emotional needs
- B5 Peer assistance from upper level students provided to struggling students
- B6 Provide more academic and social recognition to students for encouragement
- B7 Continue to provide a variety of intervention to assist with student academic and emotional success
- B8 Provide more curriculum, assessment and instructional support to all teachers to assist in strategies such as co teaching, stations, small group instruction, etc
- B9 Continue to offer social and emotional support through the counseling center

**C: School Culture and Climate**

- C1 Incentives for outstanding attendance, good behavior, academic growth, demonstration of leadership for both staff and students.
- C2 Continue the implementation of a character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
- C3 Continue to provide opportunities for family and community involvement through a variety of activities
- C4 Continue to do staff development on different social/emotional and academic needs for both students and staff members
- C5 Continue to provide opportunities for students to participate in different leadership roles and clubs
- C6 Continue to provide a character building program that encourages student led activities
- C7 Continue to inform students, staff, families and community members about campus events taking place.

## D: Staff Quality, Recruitment and Retention

- D1 Improved substitute recruitment and training by creating a welcoming team, providing coffee/snacks/breaks/ etc
- D2 Continue to communicate through different social media platforms
- D3 Continue to provide opportunities for teachers to observe other teachers
- D4 Continue providing the new teacher mentor trainings and support
- D5 Continue to provide a character building program that supports leadership
- D6 Continue to provide the needed tools for intervention and trainings for staff members to implement
- D7 Provide more assistance with curriculum, instruction and assessment and the time needed to plan

## E: Curriculum, Instruction and Assessment

- E1 Continue to increase the technology tools and access to the tools in the classroom
- E2 Provide interventions year round to close the educational gaps for all students
- E3 Continue to use programs that help students improve their academic skills in all core subjects
- E4 Continued professional development for specific curriculum/online programs
- E5 Provide specific/consistent curriculum to be used within the intervention classes
- E6 On campus specialist for math and reading to assist in teacher growth

## F: Family and Community Engagement

- F1 Continue efforts to get all students and parents involved
- F2 Continue to provide incentives for staff, family, community involvement
- F3 Showcase more student accomplishments throughout the campus by using a variety of methods

## G: School Context and Organization

- G1 Continue to provide counselors more time to counsel and do guidance lessons
- G2 Continue to provide the needed trainings for teachers to be successful in the classroom
- G3 Continue to provide a variety of family activities to encourage positive relationships between the school, families, and community members
- G4 Make the common areas on campus more inviting and student friendly
- G5 Ensure that the school is 100% secure and safe by completing the fence in the back, providing the needed ramps for a quick and safe exit, etc
- G6 Continue our yearly comprehensive needs assessment.

H: Technology

- H1 Additional student chromebooks in order to get closer to 1:1 ratio
- H3 Continue to increase and replace technology tools for teachers and students
- H4 Better equipment for presentations and leadership opportunities for staff, families, and community members.

## GOALS

### **Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.**

District Goals: Medina Valley ISD will...

- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.**

District Goals: Medina Valley ISD will...

- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

### **Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

# Actions

**Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.**

**Objective #1: MVMS will ensure that all students show improvement on core subject assessments.**

1	<b>Action:</b> Provide, implement, and monitor interventions for all students in all core subjects. <b>Needs:</b> A2; B1; B7;	<b>Person(s) Responsible:</b> Principal, Vice Principal, Department Heads, Teachers	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title I, Part A Funds
	<b>Evidence of Implementation:</b> assessments scores throughout the six weeks period, walk throughs, planning during PLC (minutes submitted of meeting), sign in sheets for Saturday schools/tutoring times	<b>Ongoing Evaluation Method:</b> common assessments, grades, Istation reports	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)		<b>Resources:</b> technology software, instructional materials, tutors;
2	<b>Action:</b> Improve academic performance and emotional stability by providing intervention materials, supplies, tutoring, software programs, a character building program amongst all populations. [Critical Success Factors 1, 2, 4, 6, 7] <b>Needs:</b> A2; B2; B8; E2;	<b>Person(s) Responsible:</b> Principal, Vice Principals, Counselors, Teachers, Department Heads	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$40,000.00; Title II, Part A Funds \$1,000.00
	<b>Evidence of Implementation:</b> walk throughs, technology inventory, tutoring logs	<b>Ongoing Evaluation Method:</b> assessment scores, Istation reports, grades, number of referrals (discipline and counseling)	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)		<b>Resources:</b> tutors, software, supplies for stations and interventions, supplemental materials,;
3	<b>Action:</b> Improve academic performances across all content areas and grade levels through improved teacher training and intervention. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> A5; B8; D6;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers; Department heads, curriculum department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; Title II, Part A Funds; Title I, Part A Funds; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Requisitions; ESC20 Professional; Development Records Meeting agendas; sign-in sheets; Walk-throughs	<b>Ongoing Evaluation Method:</b> Walk-through (weekly) and T-TESS (annual) evaluations	<b>Final Evaluation Method:</b> Common assessment data; STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)		<b>Resources:</b> presenters, time to observe highly effective teachers, PLCs, Region 20, curriculum department;

4	<b>Action:</b> Maintain and/or increase the number of co teaching classrooms. <b>Needs:</b> A1; A2; B5; [Title I Components CIP]	<b>Person(s) Responsible:</b> Principal, Counselors, Teachers, Special Education department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Special Ed Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> Master schedule, attendance records	<b>Ongoing Evaluation Method:</b> Response to Intervention meetings, grades, assessments, lstation reports	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
5	<b>Action:</b> Each grade level will achieve 97% attendance rate each week and receive attendance incentives. [Critical Success Factors 1, 4] <b>Needs:</b> C1; F2;	<b>Person(s) Responsible:</b> All students; staff members; attendance committee; Administration; Counselors, Social Workers	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> number of incentives given out each week	<b>Ongoing Evaluation Method:</b> attendance percentages increase, grades, assessments	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		<b>Resources:</b> Attendance Incentives, Academic Correlations to Overall Success;
6	<b>Action:</b> Provide opportunities for students after school and on Saturdays to receive the needed interventions for academics, attendance, and discipline. <b>Needs:</b> B2;	<b>Person(s) Responsible:</b> Principal, Vice Principals, staff members, counselor	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> attendance reports, discipline reports, grades	<b>Ongoing Evaluation Method:</b> referrals for academic, behavior and counseling	<b>Final Evaluation Method:</b> STAAR results
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		<b>Resources:</b> instructional materials, counseling materials, teachers;
7	<b>Action:</b> Provide field trips/real world opportunities for students to have hands on enrichment experiences and increase academic knowledge. [Critical Success Factors 1] <b>Needs:</b> A4; [Title I Components CNA]	<b>Person(s) Responsible:</b> Teachers; Principal; Vice Principals; Club Sponsors, Department Heads, Grade Level Chairs	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Career & Technology Funds; Title III, Part A Funds
	<b>Evidence of Implementation:</b> purchase orders for transportation and tickets to destination	<b>Ongoing Evaluation Method:</b> grades, assessments	<b>Final Evaluation Method:</b> STAAR results, student choice sheets
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> transportation, admission, parent volunteers;

8	<p><b>Action:</b> Provide more guidance counseling opportunities for students to learn how to properly deal with social and emotional struggles. [Critical Success Factors 1, 3, 6]  <b>Needs:</b> B4; B9; C4; G1;</p>	<p><b>Person(s) Responsible:</b> Principal; Counselors, Vice Principals, Social Workers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; 0.5 FTEs; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> decrease in counseling and discipline referrals</p>	<p><b>Ongoing Evaluation Method:</b> number of referrals for both counseling and discipline, grades, assessments</p>	<p><b>Final Evaluation Method:</b> Skyward discipline reports, STAAR results</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>		<p><b>Resources:</b> presentation handouts, referral sheets;</p>
9	<p><b>Action:</b> The social worker will provided the needed interventions for those students who have high emotional needs.  <b>Needs:</b> B9;</p>	<p><b>Person(s) Responsible:</b> Social Worker, Counselors</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$23,988.00; 1 FTEs</p>
	<p><b>Evidence of Implementation:</b> social worker counseling log</p>	<p><b>Ongoing Evaluation Method:</b> student academic performance on assessments and grades</p>	<p><b>Final Evaluation Method:</b> Final grades, STAAR results</p>
	<p><b>Timeline:</b> 8/1/2022 - 6/1/2023 (As Needed)</p>		<p><b>Resources:</b> Social Worker;</p>

**Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.**

**Objective #2: MVMS teachers will provide differentiated instruction using a variety of instructional tools and provide the needed interventions through small group instruction and tutoring.**

1	<p><b>Action:</b> Improve "meets" level performance in Math/Reading at all grade levels and Science/Social Studies at 8th grade level through improved intervention and curriculum checks. [Critical Success Factors 1, 2]  <b>Needs:</b> D6; D7; E3; E6;</p>	<p><b>Person(s) Responsible:</b> CI&amp;A Exec. Director; Special Programs Director; Principal; Vice-Principals; Counselors; Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Bilingual/ELL; Special Ed Funds</p>
	<p><b>Evidence of Implementation:</b> Meeting agendas; sign-in sheets; Walk-throughs, PLCs</p>	<p><b>Ongoing Evaluation Method:</b> assessment data, grades</p>	<p><b>Final Evaluation Method:</b> STAAR results</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> supplemental materials, textbooks, teacher professional development;</p>
2	<p><b>Action:</b> Provide academic supports for students by providing resources (including the Math Specialist) to improve/supplement the interventions being provided. [Critical Success Factors 1, 4, 7]  <b>Needs:</b> B2; B7; E5;</p>	<p><b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, Department Heads, Math Specialist</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; Bilingual/ELL; State Comp Ed Funds \$23,988.00; 1 FTEs; Special Ed Funds; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> tutoring logs, resource inventory, walk throughs, training logs from Math Specialist, student tutoring/intervention logs with Math Specialist</p>	<p><b>Ongoing Evaluation Method:</b> assessment data, grades, Istation reports</p>	<p><b>Final Evaluation Method:</b> STAAR results</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 6 weeks)</p>		<p><b>Resources:</b> research base intervention, professional development opportunities for teachers;</p>
3	<p><b>Action:</b> Provide purposeful interventions for students who are at risk of failing the classroom and/or STAAR. [Critical Success Factors 1, 4, 7]  <b>Needs:</b> A2; B2; B7; E5;</p>	<p><b>Person(s) Responsible:</b> principal, vice-principal, counselor, teachers, department heads</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$23,988.00; Local Funds \$115,140.00; Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> student sign in sheets, tutor documentation log,</p>	<p><b>Ongoing Evaluation Method:</b> grades, istation reports, assessment data</p>	<p><b>Final Evaluation Method:</b> STAAR scores</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)</p>		<p><b>Resources:</b> tutors, instructional tools and materials;</p>

**Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.**

**Objective #3: MVMS teachers will use technology resources and tools to enhance instruction and increase student achievement.**

1	<b>Action:</b> Teachers will be trained on how to implement and use technology within the instruction. [Critical Success Factors 1, 2, 4, 7] <b>Needs:</b> B1; G2; H4;	<b>Person(s) Responsible:</b> principal, technology instructional specialist, vice principals, teachers, department heads	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Bilingual/ELL; Special Ed Funds \$0.00; Career & Technology Funds; Title I, Part A Funds
	<b>Evidence of Implementation:</b> walk throughs, student work	<b>Ongoing Evaluation Method:</b> grades, assessment data, Istation reports	<b>Final Evaluation Method:</b> STAAR scores
	<b>Timeline:</b> 7/1/2022 - 12/20/2023 (As Needed)		<b>Resources:</b> technology tools, instructional software and/or access, TEKS resource;
2	<b>Action:</b> Teachers will have the needed technology to implement during instructional times. [Critical Success Factors 1, 2] <b>Needs:</b> B3; E1; H1;	<b>Person(s) Responsible:</b> Principal; Vice Principals; Department Heads, teachers, technology department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title I, Part A Funds; Career & Technology Funds
	<b>Evidence of Implementation:</b> Intervention software use reports	<b>Ongoing Evaluation Method:</b> assessment data, grades, Istation reports	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> technology tools and software;
3	<b>Action:</b> At the end of the 2021-2022 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2022-2023 school year and make the needed revisions. In April, the committee will begin the final evaluations. <b>Needs:</b> G6; [Title I Components CNA]	<b>Person(s) Responsible:</b> campus administration, staff, CPOC, parents, business representatives, community members.	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> sign in sheets, agendas, data	<b>Ongoing Evaluation Method:</b> completed plan, feedback	<b>Final Evaluation Method:</b> completed evaluation
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Every 9 weeks)		<b>Resources:</b> CNA/CIP plan, time, room, location;

**Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.**

**Objective #1: The MVMS staff will recruit and retain 100% highly qualified staff while offering relevant professional development and leadership opportunities.**

