

**Medina Valley Independent School District  
Board of Trustees  
Regular Meeting on Monday, November 27, 2023 at 6:00 PM  
Medina Valley ISD Central Office Board Room**

**A Regular Board Meeting of the MVISD Board of Trustees was held on Monday, November 27, 2023, beginning at 6:00 PM at/on Medina Valley ISD Central Office Board Room.**

<b>I. First Order of Business</b>	
A Call Meeting to Order	
B Establish a Quorum	
C Pledge of Allegiance to the Flag followed by a moment of silence	
<b>II. Public Hearing Concerning the Financial Integrity Rating System of Texas (FIRST)</b>	<b>3</b>
A Discussion Concerning the Financial Integrity Rating System of Texas (FIRST)	
B Public Comments Regarding FIRST Report	
<b>III. Student/Staff Recognition</b>	
<b>A District Holiday Card Artwork Winners</b>	<b>28</b>
1 Aurora Mariscal, LaCoste Elementary	
2 Parina Patel, Loma Alta Middle School	
B Star Students - Castroville Elementary School	30
C Above & Beyond Service Staff Recognition - Castroville Elementary School	31
<b>IV. Public Comment</b>	<b>32</b>
<i>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.</i>	
<b>V. Announcements/Communications/Presentations</b>	
A Board Committee Reports	33
• Finance & Operations Committee	
• Construction Committee	
• Curriculum Committee	
• Branding Committee	
B Construction Briefing	34
• Silos Elementary	
• High School #2	
• Medina Valley Middle School Traffic Improvement Project	
C District Volunteer Programs	47
D Attendance Zones Presentation	48
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F Financial Briefing	70
• General Fund Financial Statement	
• Child Nutrition Financial Statement	
• Debt Service Fund Financial Statement	
• Bond 2023 Capital Projects Report	
G Superintendent Briefing	76
• Student Achievements	
• Staff Achievements	
• Legislative Update	
• District Enrollment Numbers	
<b>VI. Discussion and Possible Action Items</b>	
A Consider Approval of Minutes for Regular Board Meeting on October 23, 2023 and Special Board Meeting on November 1, 2023	88
B Consider Approval of District Initiated Board Policy Revision to CW(Local)	94
C Consider Adoption of Annual Resolution for the Review of the MVISD Investment Policy and Investment Strategies CDA (Local) with revisions	97
D Consider Adoption of Resolution Designating Investment Officers for Medina Valley ISD	103
E Consider Adoption of the District's list of Qualified Investment Brokers	109
F Consider Approval of the Medina County Appraisal District Resolution to Cast Votes to Elect Directors for the Years 2024 and 2025	111
G Consider Approval of the Medina Valley ISD Elementary and Middle School Branding Guide	113
H Consider Approval of the 2023-2024 District Improvement Plan	127
I Consider approval of purchase of 2024 Silverado 3500 4x4 Crew Cab Truck for the CTE Ag Programs	197
J Consider Approval of Procurement Method for MVHS Turf on the Football Stadium Field	200
K Consider Approval of the award of the Construction Materials Observation and Testing Services for the Medina Valley ISD High School #2 Project	201

L Consider Approval of Purchase of 6 Portable Buildings

242

M Consider Approval of Budget Amendment

247

**VII. Closed Session**

A Personnel Matters: Resignations, Retirements, Leaves of Absence, Reassignments, New Employment, New Personnel Position, Duties/Responsibilities of Employees (TX Govt. Code Section 551.074)

- Recommendation for Silos Elementary Principal

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

A Consider approval of Recommendation for Silos Elementary Principal

B Consideration of future meeting dates

**IX. Adjournment**

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

# FIRST Rating and Public Hearing

NOVEMBER 27, 2023

# Financial Integrity Rating System of Texas (FIRST)



Goal #1 – Ensure that Texas public schools are held accountable for the quality of their financial management practices and that they improve these practices.



Goal #2 – Encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

# Determination of Rating

Did the school district fail any of the critical indicators: 1, 2, 3 or 4?  
If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

Did the school district fail any of the ceiling indicators? **Indicator 4 = 95 max, Indicator 6 = 89 max, Indicator 16 = 89 max, or Indicator 17 = 79 max**

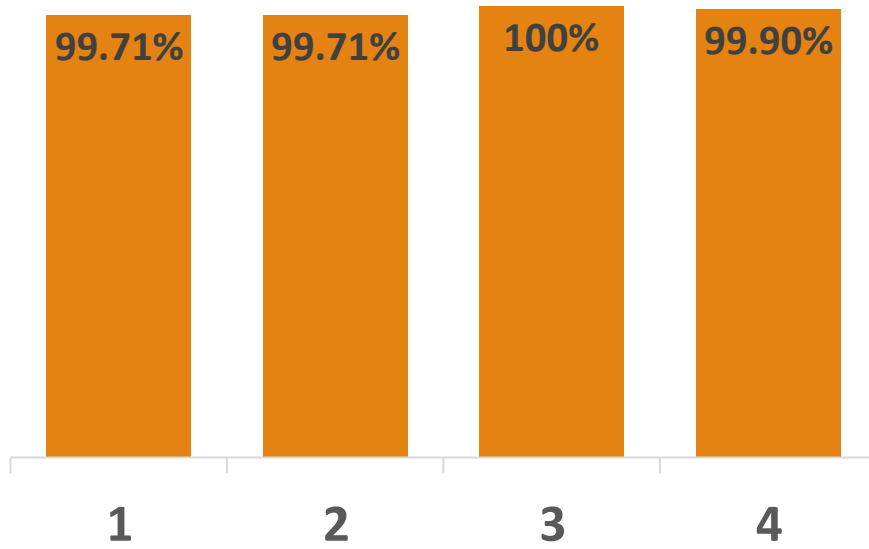
Determine the rating by the applicable number of points.