1	<b>Action:</b> Provide meaningful professional and paraprofessional training. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> B1; D4; E4;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers; CIA	<b>Funding/FTEs:</b> Local Funds \$115,140.00; Title I, Part A Funds; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	<b>Ongoing Evaluation Method:</b> teacher feedback, assessment data, grades	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 3/1/2023 (As Needed)		<b>Resources:</b> CIA department assistance, Region 20;
2	<b>Action:</b> Provide time for professional learning communities to meet and discuss campus and district strategic goals. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> D3; [Title I Components CNA]	<b>Person(s) Responsible:</b> Principal, Vice Principals, Counselors, Teachers, CIA	<b>Funding/FTEs:</b> Title II, Part A Funds \$2,000.00; Title III, Part A Funds; Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> meeting agendas; sign-in sheets; walk-throughs; Campus Needs Assessment	<b>Ongoing Evaluation Method:</b> Walk-through (weekly), T-TESS (annual) evaluations, testing data (six weeks)	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> sign in sheets;
3	<b>Action:</b> MVMS will have selected teachers as mentors to support teachers new to the profession. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> D4;	<b>Person(s) Responsible:</b> Campus Administration and CIA	<b>Funding/FTEs:</b> Title II, Part A Funds \$8,000.00; Local Funds; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Agenda, sign in sheet	<b>Ongoing Evaluation Method:</b> walk-throughs	<b>Final Evaluation Method:</b> Staff satisfaction survey
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> Handouts, list of topics, expectations for mentor and men-tee, job description;

4	<b>Action:</b> Provide training for teachers to learn research base instructional strategies. [Critical Success Factors 1, 2, 7] <b>Needs:</b> B1; E4; G2;	<b>Person(s) Responsible:</b> Principal; Curriculum Department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title I, Part A Funds
	<b>Evidence of Implementation:</b> walk throughs	<b>Ongoing Evaluation Method:</b> walk throughs, assessment date, grades	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		<b>Resources:</b> technology to present, presenter handouts;
5	<b>Action:</b> Provide training for teachers to better understand student's social and emotional needs within the classroom. [Critical Success Factors 1, 4, 6, 7] <b>Needs:</b> B9; C4;	<b>Person(s) Responsible:</b> Principal; Counselors; Social Worker	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title I, Part A Funds
	<b>Evidence of Implementation:</b> decrease in referrals, increase in attendance	<b>Ongoing Evaluation Method:</b> grades, assessments, attendance records	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		<b>Resources:</b> presentation handouts;

**Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.**

**Objective #2: MVMS will provide opportunities for staff members to observe highly qualified teachers, attend professional developments, and demonstrate leadership qualities.**

1	<p><b>Action:</b> The teachers will meet monthly with their department to build academic capacity throughout their department teams. [Critical Success Factors 1, 2, 3, 7]  <b>Needs:</b> D2;</p>	<p><b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, department heads, CIA departments</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title II, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> Meeting agendas; sign-in sheets; Walk-throughs</p>	<p><b>Ongoing Evaluation Method:</b> Walk-through (weekly); T-TESS (annual) evaluations; testing data (6 weeks), grades</p>	<p><b>Final Evaluation Method:</b> STAAR data</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>		<p><b>Resources:</b> time;</p>
2	<p><b>Action:</b> Staff development will be planned, implemented, and monitored to develop core subjects and provide the resources to implement character building in the classroom. [Critical Success Factors 1, 2, 3, 4, 6, 7]  <b>Needs:</b> A3; B4; C2; D5;</p>	<p><b>Person(s) Responsible:</b> Principal; Vice Principals; Counselors; Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; Title II, Part A Funds; State Comp Ed Funds \$23,988.00</p>
	<p><b>Evidence of Implementation:</b> Meeting agendas; sign-in sheets; Walk-throughs; Region 20 registrations</p>	<p><b>Ongoing Evaluation Method:</b> testing data (twice); walk-throughs (weekly); grades (six weeks)</p>	<p><b>Final Evaluation Method:</b> STAAR data</p>
	<p><b>Timeline:</b> 7/1/2022 - 4/1/2023 (Daily)</p>		<p><b>Resources:</b> Eduphoria; Success Ed; Istation;</p>
3	<p><b>Action:</b> Continue employee appreciation and recognition.  <b>Needs:</b> D1; F2; F3;</p>	<p><b>Person(s) Responsible:</b> Administration, support staff, counselors</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00</p>
	<p><b>Evidence of Implementation:</b> social committee activities, number of peer to peer shout outs</p>	<p><b>Ongoing Evaluation Method:</b> Monthly appreciation</p>	<p><b>Final Evaluation Method:</b> Staff survey</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)</p>		

**Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.**

**Objective #1: MVMS will provide the opportunity for students to participate in academic activities, extracurricular activities, and a variety of clubs that help enhance student achievement and growth both academically and emotionally.**

1	<b>Action:</b> Provide student and staff access to technology and instructional programs. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> B3; H3;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, CTE, curriculum department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; Career & Technology Funds; Carl-Perkins Title IPartC \$3,945.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Master Schedule; Sign-up sheets, technology inventory	<b>Ongoing Evaluation Method:</b> increase availability and use of technology, assessment grades (online testing)	<b>Final Evaluation Method:</b> STAAR reports, grade reports
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		<b>Resources:</b> technology,;
2	<b>Action:</b> Provide more opportunities for Career, Technology, and Engineering field trips and workshops. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> A4;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, CTE, CIA	<b>Funding/FTEs:</b> Local Funds \$115,140.00; Career & Technology Funds; Carl-Perkins Title IPartC; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Purchase Orders, attendance reports	<b>Ongoing Evaluation Method:</b> at semester evaluate the number of presentations and visits	<b>Final Evaluation Method:</b> Enrollment numbers
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		
3	<b>Action:</b> Provide opportunities for students to participate in school activities such as clubs, organizations, etc. [Critical Success Factors 1, 3, 5, 6] <b>Needs:</b> C5;	<b>Person(s) Responsible:</b> principal, vice principals, counselors, teachers, social workers	<b>Funding/FTEs:</b> Local Funds \$115,140.00
	<b>Evidence of Implementation:</b> Available number of clubs and organizations	<b>Ongoing Evaluation Method:</b> Sign in sheets with student participation	<b>Final Evaluation Method:</b> counseling and discipline referrals
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		<b>Resources:</b> Sponsors, resources specific to activity;

4	<p><b>Action:</b> Provide opportunities for students to experience and explore educational pathways and future careers. [Critical Success Factors 1, 3, 5]  <b>Needs:</b> A4;</p>	<p><b>Person(s) Responsible:</b> Administration, CTE director, counselors, teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00; Career &amp; Technology Funds; Carl-Perkins Title IPartC; State Comp Ed Funds \$23,988.00</p>
	<p><b>Evidence of Implementation:</b> attendance reports, guest sign in sheets</p>	<p><b>Ongoing Evaluation Method:</b> grades, attendance</p>	<p><b>Final Evaluation Method:</b> course selections, student survey</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> instructional resources, outside presenters, technology tools. transportation;</p>

**Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.**

**Objective #2: Medina Valley Middle School will increase technology access and provide opportunities for technological implementation in the classroom for students and staff members.**

1	<b>Action:</b> Provide and replace technology used for student learning. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> H3;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, CTE CIA	<b>Funding/FTEs:</b> Local Funds \$115,140.00; Career & Technology Funds; Carl-Perkins Title IPartC; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> classroom use, assessments online	<b>Ongoing Evaluation Method:</b> Walk-through (weekly) and T-TESS (annual) evaluations	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		<b>Resources:</b> internet service, bandwidth, technology tools, software;
2	<b>Action:</b> Provide Teacher training opportunities for all technology resources and software. [Critical Success Factors 1, 2, 3, 4, 6, 7] <b>Needs:</b> D6; E4; G2;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, technology department, CIA	<b>Funding/FTEs:</b> Local Funds \$115,140.00
	<b>Evidence of Implementation:</b> Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	<b>Ongoing Evaluation Method:</b> Walk-through (weekly)	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		
3	<b>Action:</b> Provide instructional materials, supplies, and/or academic support for students to ensure academic success. [Critical Success Factors 1, 2, 4, 5, 6, 7] <b>Needs:</b> A1; A2; B2; D6;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, CIA, technology department	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> grade reports, assessment scores	<b>Ongoing Evaluation Method:</b> Walk-through (weekly)	<b>Final Evaluation Method:</b> STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		

**Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.**

**Objective #1: MVMS will ensure a safe environment for both staff and students by implementing a character building program that promotes leadership.**

1	<b>Action:</b> Implement a school-wide Character education/building program that gives all staff and students the opportunity to be leaders on campus. [Critical Success Factors 1, 3, 4, 5, 6, 7] <b>Needs:</b> B4; C2; C5; C6;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, social worker	<b>Funding/FTEs:</b> Local Funds \$115,140.00
	<b>Evidence of Implementation:</b> number of student participation, increase in participation opportunities, sign in sheets for family involvement activities	<b>Ongoing Evaluation Method:</b> discipline referrals, counseling referrals, attendance reports	<b>Final Evaluation Method:</b> Grade reports, STAAR data
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
2	<b>Action:</b> Enforce consistent school procedures and set school wide goals based on district strategic plans. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> B6; C1; G4;	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, Social Worker	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00
	<b>Evidence of Implementation:</b> Requisitions; Professional Development records; meeting agendas; sign-in sheets; walk-throughs	<b>Ongoing Evaluation Method:</b> Walk-through (weekly); decreasing trend of discipline referrals; parent participation	<b>Final Evaluation Method:</b> Increased attendance; decreased discipline referrals
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
3	<b>Action:</b> Provide opportunities for family engagement and collaboration between the school and home. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7] <b>Needs:</b> C3; F1; [Title I Components Annual Evaluation]	<b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, Social Worker	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title I, Part A Funds \$1,000.00; 0.125 FTEs
	<b>Evidence of Implementation:</b> Requisitions; meeting agendas; sign-in rosters	<b>Ongoing Evaluation Method:</b> Sign-in rosters; increase PTO participation/enrollment; surveys	<b>Final Evaluation Method:</b> End of year surveys
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		

4	<b>Action:</b> Provide more training opportunities for parents and guardians. [Critical Success Factors 1, 5, 6] <b>Needs:</b> C3; F2;	<b>Person(s) Responsible:</b> Administration, Curriculum Department, Federal Programs, counselors, social worker	<b>Funding/FTEs:</b> Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; Title III, Part A Funds; Title I, Part A Funds \$400.00
	<b>Evidence of Implementation:</b> sign in sheets,	<b>Ongoing Evaluation Method:</b> Rosters, increase participation enrollment, surveys	<b>Final Evaluation Method:</b> End of year survey
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		
5	<b>Action:</b> Improve communication with parents, students, and staff members. [Critical Success Factors 1, 3, 5, 6] <b>Needs:</b> C3; C7; D2;	<b>Person(s) Responsible:</b> administration, teachers, staff members	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$400.00
	<b>Evidence of Implementation:</b> more parental involvement, sign in sheets, more student participation in clubs, activities, etc	<b>Ongoing Evaluation Method:</b> sign in sheets	<b>Final Evaluation Method:</b> percentage of student involvement in school activities
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		<b>Resources:</b> SMORE system, visual audio for announcements, marque;
6	<b>Action:</b> Medina Valley Middle School will provide students with a more structure environment to help improve behaviors that may be hindering a student's academic performance as well as provide needed services to those students in need of assistance. Such environment could be DAEP and such services could be PRS. [Critical Success Factors 1, 6] <b>Needs:</b> B4; C2; G1; G4; G5;	<b>Person(s) Responsible:</b> Administration team, counselors, teachers, social workers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds 1 FTEs
	<b>Evidence of Implementation:</b> percentage of students who are in need of these programs	<b>Ongoing Evaluation Method:</b> every semester discipline reports	<b>Final Evaluation Method:</b> end of year discipline report
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)		<b>Resources:</b> local agencies, counseling, instructional resources;
7	<b>Action:</b> Provide teachers the opportunity to meet and discuss stressors with counselors and/or social workers. [Critical Success Factors 7] <b>Needs:</b> B9; C4;	<b>Person(s) Responsible:</b> principal, vice principal, counselors, social workers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> meeting agendas	<b>Ongoing Evaluation Method:</b> positive teacher morale, meeting agendas	<b>Final Evaluation Method:</b> staff retention
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		<b>Resources:</b> google meets, technology;

**Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.**

**Objective #2: MVMS will promote and encourage parental involvement by providing opportunities for parents to participate in school activities.**

1	<p><b>Action:</b> Provide various options for parental/school communication based on individual student/family needs such as paper, postal, email, digital, or social media (Twitter, Facebook). [Critical Success Factors 1, 3, 4, 5, 6, 7]  <b>Needs:</b> D2;</p>	<p><b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00</p>
	<p><b>Evidence of Implementation:</b> establish social media (Facebook, Twitter, postings; teacher contact logs)</p>	<p><b>Ongoing Evaluation Method:</b> Increase in positive social media responses; surveys</p>	<p><b>Final Evaluation Method:</b> End of Year Survey</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		
2	<p><b>Action:</b> A campus team will meet with MVISD Coordinator of School Health Advisory Council (CSHAC) to evaluate the curriculum and programs in health fitness, health education, nutrition, and in parent/community programs. [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]  <b>Needs:</b> C2; C3;</p>	<p><b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers, Nurse</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00</p>
	<p><b>Evidence of Implementation:</b> Sign-in rosters; CSHAC meeting minutes and calendar</p>	<p><b>Ongoing Evaluation Method:</b> CSHAC meeting minutes</p>	<p><b>Final Evaluation Method:</b> Updated Campus Safety plan and Student Handbook</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)</p>		
3	<p><b>Action:</b> Initiate a School-wide violence prevention program to identify bullying of all types. [Critical Success Factors 1, 3, 4, 5, 6]  <b>Needs:</b> C1; C6; G5; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Principal; Vice-Principals; Counselors; Teachers; Social Worker</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$23,988.00; Title IV, Part A Funds \$2,000.00; Local Funds \$115,140.00</p>
	<p><b>Evidence of Implementation:</b> Agendas; meeting minutes</p>	<p><b>Ongoing Evaluation Method:</b> Skyward monitoring; meeting minutes, counseling and discipline referrals</p>	<p><b>Final Evaluation Method:</b> Decrease referrals, ISS, OSS, and DAEP placements; increase parental support and involvement</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>		

4	<p><b>Action:</b> The Light House team will meet to discuss the implementation of the Leader In Me program among the students on campus and how to get parents involved so that the program carries over into the home. [Critical Success Factors 1, 3, 5, 6]  <b>Needs:</b> A3; C2; C3; C6;</p>	<p><b>Person(s) Responsible:</b> principal, vice principals,counselors, teachers</p>	<p><b>Funding/FTEs:</b> Local Funds \$115,140.00</p>
	<p><b>Evidence of Implementation:</b> sign in sheets for meetings, news letters sent home, invites sent home, leadership lessons during collaborative</p>	<p><b>Ongoing Evaluation Method:</b> parent and student participation in school activities,</p>	<p><b>Final Evaluation Method:</b> End of Year Survey</p>
	<p><b>Timeline:</b> 7/1/2022 - 5/1/2023 (Bi-Monthly)</p>		
5	<p><b>Action:</b> Continue to build capacity by providing events, trainings, activities with takeaway educational materials and offering of light refreshments and snacks. [Critical Success Factors 5]  <b>Needs:</b> F1; F2; F3; G3;</p>	<p><b>Person(s) Responsible:</b> Federal Programs, Principal, Assistant Principals, Counselors, Parent &amp; Family Engagement Coordinator</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$5,000.00; Local Funds \$115,140.00; State Comp Ed Funds \$23,988.00; .125 FTEs</p>
	<p><b>Evidence of Implementation:</b> sign in sheets, more parental involvement, invites sent home</p>	<p><b>Ongoing Evaluation Method:</b> parent participation in school activities</p>	<p><b>Final Evaluation Method:</b> decrease in counseling referrals, decrease in discipline incidents, End of year surveys</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (As Needed)</p>	<p><b>Resources:</b> possible activity supplies;</p>	
6	<p><b>Action:</b> Provide and offer more conferences/workshops for teachers, staff, parents, and families. [Critical Success Factors 1, 3, 5, 7]  <b>Needs:</b> B1; C7; D6;</p>	<p><b>Person(s) Responsible:</b> Federal Programs, Principal, Vice Principals, Counselors</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds</p>
	<p><b>Evidence of Implementation:</b> sign in sheets, more parental involvement</p>	<p><b>Ongoing Evaluation Method:</b> parent participation in school activities, walkthroughs</p>	<p><b>Final Evaluation Method:</b> all evaluation data, passing/failing rate</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)</p>	<p><b>Resources:</b> supplies for training;</p>	
7	<p><b>Action:</b> Create a variety of campus opportunities for parents, teachers and staff to make a positive social/academic impact on student success. [Critical Success Factors 5, 6]  <b>Needs:</b> F1; G3;</p>	<p><b>Person(s) Responsible:</b> Administration, Counselors, Federal Programs, Teachers. counselors</p>	<p><b>Funding/FTEs:</b> Title I, Part A Funds \$400.00; State Comp Ed Funds \$23,988.00; Local Funds \$115,140.00</p>
	<p><b>Evidence of Implementation:</b> sign in sheets, completed surveys with student, parent, and teacher feedback</p>	<p><b>Ongoing Evaluation Method:</b> student participation in extra curricular activities and clubs</p>	<p><b>Final Evaluation Method:</b> End of year survey, attendance reports</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Bi-Annually)</p>	<p><b>Resources:</b> activity supplies, teacher/sponsor support, student involvement;</p>	

**Funding**

Bilingual/ELL

Career & Technology Funds

Local Funds \$4,375,320.00

Carl-Perkins Title I Part C \$3,945.00

State Comp Ed Funds \$831,604.00 3.63 FTEs

Special Ed Funds

Title I, Part A Funds \$7,200.00 0.13 FTEs

Title II, Part A Funds \$11,000.00

Title III, Part A Funds

Title IV, Part A Funds \$2,000.00

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 1, Objective #1 , Strategy # 7:** Provide field trips/real world opportunities for students to have hands on enrichment experiences and increase academic knowledge.

**Goal # 1, Objective #3 , Strategy # 3:** At the end of the 2021-2022 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2022-2023 school year and make the needed revisions. In April, the committee will begin the final evaluations.

**Goal # 2, Objective #1 , Strategy # 2:** Provide time for professional learning communities to meet and discuss campus and district strategic goals.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #1 , Strategy # 4:** Maintain and/or increase the number of co teaching classrooms.

**Goal # 4, Objective #2 , Strategy # 3:** Initiate a School-wide violence prevention program to identify bullying of all types.

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**Element 3: Parent and Family Engagement**

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 4, Objective # 1, Strategy # 3:** Provide opportunities for family engagement and collaboration between the school and home.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **Loma Alta Middle School**

266 CR 381, San Antonio, TX 78253

### **Campus Improvement Plan 2022-2023**



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## MISSION

Loma will meet the needs of each student, build self-directed critical thinkers and develop students to become life long learners.

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## VISION

Together, we will foster a desire for lifelong learning that prepares students to reach their maximum potential.

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## DESCRIPTION

Loma Alta Middle School opened its doors in 2018 and serves 814 students in grades 6th through 8th. The student population is 8.85% African American, 63.51% Hispanic, 20.76% White, .25% American Indian, 1.60% Asian, .12% Pacific Islander, 4.91% Two Or more Races, 48.28% Male, 51.72% Female. Loma Alta Middle School serves 15.97% Special Education students, 42.87% Economically Disadvantaged students, 4.55% English Language Learners, 31.53% At-Risk students, 6.88% Gifted & Talented students. The overall mobility rate for the campus is 18.59%. The average attendance rate for students is 94.2%.

### **Title I Campus**

LAMS is a Title I Campus

### **Demographics**

- Although Loma Alta provides various support for parents and guardians, we would like to offer support dates and times for families who need assistance with skyward, lunch applications, and resource opportunities. Loma Alta will continue identifying the best interventions to ensure students reach their maximum potential.

### **Student Achievement**

- Loma Alta Middle School will continue reviewing student data to identify strengths and weaknesses. We will utilize the data to offer various intervention opportunities for students and teachers so that students can reach their maximum potential. We will continue identifying writing and online testing opportunities throughout all classes.

### **School Culture and Climate**

- Loma Alta Middle School will continue to provide a safe learning environment for all students. Staff will continue to work with students and families to build strong relationships. Our school counselors and our social worker will continue implementing school programs that promote student academic and social-emotional success. Collaboratively, we will ensure our students reach their maximum potential.

**Staff Quality, Recruitment and Retention**

- LOMA will continue to recruit and retain highly qualified teachers by providing a competitive benefits package and support systems throughout their tenure with LOMA.

**Curriculum, Instruction and Assessment**

- We were fortunate to provide Math, Reading, and EB academies for our struggling learners during the previous years. In 2022-2023, we will implement additional push-ins in classrooms and utilize district data to establish the best interventions during intervention opportunities.

**Family and Community Engagement**

- Loma will continue to use various facets to communicate timely and effectively with parents and families. We will continue to celebrate student success throughout the school year.

**School Context and Organization**

- Each department has a department head that provides resources and support. Each grade level also has a department head. PLC meetings will ensure that the curriculum is aligned. Outside of core classes, our teachers need additional training in special programs such as SuccessEd.

**Technology**

- After COVID-19, Medina Valley ISD enhanced its technological resources. To continue to grow, students and staff need additional training and resources to maximize student success.

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**SPECIAL PROGRAMS**

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The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

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**ADMINISTRATORS**

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Melissa Gonzales - Principal  
 Daniel Williams - Vice Principal  
 Stephanie Bippert - Vice Principal

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**PLANNING COMMITTEE**

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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Melissa Gonzales	Principal	Principal
Daniel Williams	Assistant Principal	Assistant Principal
Stephanie Bippert	Assistant Principal	Assistant Principal
Lindsay Spracale	Teacher	Teacher
Jaqueline Welch	Teacher	Teacher
Carrie Arce	Teacher	Teacher
Justae Island	Teacher	Teacher
Esther Fairhurst	Teacher	Teacher
Sarah Young	Teacher	Teacher
Jennifer Hickman	Teacher	Teacher
Joy Smith	Teacher	Teacher
Maricella Rodriguez	Math Specialist	Teacher
Christine Hildebrand	Teacher	Teacher
Abigail Snell	Teacher	Teacher
Juan Pena	Counselor	Non-Teaching Staff
Rebecca Holler	Counselor	Non-Teaching Staff
Martin Salcedo	Parent	Parent
Haston Pulley	Parent	Parent
Tiffany Pulley	Parent	Parent
Tammy Gibson	Parent	Parent
April Davis	Parent	Parent
Carlos Sepulveda	Community Member	Community Member
Alan White	Community Member	Community Member
Ricky Cantu	Business Representative	Business Representative
Nick Fordyce	Business Representative	Business Representative

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## CNA PROCESS

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LAM assembles its committee in late spring to review data and obtain input on the various needs of its students based on demographics, educationally disadvantaged and special programs. In June-August, the strategies are refined. In September, the CIP is presented to the CIP committee.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 Social worker on campus to provide counseling in individual and small group settings.
- 2 Academies for ELAR, Math and Emergent Bilingual.
- 3 Attendance incentives for students and staff.
- 4 Various classroom phones in each hallway for improved communication internally and externally.
- 5 Math Specialist to provide specialized and individualized interventions.
- 6 Individualized/grouped practice with Get More Math
- 7 No RedInk to strengthen writing skills and empower critical thinking.

### Needs

- 1 General education teachers to collaborate and plan with Special Education teachers.
- 2 Mentoring program for at-risk students.
- 3 Continue to build parent capacity by providing resources, take away information, materials, and light refreshments and snacks.
- 4 New and updated instructional technology for teachers and students.
- 5 Need skyward or software accessibility that is user friendly for parents and guardians.

### Summary

Although Loma Alta provides various support for parents and guardians, we would like to offer support dates and times for families who need assistance with skyward, lunch applications, and resource opportunities. Loma Alta will continue identifying the best interventions to ensure students reach their maximum potential.

### Data

Attendance Data  
TAPR  
Climate Survey  
Smore Survey  
Discipline Data

## Student Achievement

### Strengths

- 1 Reviewed student data to identify strengths and weaknesses to implement interventions to improve student success.
- 2 Offered after-school intervention and a collaborative schedule to help students reach their maximum potential.
- 3 100% passing rate for Algebra 1 EOC for the 2021-2022 school year, 79% mastered.

### Needs

- 1 We need a reduction in teacher to student ratio in inclusion classes.
- 2 We need more exposure to online testing.
- 3 Increase cross-curricular writing in all grade levels.
- 4 Loma could benefit from a Reading Specialist.

### Summary

Loma Alta Middle School will continue reviewing student data to identify strengths and weaknesses. We will utilize the data to offer various intervention opportunities for students and teachers so that students can reach their maximum potential. We will continue identifying writing and online testing opportunities throughout all classes.

### Data

Classroom Walkthrough Data  
Curriculum-Based Assessments  
Formative Assessments

## School Culture and Climate

### Strengths

- 1 Teachers and staff build strong relationships with students and families.
- 2 Teachers are role models to students.
- 3 There are educational field trip opportunities for students.
- 4 School counselors focus on designing and implementing school counseling programs that promote all students' academic, career, and social/emotional success.
- 6 The social campus worker meets with students to assess their needs and provide support and resources.
- 7 Bullying Prevention Training for students and staff.
- 8 The Campus supports various clubs and organizations.
- 9 Loma Alta Middle School provides a safe learning environment for all students.

### Needs

- 1 The campus needs an increase in educational field trip opportunities.
- 2 The teachers need adequate professional development opportunities.
- 3 All students that require transportation should have access to a bus.
- 4 We need to educate students on state required counseling programs and resources.

### Summary

Loma Alta Middle School will continue to provide a safe learning environment for all students. Staff will continue to work with students and families to build strong relationships. Our school counselors and our social worker will continue implementing school programs that promote student academic and social-emotional success. Collaboratively, we will ensure our students reach their maximum potential.

### Data

Attendance Data  
Staff Demographics  
Climate Survey

## Staff Quality, Recruitment and Retention

### Strengths

- 1 Loma has highly qualified teachers with proven success.
- 2 The staff collaborates well with each other, parents and families, and the community.
- 3 Highly effective teachers who are flexible and adapt as needed.

### Needs

- 1 Teachers desire a better employee benefits package.
- 2 Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.
- 3 Teachers new to the district need a mentor.

### Summary

LOMA will continue to recruit and retain highly qualified teachers by providing a competitive benefits package and support systems throughout their tenure with LOMA.

### Data

Climate Survey  
Classroom Walkthrough Data  
Staff Demographics  
Attendance Data

## Curriculum, Instruction and Assessment

### Strengths

- 1 Analyze and implement District Curriculum initiatives and data to ensure students reach their maximum potential.
- 2 Loma offers Math, Reading, and EB academies for additional student support.
- 3 Middle school CTE courses provide students exposure, develop interests, and develop foundational technical and employability skills they can continue to build in high school.

### Needs

- 1 LOMA can benefit from a Reading Specialist.
- 2 Loma needs additional training and support for our ELL program.
- 3 Loma needs specific curriculum for Math and Reading academies.
- 4 Loma needs additional resources and support for accelerated instruction.
- 5 Loma needs additional rechargeable TI 84 graphing calculators.

### Summary

We were fortunate to provide Math, Reading, and EB academies for our struggling learners during the previous years. In 2022-2023, we will implement additional push-ins in classrooms and utilize district data to establish the best interventions during intervention opportunities.

### Data

Campus-Based Assessments  
Curriculum-Based Assessments  
District-Based Assessments  
Formative Assessments  
Student Achievement Data

## Family and Community Engagement

### Strengths

- 1 Loma Alta Middle School host an open house for parents and students to meet and collaborate with staff.
- 2 Loma Alta Middle School uses various platforms to communicate with parents and families throughout the school year.
- 3 Loma Alta Middle School honors student academics with an academic awards ceremony.
- 4 Loma Alta Middle School students participate in Big Art Day.

### Needs

- 1 Loma Alta Middle School needs additional academic nights such as Science Star Night.
- 2 Loma needs to provide parents and families with timely communication.

### Summary

Loma will continue to use various facets to communicate timely and effectively with parents and families. We will continue to celebrate student success throughout the school year.

### Data

Attendance Data

Student Achievement Data

Student Demographics

## School Context and Organization

### Strengths

- 1 The District Curriculum team, LOMA admin, and Grade Level and Department Heads work diligently to provide data and resources throughout the school year.
- 2 Loma has Department Heads for core and elective teachers.
- 3 LOMA has electronic inventory for campus technology.

### Needs

- 1 AWARE-up to date information on LEP and 504 students
- 2 Additional funding for inclusion teachers/staff
- 3 Training for staff on SuccessEd
- 4 Additional training in SuccessEd for RTI, 504s, SPED and ESL info.

### Summary

Each department has a department head that provides resources and support. Each grade level also has a department head. PLC meetings will ensure that the curriculum is aligned. Outside of core classes, our teachers need additional training in special programs such as SuccessEd.

### Data

Staff Demographics

Student Achievement Data

Student Demographics

## Technology

### Strengths

- 1 All Loma Alta classrooms have smart boards for the 2022-2023 school year.
- 2 All Loma Alta classrooms have Infocus machines.
- 3 All teachers have access to use google classrooms.
- 4 COWs are utilized frequently throughout the school year.

### Needs

- 1 Increase student technology access to a one-to-one ratio.
- 2 Staff development on technology in the classrooms.
- 3 COWs for each department.

### Summary

After COVID-19, Medina Valley ISD enhanced its technological resources. To continue to grow, students and staff need additional training and resources to maximize student success.

### Data

Student Achievement Data

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**PRIORITY NEEDS**

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A: Demographics

A2 Mentoring program for at-risk students.

B: Student Achievement

B4 Loma could benefit from a Reading Specialist.

C: School Culture and Climate

C1 The campus needs an increase in educational field trip opportunities.

C4 We need to educate students on state required counseling programs and resources.

D: Staff Quality, Recruitment and Retention

D2 Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.

D3 Teachers new to the district need a mentor.

E: Curriculum, Instruction and Assessment

E1 LOMA can benefit from a Reading Specialist.

E2 Loma needs additional training and support for our ELL program.

E3 Loma needs specific curriculum for Math and Reading academies.

E4 Loma needs additional resources and support for accelerated instruction.

F: Family and Community Engagement

F1 Loma Alta Middle School needs additional academic nights such as Science Star Night.

F2 Loma needs to provide parents and families with timely communication.

H: Technology

H1 Increase student technology access to a one-to-one ratio.

H2 Staff development on technology in the classrooms.

## GOALS

### **Goal #1: Focus on continual growth among all grade levels in core academics.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.**

#### District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

# Actions

**Goal #1: Focus on continual growth among all grade levels in core academics.**

**Objective #1: Provide at least two parent engagement opportunities that address the academic and social-emotional needs of students and families.**

1	<b>Action:</b> Parent Family Engagement Coordinator to assist with resources for parent activities. <b>Needs:</b> F1; F2; [Title I Components Annual Evaluation]	<b>Person(s) Responsible:</b> Administration, Counselors, & Staff	<b>Funding/FTEs:</b> Title I, Part A Funds \$800.00; 0.13 FTEs
	<b>Evidence of Implementation:</b> PFE staff hired	<b>Ongoing Evaluation Method:</b> Sign-in sheets, parent surveys, implementation artifacts	<b>Final Evaluation Method:</b> Parent Surveys, Sign in sheets
	<b>Timeline:</b> 10/3/2022 - 7/30/2023 (Bi-Annually)		<b>Resources:</b> Access to campus resources;
2	<b>Action:</b> Provide supplies, light refreshment and snacks, and materials for meaningful parent engagement activities. <b>Needs:</b> F1; F2; [Title I Components Annual Evaluation]	<b>Person(s) Responsible:</b> Administration and PFE Coordinator	<b>Funding/FTEs:</b> Title I, Part A Funds \$800.00
	<b>Evidence of Implementation:</b> sign-in sheets and agenda	<b>Ongoing Evaluation Method:</b> parent surveys and staff feedback	<b>Final Evaluation Method:</b> parent surveys and staff feedback
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Bi-Annually)		<b>Resources:</b> facilities, sign-in sheets, agenda, presenters.;

**Goal #1: Focus on continual growth among all grade levels in core academics.**

**Objective #2: All STAAR tested areas will be 2% above the state average for the 2022-2023 school year results.**

1	<p><b>Action:</b> Identify and provide academic support and resources, but not limited to tutoring, for at risk students.  <b>Needs:</b> B4; B5; C2; C2; E1; E3; E4; H1; [Title I Components CIP, Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> Administrators, Counselors, Teachers</p>	<p><b>Funding/FTEs:</b> State Comp Ed Funds \$19,665.00; 4.00 FTEs; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds 1 FTEs</p>
	<p><b>Evidence of Implementation:</b> Sign-in sheets, list of identified students, counseling logs, and purchase orders.</p>	<p><b>Ongoing Evaluation Method:</b> Sign-in sheets, list of identified students, and review of data.</p>	<p><b>Final Evaluation Method:</b> Academic growth of at risk students.</p>
	<p><b>Timeline:</b> 8/13/2022 - 6/9/2023 (As Needed)</p>		<p><b>Resources:</b> Social Worker, Math Specialist, Staff to support At Risk population, and Intervention programs;</p>
2	<p><b>Action:</b> To support our monolingual students by acquiring instructional technology for daily access to be used on/for language translation apps, speech to text software, and online curriculum.  <b>Needs:</b> E2; E4; H1; [Title I Components Annual Evaluation]</p>	<p><b>Person(s) Responsible:</b> ELL campus administrator designee and ELL academy instructor</p>	<p><b>Funding/FTEs:</b> Title III, Part A Funds \$3,000.00</p>
	<p><b>Evidence of Implementation:</b> Implementation plan communicated and teacher acknowledgement received.</p>	<p><b>Ongoing Evaluation Method:</b> Diagnostic report of usage and as concurrent per grading period.</p>	<p><b>Final Evaluation Method:</b> Diagnostics will be reviewed. AR STAR assessments will be reviewed. IPT results also reviewed.</p>
	<p><b>Timeline:</b> 12/1/2022 - 5/30/2023 (Daily)</p>		<p><b>Resources:</b> Implementation plan communicated and provided; access to software components;</p>

**Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.**

**Objective #1: Provide professional development opportunities and support to all level of educators, from new teachers to seasoned teachers, to grow them in their career and keep them motivated for the success of our students.**

1	<b>Action:</b> Professional Learning Communities for staff. <b>Needs:</b> H2; [Title I Components CIP]	<b>Person(s) Responsible:</b> Department Heads	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Meeting with new teachers to make sure that understand and have all materials they need.	<b>Ongoing Evaluation Method:</b> Faculty meetings	<b>Final Evaluation Method:</b> Teacher climate survey at the end of the year
	<b>Timeline:</b> 8/16/2022 - 6/8/2023 (Weekly)		<b>Resources:</b> Supplies for teachers out of department budget when needed;
2	<b>Action:</b> Provide professional development for all core area teachers to enhance student learning. Due to the COVID-19 shut down and digital learning, we plan on focusing on more professional development in distance learning. <b>Needs:</b> E2; E3; H2; [Title I Components CIP]	<b>Person(s) Responsible:</b> Administration and District level staff	<b>Funding/FTEs:</b> Title II, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Participation documents in Eduphoria	<b>Ongoing Evaluation Method:</b> Sign in sheets and certificates	<b>Final Evaluation Method:</b> Sign in sheets and certificates
	<b>Timeline:</b> 8/13/2022 - 6/9/2023 (As Needed)		
3	<b>Action:</b> Provide time and training for teachers new to the profession. <b>Needs:</b> H2; [Title I Components CIP]	<b>Person(s) Responsible:</b> Campus Admin and CIA	<b>Funding/FTEs:</b> Title II, Part A Funds \$2,500.00
	<b>Evidence of Implementation:</b> New Teacher attend mentor training and meet with their mentor. Sign in sheet	<b>Ongoing Evaluation Method:</b> Sign in sheet	<b>Final Evaluation Method:</b> Debrief with mentors
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> Agenda, timeline, description of expectation;

4	<b>Action:</b> Recruit and support mentors for teachers new to the teaching profession. <b>Needs:</b> D3; [Title I Components CIP]	<b>Person(s) Responsible:</b> Campus Admin and CIA	<b>Funding/FTEs:</b> Title II, Part A Funds \$2,500.00
	<b>Evidence of Implementation:</b> Mentor sign in sheets	<b>Ongoing Evaluation Method:</b> Sign in sheet/participation in training	<b>Final Evaluation Method:</b> Debrief with assigned mentor
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Monthly)		<b>Resources:</b> Agenda, sign in sheet, online tracking system,;

**Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.**

**Objective #2: Provide a quarterly needs assessment to staff that identifies professional and social emotional needs.**

1	<b>Action:</b> Disseminate calendar to faculty. <b>Needs:</b> F2; [Title I Components CIP]	<b>Person(s) Responsible:</b> Administrator	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Agenda and sign in sheet	<b>Ongoing Evaluation Method:</b> Sign in sheets	<b>Final Evaluation Method:</b> Sign in sheets and fidelity of understanding all procedures at Loma Alta
	<b>Timeline:</b> 8/17/2022 - 6/8/2023 (Every 9 weeks)		<b>Resources:</b> Loma Alta Employee Handbook Loma Alta PD shared drive;
2	<b>Action:</b> The Loma Alta Leadership team will provide social activities, such as pot lucks, to encourage fellowship amongst the staff. <b>Needs:</b> D2; [Title I Components CIP]	<b>Person(s) Responsible:</b> Mrs. Center, Mrs. Williams, Mrs. Ramirez, Mrs. Fankel, Mrs. Morales	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Teachers participate in social events during the school day/lunch time/after school	<b>Ongoing Evaluation Method:</b> Participation	<b>Final Evaluation Method:</b> Culture survey
	<b>Timeline:</b> 7/1/2022 - 6/1/2023 (Monthly)		

**Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.**

**Objective #1: We will follow state mandates to provide appropriate training in healthy relationships, bullying prevention, teen violence, and mental health and suicide awareness for 100% of students and staff by the end of the 2022-2023 school year.**

1	<b>Action:</b> We will provide violence and dating violence prevention. We will develop a PowerPoint presentation and present to students after lunch to capture the audience of the entire student body. <b>Needs:</b> C4; [Title I Components CNA]	<b>Person(s) Responsible:</b> Counselors/Social Worker	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> We will have students sign a pledge and have the PowerPoint presentation presented.	<b>Ongoing Evaluation Method:</b> Annual Student training	<b>Final Evaluation Method:</b> Conversational feedback  Counselor summary feedback
	<b>Timeline:</b> 9/1/2022 - 12/15/2023 (Annually)		<b>Resources:</b> We will utilize a projector, computer, and a PowerPoint presentation.;
2	<b>Action:</b> In an effort to have coordinated health at the district and campus level, designated staff members will be our ambassadors for Loma Alta to collaborate. <b>Needs:</b> E2; E3; E4; [Title I Components CIP]	<b>Person(s) Responsible:</b> Nurse Pedroza	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Sign in sheets and agenda	<b>Ongoing Evaluation Method:</b> Sign in sheets and agenda	<b>Final Evaluation Method:</b> Participation in monthly meetings by providing feedback to and from meetings
	<b>Timeline:</b> 9/1/2022 - 5/30/2023 (Monthly)		
3	<b>Action:</b> Provide 8th grade students with presentation on resilience and grit <b>Needs:</b> C4; [Title I Components CIP]	<b>Person(s) Responsible:</b> Counselors and Social workers	<b>Funding/FTEs:</b> Title IV, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> PO, brochure and flyer of presenter	<b>Ongoing Evaluation Method:</b> survey students	<b>Final Evaluation Method:</b> review student and staff feedback
	<b>Timeline:</b> 11/1/2022 - 5/1/2023 (Annually)		

4	<b>Action:</b> Provide social-emotional support to identified students. <b>Needs:</b> A2; [Title I Components CIP]	<b>Person(s) Responsible:</b> social worker and counselors	<b>Funding/FTEs:</b> State Comp Ed Funds 1.00 FTEs; Title IV, Part A Funds \$13,000.00
	<b>Evidence of Implementation:</b> sign-in sheets, journals	<b>Ongoing Evaluation Method:</b> weekly logs available	<b>Final Evaluation Method:</b> surveys
	<b>Timeline:</b> 9/1/2022 - 6/1/2023 (Daily)		<b>Resources:</b> referrals;

**Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.**

**Objective #2: We will address high school opportunities and college and career readiness with all 8th graders by the end of the school year.**

1	<p><b>Action:</b> Providing the instructional materials to support the college and career readiness courses which are now embedded in the Tech Apps curriculum.  <b>Needs:</b> E4; H1; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> Counselors and CTE Director</p>	<p><b>Funding/FTEs:</b> Carl-Perkins Title I Part C \$3,500.00</p>
	<p><b>Evidence of Implementation:</b> Lesson Plans, powerpoints, speakers, sign in sheet</p>	<p><b>Ongoing Evaluation Method:</b> Weekly grades and assessments  4-year plan  Career portfolio</p>	<p><b>Final Evaluation Method:</b> Student course completion and survey</p>
	<p><b>Timeline:</b> 8/27/2022 - 12/21/2023 (Weekly)</p>		<p><b>Resources:</b> Online student interest inventory survey provided by Counselor and teacher.  This course is a semester course for each 8th grader. It will repeat again in the spring.;</p>
2	<p><b>Action:</b> Providing the financial support in order for students to participate in activities outside of the traditional school day for college and career readiness.  <b>Needs:</b> C1; [Title I Components CIP]</p>	<p><b>Person(s) Responsible:</b> C. Brewer</p>	<p><b>Funding/FTEs:</b> Title I, Part C-Migrant</p>
	<p><b>Evidence of Implementation:</b> Off Campus Trips such as Google trip.</p>	<p><b>Ongoing Evaluation Method:</b> Evaluate with career course.</p>	<p><b>Final Evaluation Method:</b> Evidence of field trip</p>
	<p><b>Timeline:</b> 1/23/2022 - 7/1/2023 (As Needed)</p>		<p><b>Resources:</b> CTE Title I Part C;</p>

**Funding**

Bilingual/ELL

Local Funds

Carl-Perkins Title IPartC	\$3,500.00	
State Comp Ed Funds	\$19,665.00	5.00 FTEs
Title I, Part A Funds	\$2,250.00	1.26 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	\$7,000.00	
Title III, Part A Funds	\$3,000.00	
Title IV, Part A Funds	\$15,000.00	

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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### Element 1: Comprehensive Needs Assessment

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Conduct a Comprehensive Needs Assessment

**Goal # 3, Objective #1 , Strategy # 1:** We will provide violence and dating violence prevention. We will develop a PowerPoint presentation and present to students after lunch to capture the audience of the entire student body.

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### Element 2: Schoolwide Plan

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Prepare a Comprehensive Schoolwide Plan

**Goal # 1, Objective #2 , Strategy # 1:** Identify and provide academic support and resources, but not limited to tutoring, for at risk students.

**Goal # 2, Objective #1 , Strategy # 1:** Professional Learning Communities for staff.

**Goal # 2, Objective #1 , Strategy # 2:** Provide professional development for all core area teachers to enhance student learning. Due to the COVID-19 shut down and digital learning, we plan on focusing on more professional development in distance learning.

**Goal # 2, Objective #1 , Strategy # 3:** Provide time and training for teachers new to the profession.

**Goal # 2, Objective #1 , Strategy # 4:** Recruit and support mentors for teachers new to the teaching profession.

**Goal # 2, Objective #2 , Strategy # 1:** Disseminate calendar to faculty.

**Goal # 2, Objective #2 , Strategy # 2:** The Loma Alta Leadership team will provide social activities, such as pot lucks, to encourage fellowship amongst the staff.

**Goal # 3, Objective #1 , Strategy # 2:** In an effort to have coordinated health at the district and campus level, designated staff members will be our ambassadors for Loma Alta to collaborate.

**Goal # 3, Objective #1 , Strategy # 3:** Provide 8th grade students with presentation on resilience and grit

**Goal # 3, Objective #1 , Strategy # 4:** Provide social-emotional support to identified students.

**Goal # 3, Objective #2 , Strategy # 1:** Providing the instructional materials to support the college and career readiness courses which are now embedded in the Tech Apps curriculum.

**Goal # 3, Objective #2 , Strategy # 2:** Providing the financial support in order for students to participate in activities outside of the traditional school day for college and career readiness.

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### Element 3: Parent and Family Engagement

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 1, Objective # 1, Strategy # 1:** Parent Family Engagement Coordinator to assist with resources for parent activities.

**Goal # 1, Objective # 1, Strategy # 2:** Provide supplies, light refreshment and snacks, and materials for meaningful parent engagement activities.

**Goal # 1, Objective # 2, Strategy # 1:** Identify and provide academic support and resources, but not limited to tutoring, for at risk students.

**Goal # 1, Objective # 2, Strategy # 2:** To support our monolingual students by acquiring instructional technology for daily access to be used on/for language translation apps, speech to text software, and online curriculum.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

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## **Medina Valley High School**

8365 FM 471 South, Castroville, Tx 78009, Castroville, TX 78009

### **Campus Improvement Plan 2022-2023**



**MISSION**

In relentless pursuit of exemplary performance through a culture of excellence.

**VISION**

Medina Valley High School will promote educational excellence with a focus on college and career readiness, prepare students to be critical thinkers in a global society, and practice the MVISD Core Beliefs.

**DESCRIPTION**

Medina Valley High School opened its doors in 1955 and serves 2112 students in grades 9 through 12. The student population is 4.83% African American, 62.88% Hispanic, 27.13% White, .47% American Indian, 1.09% Asian, .24% Pacific Islander, 3.36% Two Or more Races, 52.56% Male, 47.44% Female. Medina Valley High School serves 10.94% Special Education students, 44.60% Economically Disadvantaged students, 13.4% English Language Learners, 33.57% At-Risk students, 6.46% Gifted & Talented students. The overall mobility rate for the campus is 32.67%. The average attendance rate for students is 91.5%. The annual graduation rate is 100%.

**Demographics**

- Increase performance on standardized tests and college readiness for all populations by increasing staffing resources. Provide testing opportunities at no cost to students and/or families wishing to take an exam.

**Student Achievement**

- Improve student and staff attendance. Increase enrollment in advanced courses for all populations. Provide campus support for classes needing substitutes.

**School Culture and Climate**

- Provide struggling students with academic guidance and support through counseling. Provide creative incentives for student attendance. Increase SRO participation on campus. Add campus measures to eliminate vaping on our campus.

**Staff Quality, Recruitment and Retention**

- Improve mentorship program. Allow time for department chairs to provide feedback to teachers in their department. Provide pay incentives for staff who substitute for classes.

**Curriculum, Instruction and Assessment**

- Opportunities for special populations with increasing support and additional assistance beyond the classroom. Additional internet infrastructure needed.

**Family and Community Engagement**

- Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular by updating all clubs and organizations webpages. Additional translation services needed for students and parents.

**School Context and Organization**

- Facilitate activities/rewards for students and staff alike to promote a positive culture. Provide a safe environment by maintaining equipment that is aligned with business and industry standards. Provide meaningful Freshman mentor program with guest speakers. Provide more inclusion teachers.

**Technology**

- Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

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**SPECIAL PROGRAMS**

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The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

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**ADMINISTRATORS**

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- Tanner Lange - Principal
- John Slaton - Vice Principal
- Kathryn Nevarez - Vice Principal
- Amanda Monteiro - Vice Principal
- Fernando Torres - Vice Principal
- Ashleigh Weeaks - Vice Principal
- Brenda Estrella-Pagan - Academic Dean

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**PLANNING COMMITTEE**

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<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Tanner Lange	Principal	Principal
John Slaton	Vice Principal	Assistant Principal
Ashleigh Weeaks	Vice Principal	Assistant Principal
Amanda Monteiro	Vice Principal	Assistant Principal
Fernando Torres	Vice Principal	Assistant Principal
Brenda Estrella-Pagan	Academic Dean	Assistant Principal
Kathryn Nevarez	Vice Principal	Assistant Principal
Alexandra Murphy	Dual Credit Science Teacher	Teacher
Emily Stricker	Art Teacher	Teacher
Andrew Carawan	Social Studies Department Chair	Teacher
Vanessa Ward	Science Department Chair	Teacher
Laura Kohlleppel	CTE Department Chair	Teacher
Cindy Gates	CTE Teacher	Teacher
Janis Mack	Math Teacher/ Student Council	Teacher
Desiree Dear	ELA Teacher	Teacher
Krystle Wells	Choir Teacher	Teacher
Anna Mazzotti	Social Studies Teacher	Teacher
Lee Conrad	AFJROTC Instructor	Teacher
Theresa Hecker	Math Department Chair	Teacher
Cheryl Jones	Math Teacher	Teacher
Travis Brown	Math DC Teacher	Teacher
Janice Engbrock	ELA DC Teacher	Teacher
Dustin Hurley	SS Teacher/ Coach	Teacher
Roseanne Lopez	Dual Credit SS Teacher	Teacher
Debbie Masters	Foreign Language Teacher	Teacher
Megan Perez	ELA Teacher/ Coach	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Morris Davis	CTE Teacher	Teacher
Meredith Tschirhart	Dual Credit ELA Teacher	Teacher
Jason Wiemers	Math Teacher/ Coach	Teacher
Sherry Holladay	ELA Teacher	Teacher
Ashley Franklin	SS Teacher/ Coach	Teacher
Leilani Dalpiaz Medina	Foreign Lang Dept. Chair	Teacher
Tiffany Norman	CTE Teacher	Teacher
Travis Campbell	Science Teacher/ Coach	Teacher
Steven Noll	CTE Teacher	Teacher
Callie Riff	CTE Teacher	Teacher
Lucas Ward	Math Teacher/ Coach	Teacher
David Perritano	Science Teacher	Teacher
Patrick Lenz	SS Teacher/ Coach	Teacher
Tisha Gilmore	AFJROTC Instructor	Teacher
Jessica Stein	ELA Teacher/ Coach	Teacher
Rocio Avila	Science Teacher	Teacher
Tessa Gregory	CTE Teacher/ Coach	Teacher
Lacey Schott	CTE Teacher/ Coach	Teacher
Celeste Samarripa	Math Teacher	Teacher
Joules Webb	CTE Teacher/ Coach	Teacher
Tawny Torres	Foreign Language Teacher	Teacher
Abraham Vargas	CTE Teacher/ Coach	Teacher
Ashley Winters	CTE Teacher	Teacher
Nicol Houston	SS Teacher	Teacher
Norm Galyon	Science Teacher/ Coach	Teacher
Jennifer Mares	ELA Teacher	Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Billie Jo Ricord	ELA/ ELL Teacher	Teacher
Jessica Jette	ELA Teacher	Teacher
Jordyn Kinnett	ELA Teacher	Teacher
Stacy King	Science Teacher	Teacher
Douglas Neuman	Math Teacher	Teacher
Rachel Esquibel	Science Teacher	Teacher
Nicole Suhr	Math Teacher	Teacher
Sherman Knetig	Theatre Teacher	Teacher
Renee Flores	Foreign Language Teacher	Teacher
Jeffrey Neely	SS Teacher/ Coach	Teacher
Bob Herb	ELA Teacher/ Coach	Teacher
Misti Kinnett	CTE Teacher/ Coach	Teacher
Arleya Horne	Science Teacher	Teacher
Eric Davis	CTE Teacher	Teacher
Desiree Schanding	Art Teacher	Teacher
Brenda Tijerina	Foreign Language Teacher	Teacher
Ashlie Bertie	ELA Teacher	Teacher
Joshua Rebmann	SS Teacher/ Coach	Teacher
Melissa Gonzalez	ELA Department Chair	Teacher
Stephen Kirkpatrick	Math Teacher/ Coach	Teacher
Gabriel Romero	Foreign Language Teacher	Teacher
Justin Stephens	Dual Credit ELA Teacher	Teacher
Robert Garza	SS Teacher/ Coach	Teacher
Micah James Lindsey	Dual Credit ELA Teacher	Teacher
Josue Solalinde	Assistand Band Director	Teacher
Nathan Payne	Special Ed Department Chair	Special Education Teacher

<b>MEMBER</b>	<b>TITLE</b>	<b>Role</b>
Vanessa Cortez	Special Ed Inclusion Teacher	Special Education Teacher
Juan Rodriguez	MVISD Fine Arts Director	District-Level Staff
Jennifer Burns	Parent	Parent
Robert Gilmore	Parent	Parent
Olivia Ponton	Parent	Parent
Susan Perritano	Community Member	Community Member
Herman Torres	Community Member	Community Member
Suzanne Lee	Community Member	Community Member
Mica Carawan	Business Representative	Business Representative
Tim Hardt	Hardt Realty Business Representative	Business Representative

**CNA PROCESS**

We created eight groups in the spring 2022 semester. Each group was responsible for an objective. Each committee reviewed the previous list of strengths/needs and added/deleted to correlate for the current year. Each committee consisted of teachers, parents, and community members.

# Comprehensive Needs Assessment

## Demographics

### Strengths

- 1 MVHS graduation rates are considerably higher than the state average.
- 2 High Performance on Algebra 1, Biology, US History, and ELA 1 & 2 for low SES populations as well as all demographics.
- 3 Robust extracurricular and enrichment activities for special populations.
- 5 MVHS offers students a variety of industry-based certifications at no cost to them.

### Needs

- 1 Maintain interventions with students retesting.
- 2 Increase participation of all demographics in TSI, ACT, SAT, and ASVAB testing participation by purchasing the exams and/or books for students as well as provide preparation classes for testing.
- 3 Increase number of special education staff.
- 4 Increase participation in advanced courses/ dual credit enrollment, and CTE courses for ELL, Hispanic, African American, and Special Education populations.
- 5 Bring awareness to students and parents about the types of testing available (ACT, SAT, PSAT, ASVAB, TSI) and purposes of each test.

### Summary

Increase performance on standardized tests and college readiness for all populations by increasing staffing resources. Provide testing opportunities at no cost to students and/or families wishing to take an exam.

### Data

Attendance Data  
Curriculum-Based Assessments  
Discipline Data  
District-Based Assessments  
Expulsion Suspension Records  
Graduation Records  
Promotion / Retention data  
Response to Intervention tracking  
Staff Demographics  
Student Demographics

TAPR

PBMAS

PEIMS Data Submission Report

Climate Survey

## Student Achievement

### Strengths

- 1 SAT/ACT scores at or above the state average.
- 2 Improved STAAR level 3 (masters) scores.
- 3 Incentives for Track 1 flex school year, attendance and intervention.
- 4 Increased enrollment in advanced and CTE courses
- 5 Targeted tutoring for all levels in EOC subjects
- 6 Improved student involvement for ELL population through the Dream Big Club.
- 7 Plethora of opportunities for student activities
- 8 Celebrating student success in extra curricular, CTE, and academics
- 9 Academic Saturday School for missing/late work, summer school, and credit recovery available for students

### Needs

- 1 Improve student and staff attendance.
- 2 Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
- 3 Continue building coherent sequences in CTE including offering advanced CTE courses.
- 4 Staffing and instructional support for sub populations.
- 5 Increase availability of substitutes to include permanent on-site substitutes.
- 6 Additional support for students in disciplinary placements.

### Summary

Improve student and staff attendance. Increase enrollment in advanced courses for all populations. Provide campus support for classes needing substitutes.

### Data

Attendance Data  
 Campus-Based Assessments  
 Classroom Walkthrough Data  
 Curriculum-Based Assessments  
 Discipline Data  
 District-Based Assessments  
 STAAR / EOC Results  
 TAPR  
 Skyward Data Mining



## School Culture and Climate

### Strengths

- 1 Increased monitoring by School Resource Officers, bollards in front of school building, addition of vestibule, and entry with IDs.
- 2 Overall citizenship of students.
- 3 Campus emergency operations plan in place with signage.
- 4 Increased availability of clubs and student activities.
- 5 Promotion of achievement via social media.
- 6 Continuation of Flex Year.
- 7 Staff is resourceful and works together to get tasks completed. More cohesion and accountability among staff across departments.
- 8 Effective camera surveillance system
- 9 Increased engagement of students through peer tutoring organization.
- 10 Reduction of student discipline due to an increase in student involvement
- 11 Inclusion of directional maps throughout campus.
- 12 Improved student accountability.
- 13 Promoted positive staff & student recognition and appreciation.
- 14 Staff and students are provided with better technology, tools, and resources.
- 15 Student-led activities throughout the year help improve and strengthen a positive school culture.

### Needs

- 1 Continue to increase campus security initiatives. SRO staff should walk around the campus and have a presence throughout the whole school day.
- 2 Consistent support personnel including inclusion, ELL, receptionist, clerks, office staff, and custodial.
- 3 Increase support for all new staff to high school campus.
- 4 Create a program for transfer students to help ease the new student into the school environment
- 5 Assess and develop means for decrease of vaping on campus.
- 6 Increase rewards for attendance and other student achievements.
- 7 Counselors provide more opportunities to speak about behaviors that are acceptable and unacceptable in regards to bullying, hazing, etc. This could benefit the safety of our school and daily classroom environment.

### Summary

Provide struggling students with academic guidance and support through counseling. Provide creative incentives for student attendance. Increase SRO participation on campus. Add campus measures to eliminate vaping on our campus.

### Data

Classroom Walkthrough Data

Discipline Data

Expulsion Suspension Records

Graduation Records

Individual Student Profiles

Promotion / Retention data

Staff Demographics

Student Demographics

TAPR

Climate Survey

## Staff Quality, Recruitment and Retention

### Strengths

- 1 Attending job fairs throughout the year
- 2 School promotes high morale/ encouragement of staff and students through social media, newsletters, and staff meetings.
- 3 Communication of staff expectations and respectful of teacher's time.
- 4 Professional development format, choices for staff. Professional development days provide time for departmental and individual goals.
- 5 Common planning periods for tested subjects
- 6 Teacher retention through competitive salaries comparable to surrounding districts.
- 7 Whole campus social events for the purpose of meeting and bonding with new staff.

### Needs

- 1 Develop a more effective and personalized mentor program at the campus-level. Department chair of the subject taught should be the assigned mentor.
- 2 Improve training for inclusion staff and co-teachers.
- 3 Promote available teacher positions on social media
- 4 Increase available substitutes to minimize the disruption to the educational setting.
- 5 Allow department chairs time to provide more informal feedback to staff through observation.
- 6 Provide incentives for teachers who sub for classes during their conference period.

### Summary

Improve mentorship program. Allow time for department chairs to provide feedback to teachers in their department. Provide pay incentives for staff who substitute for classes.

### Data

Classroom Walkthrough Data  
District-Based Assessments  
Promotion / Retention data  
Staff Demographics  
TAPR  
PEIMS Data Submission Report  
Individual Student Profiles  
Climate Survey

## Curriculum, Instruction and Assessment

### Strengths

- 1 Collaborative Wednesday/20 Days to STAAR tutorials. Intervention pullouts for math, science, English I & II STAAR EOC testing.
- 2 Flex Year
- 3 Lesson Study data driven teacher development
- 4 Increase in dual credit, AP courses, and CTE classes.
- 5 Inclusion teachers in math and ELA classes
- 6 100% graduation rate Distinction in Student Achievement, closing the performance gap, and post-secondary readiness
- 7 ACT Testing site
- 8 Increased CTE budget.
- 9 Increased opportunities in extra-curricular involvement for students.
- 10 Academic freedom of creating curriculum and assessments.

### Needs

- 1 Continue to identify and target special populations and support with additional assistance beyond the classroom.
- 2 More Professional Development opportunities that are not online courses
- 3 Universal writing process professional development to assist students in writing across curriculum.
- 4 Accessibility to technology and improve quality internet access (infrastructure/hardware) for every classroom.
- 5 Balancing of classes of students with special needs and ELL.

### Summary

Opportunities for special populations with increasing support and additional assistance beyond the classroom. Additional internet infrastructure needed.

### Data

Attendance Data  
 Campus-Based Assessments  
 Curriculum-Based Assessments  
 Response to Intervention tracking  
 STAAR / EOC Results  
 Staff Demographics  
 Student Achievement Data  
 Student Demographics  
 TAPR



## Family and Community Engagement

### Strengths

- 1 Staff and community newsletter shared through social media websites weekly
- 2 Awards ceremonies
- 3 MVHS Newspaper Online - PantherNews
- 4 Updated Website, access to social media posts
- 5 College and Career Fairs
- 6 Strong community ties through booster clubs and organizations.
- 7 Community Performances - OAP, UIL, Band, Choir
- 8 High Attendance for parent meetings, events, and performances.
- 9 Prep Days and Open House for students and parents to get ready for the new school year. They find out about the clubs, organizations, and programs they can be involved in.
- 10 Academic Showcase in the Fall and CTE/Elective Showcase in the Spring
- 11 "Make a Difference" Day- any class, club, or organization can sign-up to go help make our community better during this school day

### Needs

- 1 Improve access to club information, department webpages, class information, etc. for students and parents
- 2 Improve parental involvement in the development and evaluation of School Wide programs and plans.
- 3 Create easier access for families to information in various languages and how to access the information and translation services
- 4 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.
- 5 More translations services/ staff are needed for students and parents who speak another language other than English or Spanish.

### Summary

Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular by updating all clubs and organizations webpages. Additional translation services needed for students and parents.

### Data

Staff Demographics  
Student Demographics  
TAPR  
Climate Survey

## School Context and Organization

### Strengths

- 1 Adjustments made to collaborative time allowed for more student engagement.
- 2 Staff feels supported by administration
- 3 Student morale (drawings/rewards/MVP/Pep Rally).
- 4 Flex Year is a benefit for staff and students.
- 5 Staff unity
- 6 Special events scheduling
- 7 Conference periods coordinated with co-teachers.

### Needs

- 1 Opportunities for the New Teacher mentor program to be run by campus staff.
- 2 Increase inclusion co-teachers to all 4 core subjects
- 3 Accountability of duty descriptions for all teachers.
- 4 Additional training for teachers who have ELL students.
- 5 Professional development relevant to high school's needs (not elementary or middle school).
- 6 A working copier is needed in each work room across the campus.

### Summary

Facilitate activities/rewards for students and staff alike to promote a positive culture. Provide a safe environment by maintaining equipment that is aligned with business and industry standards. Provide meaningful Freshman mentor program with guest speakers. Provide more inclusion teachers.

### Data

Attendance Data  
Campus-Based Assessments  
Classroom Walkthrough Data  
Individual Student Profiles  
Promotion / Retention data  
Staff Demographics  
Student Achievement Data  
Student Demographics  
TAPR  
Climate Survey



## Technology

### Strengths

- 1 School wide security surveillance system.
- 2 Classroom management and monitoring software for computers
- 3 District technology department is responsive to technology repair requests in a timely manner.
- 4 Multiple opportunities campus and district-wide for technology trainings
- 5 Teacher laptops to replace desktop computers

### Needs

- 1 Math and Reading Technology Programs for intervention along with teacher training
- 2 Increase ratio of computers to students. This includes the purchase of Chromebook charging carts.
- 3 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators. These need to be available for GCS, ISS, and DAEP as well as classrooms.
- 4 Additional surveillance cameras for campus parking lots, cafeteria, and high traffic areas.
- 5 Additional copy machines needed in every work room.
- 6 Students need proper training in accessing basic necessities such as google classroom, Skyward, AP Classroom, and Gmail.
- 7 Increase the wifi capabilities throughout the campus for staff.
- 8 Productivity would be greatly improved for staff with docking stations, monitors, and laptops with 10-key to enter grades quicker. The laptops are helpful but difficult to see compared to a large monitor.
- 9 Substitute teachers need training to effectively operate technology when teachers are gone. Substitute teachers should have their own login to technology.
- 10 There are bandwidth issues depending on time of day, network usage, location on the campus. The new filters seem to have slowed the wifi even more.

### Summary

Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

### Data

Discipline Data  
Promotion / Retention data  
Response to Intervention tracking  
Staff Demographics  
TAPR  
OnData Suite

PEIMS Data Submission Report  
Climate Survey

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**PRIORITY NEEDS**

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**A: Demographics**

- A1 Maintain interventions with students retesting.
- A2 Increase participation of all demographics in TSI, ACT, SAT, and ASVAB testing participation by purchasing the exams and/or books for students as well as provide preparation classes for testing.
- A3 Increase number of special education staff.
- A5 Bring awareness to students and parents about the types of testing available (ACT, SAT, PSAT, ASVAB, TSI) and purposes of each test.

**B: Student Achievement**

- B1 Improve student and staff attendance.
- B2 Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
- B3 Continue building coherent sequences in CTE including offering advanced CTE courses.
- B4 Staffing and instructional support for sub populations.
- B6 Additional support for students in disciplinary placements.

**C: School Culture and Climate**

- C2 Consistent support personnel including inclusion, ELL, receptionist, clerks, office staff, and custodial.
- C3 Increase support for all new staff to high school campus.
- C4 Create a program for transfer students to help ease the new student into the school environment
- C7 Counselors provide more opportunities to speak about behaviors that are acceptable and unacceptable in regards to bullying, hazing, etc. This could benefit the safety of our school and daily classroom environment.

**D: Staff Quality, Recruitment and Retention**

- D1 Develop a more effective and personalized mentor program at the campus-level. Department chair of the subject taught should be the assigned mentor.
- D2 Improve training for inclusion staff and co-teachers.

**E: Curriculum, Instruction and Assessment**

- E1 Continue to identify and target special populations and support with additional assistance beyond the classroom.
- E2 More Professional Development opportunities that are not online courses

**F: Family and Community Engagement**

F2 Improve parental involvement in the development and evaluation of School Wide programs and plans.

G: School Context and Organization

G5 Professional development relevant to high school's needs (not elementary or middle school).

H: Technology

H1 Math and Reading Technology Programs for intervention along with teacher training

H2 Increase ratio of computers to students. This includes the purchase of Chromebook charging carts.

H3 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators. These need to be available for GCS, ISS, and DAEP as well as classrooms.

H4 Additional surveillance cameras for campus parking lots, cafeteria, and high traffic areas.

## GOALS

### **Goal #1: Recruit, support, and retain teachers and principals.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #2: Build a foundation of reading and math.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #3: Connect high school to career and college.**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.
- 3: provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.
- 7: exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8: recruit and retains quality staff while offering professional development and leadership opportunities.

### **Goal #4: Campus Safety**

District Goals: Medina Valley ISD will...

- 1: take a proactive role in planning for our rapidly growing population.
- 2: ensure proper allocation of funds to support all areas of the district.

- 4: foster an environment of parental and community involvement through open communication.
- 5: provide relevant and reliable technology for staff, students, and guests.
- 6: provide and maintains appropriate facilities that are appropriate for district programs, while instilling a sense of pride.

# Actions

**Goal #1: Recruit, support, and retain teachers and principals.**

**Objective #1: MVHS will recruit and retain a 100% highly qualified staff while offering relevant professional development and leadership opportunities.**

1	<b>Action:</b> Continue development of employees experiencing performance deficiencies. [Critical Success Factors 7] <b>Needs:</b> D1;	<b>Person(s) Responsible:</b> Assistant/Vice Principals, Academic Dean, Principal	<b>Funding/FTEs:</b> Local Funds; Title II, Part A Funds
	<b>Evidence of Implementation:</b> TTESS Documents, Walk-throughs, Intervention Documentation	<b>Ongoing Evaluation Method:</b> Walkthrough and T-Tess observation process to document and support these teachers.	<b>Final Evaluation Method:</b> Communication and documentation through the T-TESS process.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
2	<b>Action:</b> Schedule class maximums at or below 30 students for intervention programs with 50% or more at-risk populations. [Critical Success Factors 4] <b>Needs:</b> B2; B4;	<b>Person(s) Responsible:</b> Assistant Principals, Counselors	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Master Schedule, Skyward Reports	<b>Ongoing Evaluation Method:</b> Reviewing Skyward reports throughout the year	<b>Final Evaluation Method:</b> Reviewing Skyward reports and create a master schedule with enough sections
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
3	<b>Action:</b> MVHS will maintain the number of highly qualified teachers through hiring and professional development. [Critical Success Factors 7] <b>Needs:</b> B4;	<b>Person(s) Responsible:</b> Administration and Department Heads	<b>Funding/FTEs:</b> Local Funds; Title II, Part A Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	<b>Evidence of Implementation:</b> Class Counts, Observations, Professional Development, TTESS	<b>Ongoing Evaluation Method:</b> Administrators will attend local job fairs and create a positive school culture	<b>Final Evaluation Method:</b> Retention rates for staff, TAPR report, staff surveys
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		

4	<b>Action:</b> MVHS will provide intervention classes for state credit. [Critical Success Factors 1] <b>Needs:</b> B2;	<b>Person(s) Responsible:</b> Assistant Principal, Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds 1.00 FTEs
	<b>Evidence of Implementation:</b> AWARE, A+ program, Skyward, Grade Book Reports	<b>Ongoing Evaluation Method:</b> Monitoring A+ program and Grade Book Reports through RTI process	<b>Final Evaluation Method:</b> Maintain sections in the master schedule that includes A+
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
5	<b>Action:</b> MVHS will promote professional learning communities focused on meeting campus and district strategic goals. <b>Needs:</b> B2; C2;	<b>Person(s) Responsible:</b> Assistant Principals, Academic Dean, Principal, Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Staff Development Logs, Lesson Study	<b>Ongoing Evaluation Method:</b> Administrators will evaluate through observing and participation in the PLC meetings	<b>Final Evaluation Method:</b> Administrators will evaluate through T-TESS post conference
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		
6	<b>Action:</b> Continue to improve the use and effectiveness of the TTESS teacher evaluation system. [Critical Success Factors 7] <b>Needs:</b> D1;	<b>Person(s) Responsible:</b> Administration	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> walk-through documentation, T-TESS refresher, T-TESS calibration, T-TESS observations, AWARE	<b>Ongoing Evaluation Method:</b> Documentation walk-throughs and T-TESS process	<b>Final Evaluation Method:</b> Documentation walk-throughs and T-TESS process
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		
7	<b>Action:</b> Continue employee appreciation and employee recognition. <b>Needs:</b> D1;	<b>Person(s) Responsible:</b> Administration, Support Staff, Counselors	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> ExCEL Teacher selections, social committee activities, staff shirts, teacher appreciation luncheons/activities	<b>Ongoing Evaluation Method:</b> staff appreciation initiatives monthly	<b>Final Evaluation Method:</b> Comprehensive Needs Assessment committee meetings at the end of the year
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		

8	<b>Action:</b> Provide technology to staff to effectively instruct students [Critical Success Factors 1] <b>Needs:</b> H1;	<b>Person(s) Responsible:</b> Administration, Teachers, Counselors	<b>Funding/FTEs:</b> Local Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part C-Migrant; Carl-Perkins Title I Part C
	<b>Evidence of Implementation:</b> Technology courses, T-TESS observations/walk-through	<b>Ongoing Evaluation Method:</b> Surveys identifying technology use for instruction	<b>Final Evaluation Method:</b> Comprehensive Needs Assessment end-of-year committee meetings, end-of-year survey
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
10	<b>Action:</b> MVHS will provide opportunities for Advanced Placement (AP) teachers to attend PD trainings. <b>Needs:</b> E2;	<b>Person(s) Responsible:</b> Administration, Teachers	<b>Funding/FTEs:</b> Local Funds; Title II, Part A Funds
	<b>Evidence of Implementation:</b> Certificates of Completion, AP Course Offerings	<b>Ongoing Evaluation Method:</b> Region 20 workshop calendar, Eduphoria	<b>Final Evaluation Method:</b> Collection of certificates after completion of PD courses.
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		
11	<b>Action:</b> MVHS will provide opportunities and support for teachers to participate in the lesson study PD model for improved instruction. <b>Needs:</b> E2; G5;	<b>Person(s) Responsible:</b> Administration and Teachers	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Meeting agendas, Lesson Study supporting documents, TEKS Resource System	<b>Ongoing Evaluation Method:</b> Appraiser observations during Lesson Study	<b>Final Evaluation Method:</b> Walk-throughs, T-TESS observations
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		
13	<b>Action:</b> Provide mentor teachers with new teachers to provide support and guidance. <b>Needs:</b> D1;	<b>Person(s) Responsible:</b> Administration, Department Heads, Teachers	<b>Funding/FTEs:</b> Title II, Part A Funds \$7,000.00
	<b>Evidence of Implementation:</b> Teacher Survey, Teacher Documentation	<b>Ongoing Evaluation Method:</b> District Mentor/mentee program initiative in place	<b>Final Evaluation Method:</b> District Mentor/mentee program initiative in place
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Monthly)		

14	<b>Action:</b> Provide training to improve instruction for all students as per the district curriculum standards in all core curriculum areas. <b>Needs:</b> H1;	<b>Person(s) Responsible:</b> Administration, Teachers, Technology Designee	<b>Funding/FTEs:</b> Local Funds; Title II, Part A Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Lesson Plans, Read 180, TEKS Resource System	<b>Ongoing Evaluation Method:</b> Weekly walk-throughs, T-TESS observations	<b>Final Evaluation Method:</b> Eduphoria PD evaluations, T-TESS observations
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		
15	<b>Action:</b> MVHS will provide opportunities for quality Professional Development targeting intervention for all subpopulations. <b>Needs:</b> A1; B2; D2;	<b>Person(s) Responsible:</b> Assistant Principals, Academic Dean, Teachers	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds; Title II, Part A Funds \$2,000.00; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Professional Development logs/certificates, CTE/AP and additional training documentation	<b>Ongoing Evaluation Method:</b> Weekly walk-throughs	<b>Final Evaluation Method:</b> Annual T-TESS observations
	<b>Timeline:</b> 6/1/2022 - 7/1/2023 (Annually)		
16	<b>Action:</b> All professional staff are assessed and trained on deficiencies congruent with the Technology plan. <b>Needs:</b> H1;	<b>Person(s) Responsible:</b> Technology Designee	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Technology Improvement Plan, Professional Development Logs	<b>Ongoing Evaluation Method:</b> Eduphoria PD certificates	<b>Final Evaluation Method:</b> CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		

**Goal #2: Build a foundation of reading and math.**

**Objective #1: MVHS will ensure that 100% of the students develop literacy and mathematics proficiency across all content area.**

2	<b>Action:</b> MVHS will provide intervention materials, supplies, tutoring, and software programs to improve academic performances among all populations. <b>Needs:</b> B2; H1;	<b>Person(s) Responsible:</b> Assistant Principals, Academic Dean, Teachers, Counselors, and Social workers	<b>Funding/FTEs:</b> Local Funds; Title I, Part A Funds \$500.00; Title III, Part A Funds; Title I, Part C-Migrant \$500.00; Tx Educ for Children Homeless Youth \$500.00; State Comp Ed Funds \$40,413.00
	<b>Evidence of Implementation:</b> Tutoring Log, Technology Inventory, receipt logs for supplies	<b>Ongoing Evaluation Method:</b> RTI Committee	<b>Final Evaluation Method:</b> STAAR EOC Test Results
	<b>Timeline:</b> 8/27/2022 - 7/15/2023 (Weekly)		
4	<b>Action:</b> Maintain and/or increase the number of inclusion classes. <b>Needs:</b> A3; B2; B4; C2;	<b>Person(s) Responsible:</b> Administration, Teachers, Counselors, Special Education Teachers	<b>Funding/FTEs:</b> Special Ed Funds; Local Funds
	<b>Evidence of Implementation:</b> Master Schedule, Attendance Logs,	<b>Ongoing Evaluation Method:</b> RTI committee meetings	<b>Final Evaluation Method:</b> STAAR EOC Tests
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		
7	<b>Action:</b> Continue to provide academic, attendance, and discipline Saturday Schools. <b>Needs:</b> B1; B2;	<b>Person(s) Responsible:</b> Administration, Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Attendance, Assessment Reports, Disciplinary Reports, Student Progress Reports	<b>Ongoing Evaluation Method:</b> Teacher referral for behavior and academic reasons	<b>Final Evaluation Method:</b> Teacher referral for behavior and academic reasons
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Weekly)		
9	<b>Action:</b> MVHS will continue implementing summer tutorials in order to provide intervention to students. <b>Needs:</b> B2;	<b>Person(s) Responsible:</b> Administration, Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds
	<b>Evidence of Implementation:</b> Attendance Logs, AWARE Reports, Progress Reports, tutoring schedule/log	<b>Ongoing Evaluation Method:</b> 6 Weeks report cards, transcripts	<b>Final Evaluation Method:</b> STAAR EOC scores
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		

**Goal #3: Connect high school to career and college.**

**Objective #1: MVHS will require 100% of students to be college, career, or military ready by year 2022.**

1	<p><b>Action:</b> CTE students will have access to technology and instructional programs in line with current industry standards allowing for certification. <b>Needs:</b> H2;</p>	<p><b>Person(s) Responsible:</b> CTE Teachers, CTE Director, Assistant Principals, Academic Dean, Principal</p>	<p><b>Funding/FTEs:</b> Career &amp; Technology Funds; Carl-Perkins Title I Part C \$27,634.00</p>
	<p><b>Evidence of Implementation:</b> Inventory, Certification Compliance Records, Naviance, List of students obtaining a certification; evidence of certification accomplished; State Certification list; submitted federal funds request form</p>	<p><b>Ongoing Evaluation Method:</b> Biannual meetings with advisory committee to ensure proper and up to date technology is being used.</p>	<p><b>Final Evaluation Method:</b> Students receive state-approved certifications</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		
2	<p><b>Action:</b> Teachers will have access to classroom technologies that will align with current business and industry standards. <b>Needs:</b> H2;</p>	<p><b>Person(s) Responsible:</b> CTE Teachers, CTE Director, Principal, Academic Dean, Assistant Principals</p>	<p><b>Funding/FTEs:</b> Career &amp; Technology Funds; Carl-Perkins Title I Part C</p>
	<p><b>Evidence of Implementation:</b> Industry certification records, technology inventory, Naviance</p>	<p><b>Ongoing Evaluation Method:</b> Annual meetings with the advisory committee to ensure proper and up-to-date technology is being used.</p>	<p><b>Final Evaluation Method:</b> Business advisory committee members will evaluate the effectiveness of the use of technology and work with the teachers to stay up-to-date.</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)</p>		
3	<p><b>Action:</b> MVHS will continue to offer and promote greater participation in Dual Credit and Advanced Placement courses. [Critical Success Factors 1] <b>Needs:</b> A2;</p>	<p><b>Person(s) Responsible:</b> Principal, Academic Dean, Assistant Principals, Counselors</p>	<p><b>Funding/FTEs:</b> Local Funds</p>
	<p><b>Evidence of Implementation:</b> Higher Education Reports, Dual Credit enrollment, AAS in Automotive Technology</p>	<p><b>Ongoing Evaluation Method:</b> Increase TSI testing availability for 9-12th grade, review Algebra II and English II EOC scores for qualifying students, increase dual credit course offerings</p>	<p><b>Final Evaluation Method:</b> Skyward reports displaying earned credit for DC courses</p>
	<p><b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)</p>		

4	<b>Action:</b> MVHS will continue to develop and implement coherent sequencing throughout the CTE department. <b>Needs:</b> B3;	<b>Person(s) Responsible:</b> Administration, CTE Director, Teachers, Counselors	<b>Funding/FTEs:</b> Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	<b>Evidence of Implementation:</b> Course Catalog, SkyWard Reports, Naviance	<b>Ongoing Evaluation Method:</b> Biannual meetings with Advisory committee to ensure courses offered are reflective of needed skills. After meetings, department head, head counselor, CTE HS campus administrator, and CTE Director to verify what courses are offered and what courses are needed.	<b>Final Evaluation Method:</b> Course Catalog, Master Schedule, End-of-Year CNA Meetings with CTE teachers
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
8	<b>Action:</b> Continue maintenance and upkeep of technology equipment in the instructional classrooms <b>Needs:</b> H2; H3;	<b>Person(s) Responsible:</b> Administration, Technology Department	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Technology Inventory, AWARE, TTESS	<b>Ongoing Evaluation Method:</b> Walk-throughs on effective technology use	<b>Final Evaluation Method:</b> End-of-year CNA meetings with teachers, T-TESS observations
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
9	<b>Action:</b> Students will have access to the classroom sets of computers for digital learning experiences. <b>Needs:</b> H2;	<b>Person(s) Responsible:</b> Administration, Technology Department	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Lesson Plans, Computer Cart Check-out, Observations	<b>Ongoing Evaluation Method:</b> Walk-through observations	<b>Final Evaluation Method:</b> T-TESS observations, End-of-Year CNA meeting
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
10	<b>Action:</b> MVHS teachers and students will have increased access to wireless technology and storage clouds. <b>Needs:</b> H2;	<b>Person(s) Responsible:</b> Administration, Technology Department	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Technology Inventory, G-Suite	<b>Ongoing Evaluation Method:</b> Frequent checks on department shared drives	<b>Final Evaluation Method:</b> CNA meeting
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		

11	<b>Action:</b> MVHS will continually replace and purchase new graphing calculators to address enrollment. <b>Needs:</b> H3;	<b>Person(s) Responsible:</b> Administration and Technology Department	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> Technology Inventory	<b>Ongoing Evaluation Method:</b> Walk-throughs, T-TESS observations	<b>Final Evaluation Method:</b> End-of-year CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Annually)		
12	<b>Action:</b> Students will have access to appropriate software and ancillary equipment. <b>Needs:</b> H2; H3;	<b>Person(s) Responsible:</b> Administration, Teachers, Technology Department	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Carl-Perkins Title IPartC
	<b>Evidence of Implementation:</b> District Scope and Sequence, RLAN Pro, Cyber	<b>Ongoing Evaluation Method:</b> Walk-throughs, T-TESS observation process	<b>Final Evaluation Method:</b> T-TESS, End-of-year CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
13	<b>Action:</b> We will provide an opportunity for students to be CCMR ready by providing ACT/SAT testing, industry-based certifications, TSI testing, etc. <b>Needs:</b> A2;	<b>Person(s) Responsible:</b> Assistant Principals, Academic Dean, CTE Director, teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	<b>Evidence of Implementation:</b> Inventory, Certification Compliance Records	<b>Ongoing Evaluation Method:</b> The evaluation will be at semester and ongoing using certification rosters	<b>Final Evaluation Method:</b> end of year certification rosters
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		

**Goal #4: Campus Safety**

**Objective #1: MVHS will ensure the safety and health of all staff and students by implementing and reviewing 100% of all safety guidelines throughout the academic school year.**

6	<b>Action:</b> MVHS will continue to monitor and update video cameras in common areas to promote a safer school environment. <b>Needs:</b> H4;	<b>Person(s) Responsible:</b> Administration, Technology Department	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Technology Inventory, Discipline Referrals, Property Loss/Damage	<b>Ongoing Evaluation Method:</b> Administrators communicate with technology on effective use of videos	<b>Final Evaluation Method:</b> CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
7	<b>Action:</b> MVHS will provide opportunities for our staff and students to participate in SHAC to ensure all stakeholders can promote healthy lifestyles and a healthy learning environment. <b>Needs:</b> B1;	<b>Person(s) Responsible:</b> Administrators, Staff, Nurses	<b>Funding/FTEs:</b>
	<b>Evidence of Implementation:</b> SHAC Meeting agendas and sign-in sheets	<b>Ongoing Evaluation Method:</b> SHAC Meeting Dates	<b>Final Evaluation Method:</b> CNA meetings
	<b>Timeline:</b> 10/1/2022 - 5/1/2023 (Every 9 weeks)		
8	<b>Action:</b> MVHS staff will be trained in Safety Care. <b>Needs:</b> A3; B4;	<b>Person(s) Responsible:</b> Assistant Principal, Principal, Special Education Teachers	<b>Funding/FTEs:</b> Local Funds; Special Ed Funds
	<b>Evidence of Implementation:</b> Decrease in PEIMS reportable offenses, Percentage of Safety Care certifications on campus	<b>Ongoing Evaluation Method:</b> PEIMS 6 week reports	<b>Final Evaluation Method:</b> Annual reports
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		

9	<p><b>Action:</b> Consistent behavior management/intervention programs with a focus on character education (and social emotional support for our students and staff)</p> <p><b>Needs:</b> B2; B6; C7;</p>	<p><b>Person(s) Responsible:</b> Administration, Counselors, Teachers</p>	<p><b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds \$1,000.00</p>
	<p><b>Evidence of Implementation:</b> Discipline/Intervention Referrals, Collaborative Wednesdays Logs, Guest Speakers/Assemblies, Think First and Stay Safe Presentation, Bullying/Dating Violence Dangers Presentation</p>	<p><b>Ongoing Evaluation Method:</b> Annual staff development training for teachers</p>	<p><b>Final Evaluation Method:</b> CNA Meetings</p>
	<p><b>Timeline:</b> 9/1/2022 - 5/25/2023 (On-going)</p>		

**Goal #4: Campus Safety**

**Objective #2: MVHS will provide a variety of programs and activities that promote 100% school engagement by all stakeholders.**

1	<b>Action:</b> MVHS will continue to develop the DAEP Leadership Academy. <b>Needs:</b> B2;	<b>Person(s) Responsible:</b> Administration, DAEP Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds 3.00 FTEs
	<b>Evidence of Implementation:</b> Disciplinary Referrals, Daily Logs	<b>Ongoing Evaluation Method:</b> Skyward reports on discipline	<b>Final Evaluation Method:</b> Skyward reports on discipline
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
8	<b>Action:</b> Provide interpretive services and translated materials. <b>Needs:</b> B4;	<b>Person(s) Responsible:</b> Administration, Federal Programs Director	<b>Funding/FTEs:</b> Local Funds; Title III, Part A Funds
	<b>Evidence of Implementation:</b> Campus Documentation	<b>Ongoing Evaluation Method:</b> Skyward reports data, SBDM meetings	<b>Final Evaluation Method:</b> CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		
10	<b>Action:</b> Consistent behavior management/intervention programs with a focus on character education. <b>Needs:</b> D2; E1;	<b>Person(s) Responsible:</b> Administration, Counselors, Teachers	<b>Funding/FTEs:</b> Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds \$2,000.00
	<b>Evidence of Implementation:</b> Discipline Referrals, Intervention Referrals, Guest Speakers, Lesson Plans.	<b>Ongoing Evaluation Method:</b> skyward discipline reports, weekly leadership meetings	<b>Final Evaluation Method:</b> CNA meeting
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (Daily)		
12	<b>Action:</b> MVHS will promote community and business partnerships/participation in clubs, advisory boards, organizations, and events. <b>Needs:</b> A5; C4;	<b>Person(s) Responsible:</b> Administration, Activity Sponsors	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> Participation logs, CTE advisory attendance	<b>Ongoing Evaluation Method:</b> Community surveys, biannual advisory meetings, SBDM meetings	<b>Final Evaluation Method:</b> SBDM meetings, CNA meetings
	<b>Timeline:</b> 7/1/2022 - 7/1/2023 (On-going)		

14	<p><b>Action:</b> We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.</p> <p><b>Needs:</b> C3; F2; [Title I Components CNA, CIP]</p>	<p><b>Person(s) Responsible:</b> Campus faculty, staff, parents, business, and community</p>	<p><b>Funding/FTEs:</b></p>
	<p><b>Evidence of Implementation:</b> Agendas, invitations, survey feedback, CNA and CIP products</p>	<p><b>Ongoing Evaluation Method:</b> Ongoing feedback from stakeholders</p>	<p><b>Final Evaluation Method:</b> Completed CNA/CIP presented and approved by the board</p>
	<p><b>Timeline:</b> 5/1/2022 - 7/1/2023 (Annually)</p>		<p><b>Resources:</b> Time, planning, data, invitations, agendas, sign in sheets;</p>

**Goal #4: Campus Safety**

**Objective #3: MVHS will conduct an annual evaluation of the Title 1**

1	<b>Action:</b> CNA committees will conduct an annual review and evaluation of the School Wide Plan. <b>Needs:</b> F2; [Title I Components Annual Evaluation]	<b>Person(s) Responsible:</b> CNA Committees	<b>Funding/FTEs:</b> Local Funds
	<b>Evidence of Implementation:</b> CNA Evaluation	<b>Ongoing Evaluation Method:</b> CNA Committees	<b>Final Evaluation Method:</b> CNA Process and Evaluation
	<b>Timeline:</b> 5/1/2023 - 5/19/2023 (Annually)		

**Funding**

Bilingual/ELL

Career & Technology Funds

High School Allotment Funds

Local Funds

Carl-Perkins Title I Part C                      \$27,634.00

State Comp Ed Funds                      \$40,413.00                      4.00 FTEs

Special Ed Funds

Title I, Part A Funds                      \$500.00

Title I, Part C-Migrant                      \$500.00

Title II, Part A Funds                      \$9,000.00

Title III, Part A Funds

Title IV, Part A Funds                      \$3,000.00

Tx Educ for Children Homeless Youth                      \$500.00

# Title I

This Organization is consolidating the following funds: Title I, Part A funds only

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**Element 1: Comprehensive Needs Assessment**

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Conduct a Comprehensive Needs Assessment

**Goal # 4, Objective #2 , Strategy # 14:** We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.

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**Element 2: Schoolwide Plan**

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Prepare a Comprehensive Schoolwide Plan

**Goal # 4, Objective #2 , Strategy # 14:** We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.

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**Element 3: Parent and Family Engagement**

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Implement programs, activities, and procedures for the involvement of parents and family members

**Goal # 4, Objective # 3, Strategy # 1:** CNA committees will conduct an annual review and evaluation of the School Wide Plan.

## TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

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# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVIDS Board of Trustees*

*Date: 10-17-2022*

*RE: Consider Resolution Adopting the Investment Policy of Medina Valley ISD*

Board Policy CDA (Local) requires “The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.” At this time, administration does not recommend any changes to Board Policy CDA (Local).

**Investment Authority**

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment  
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and  
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market  
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done at least quarterly, as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating  
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds/Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
<b>Safekeeping and Custody</b>	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
<b>Sellers of Investments</b>	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
<b>Soliciting Bids for CDs</b>	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
<b>Interest Rate Risk</b>	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
<b>Internal Controls</b>	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**RESOLUTION ADOPTING THE INVESTMENT POLICY OF  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

WHEREAS, Medina Valley Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public as required by law, and wishes to adopt an Investment Policy for the District, in the form attached hereto and pursuant to Chapter 2256, Texas Government Code, as amended from time to time.

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The Investment Policy, in the form attached hereto has hereby been reviewed, and

Section 2: The Investment Policy has had no changes from the prior year.

PASSED AND APPROVED this 17<sup>th</sup> day of October 2022.

\_\_\_\_\_  
Beth Zinsmeyer  
President, Board of Trustees

ATTEST:

\_\_\_\_\_  
Jennilea Campbell  
Secretary, Board of Trustees

(SEAL)



# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: 10-17-2022*

*RE: Consider selection of construction procurement method for the High School #2 Project and delegate authority to the Superintendent to proceed with procurement*

- A board that considers a construction contract using a method authorized by Government Code Chapter 2269 other than competitive bidding must, before advertising, determine which procurement method provides the best value for the district.
- The administration, in conjunction with the district's architectural firm recommends the district use competitive sealed proposals for the **One-Step Construction Manager-At-Risk** method of procurement for a contractor for the High School #2 construction project.
- The Request for Sealed Proposals for **Construction Manager At Risk (CM@Risk)** will include:
  - ✓ Invitation & instruction to offerors
  - ✓ Construction documents
  - ✓ Selection criteria
  - ✓ Estimated budget
  - ✓ Project scope
  - ✓ Schedule, and
  - ✓ Other information necessary for contractors to respond
- The district will evaluate and rank each proposal based upon published selection criteria and shall select the offeror that offers the best value for the district based on the published selection criteria and on its ranking evaluation.
- The district shall first attempt to negotiate a contract with the selected offeror. The district may discuss with the selected offeror options for a scope or time modification and any price change associated with the modification.
- If the district is unable to negotiate a satisfactory contract with the selected offeror, the district shall end negotiations with that offeror and proceed to the next offeror in the order of the selection ranking until a contract is reached or all proposals are rejected.
- In determining the best value for the district, the district is not restricted to considering price alone but may consider any other factors stated in the selection criteria which includes:
  - ✓ Price
  - ✓ The offeror's experience and reputation.
  - ✓ The quality of the offeror's goods or services.
  - ✓ Past performance
  - ✓ The offeror's safety record
  - ✓ The offeror's proposed personnel.
  - ✓ Whether the offeror's financial capability is appropriate to the size and scope of the project.
  - ✓ Any other relevant factor specifically listed in the request for bids, proposals, or qualifications.
- Proposal selection criteria will include:
  - ✓ Proposal Price
  - ✓ Management Ability
  - ✓ Relevant Experience & Reputation
  - ✓ Past Performance
  - ✓ Subcontractors & Suppliers.

Authority: CH (Legal/Local), CV (Legal/Local), CVB (Legal/Local), CVD (Legal)

# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: 10-17-2022*

*RE: Consider adjustments to the 2022-2023 Administrative/Professional Pay Ranges and Job Classifications*

*Consider the adjustments to the 2022-2023 Administrative/Professional Pay Ranges and Job Classifications, thus creating a Dietician and Executive Director position.*

# **MVISD School Board Meeting**

September 19, 2022

**Closed  
Session**