<b>A = Superior Achievement</b>	90-100
<b>B = Above Standard Achievement</b>	80-89
<b>C = Meets Standard Achievement</b>	70-79
<b>F = Substandard Achievement</b>	<70

\*Based on 2021-2022 school year data

# Critical Indicators

## Statewide Statistics:



1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 deadline? **YES**
2. Was there an unmodified opinion in the AFR on the financial statements as a whole? **YES**
3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **YES**
4. **Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other governmental agencies?**
  - If warrant hold is issued and not cleared within 30 days = Fail.
  - **If cleared within 30 days, the highest rating = 95**

# Indicators

6. Was the average change in fund balances over 3 years less than a 25% decrease or did the current year's fund balances exceed 75 days of operational expenditures? **YES**
7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures? **10**
8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?  
**10**
9. Did the school district's general fund revenues equal or exceed expenditures? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? **10**

# Indicators

10. Did the school district average less than a 10 percent variance when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **Not evaluated - 10**
11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**
12. **Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? 8**
13. Was the school district's administrative cost ratio equal to or less than the threshold ratio? **10**

# Indicators

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years? **Not evaluated – 10**
15. Was the school district's ADA within the allotted range of the district's biennial pupil projections submitted to TEA? **Not evaluated - 10**
16. Did the comparison of PEIMS data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? **YES**
17. Did the external independent auditor report that the AFR was free of any instances of material weakness in internal controls over financial reporting and compliance for local, state, or federal funds? **YES**

# Indicators

18. Did the external independent audit report indicate the AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? 10
19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, and other statutes, laws and rules that were in effect at the school district's fiscal year end? 5
20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? YES

# Determination of Rating

Did the school district fail any of the critical indicators: 1, 2, 3, or 4? <b>NO</b>	
Did the school district fail any of the ceiling indicators? <b>Indicator 4 = 95 max</b>	
Determine the rating by the applicable number of points. <b>98</b>	
<b>A = Superior Achievement</b>	<b>90-100</b>
B = Above Standard Achievement	80-89
C = Meets Standard Achievement	70-79
F = Substandard Achievement	<70

\*Based on 2021-2022 school year data

RATINGS	COUNT	% Total
A = Superior	919	90.28%
B = Above Standard	50	4.91%
C = Meets Standard	41	4.03%
F = Substandard Achievement	8	0.79%
TOTAL	1,018	100.0%

# Statewide Statistics

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# DISCLOSURES

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Superintendent's Contract



Total Reimbursements received by the Superintendent and each Board Member.



Compensation and/or fees received by the Superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services.



Gifts received by Executive Officers and Board Members that had an economic value of \$250 or more.



Business Transactions between the School District and Board Members.

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## Public Comment



RATING YEAR

2022-2023

DISTRICT NUMBER

district #

Select An Option

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Financial Integrity Rating System of Texas

## 2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

<b>Name:</b> MEDINA VALLEY ISD(163908)	<b>Publication Level 1:</b> 8/4/2023 12:02:16 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/7/2023 3:01:39 PM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/7/2023 3:01:39 PM
<b>District Score:</b> 95	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	7/13/2023 6:19:29 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	7/13/2023 6:19:29 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	7/13/2023 6:19:29 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/14/2023 11:35:46 AM	Yes Ceiling Failed
5	This indicator is not being evaluated.		
			1 Multiplier
			15

			Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/13/2023 6:19:29 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:29 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:29 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:29 PM	10
10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	7/13/2023 6:19:29 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	7/13/2023 6:19:29 PM	8
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	7/13/2023 6:19:29 PM	10
14	This indicator is not being evaluated.		10
15	This indicator is not being evaluated.		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/13/2023 6:19:29 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	7/13/2023 6:19:29 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	7/13/2023 6:19:29 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	7/13/2023 6:19:29 PM	5

20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	7/13/2023 6:19:29 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(95 Ceiling)
			95 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

## CEILING INDICATORS

<p>Did the school district meet the criteria for any of the following <b>ceiling indicators</b> 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.</p>	<b>17</b>
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Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No.</i>	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No.</i>	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No.</i>	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No.</i>	89	B = Above Standard Achievement

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THE [TEXAS EDUCATION AGENCY](#)

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FIRST 5.14.3.3

RATING YEAR

2022-2023

DISTRICT NUMBER

district #

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Financial Integrity Rating System of Texas

## OVERALL STATISTICS 2021-2022 STATUS COUNTS

Status	Count	% Total	Enrollment	% Total Enrollment
Passed	1,010	99.21 %	5,017,570	99.88 %
Failed	8	0.79 %	5,781	0.12 %
<b>Total</b>	<b>1,018</b>	<b>100.00 %</b>	<b>5,023,351</b>	<b>100.00 %</b>

## 2021-2022 RATING COUNTS

Ratings	Count	% Total	Enrollment	% Total Enrollment
A = Superior Achievement	919	90.28 %	4,745,173	94.46 %
B = Above Standard Achievement	50	4.91 %	152,423	3.03 %
C = Meets Standard Achievement	41	4.03 %	119,974	2.39 %
F = Substandard Achievement	8	0.79 %	5,781	0.12 %
<b>Total</b>	<b>1,018</b>	<b>100.00 %</b>	<b>5,023,351</b>	<b>100.00 %</b>

## 2021-2022 ALL RESULTS BY INDICATOR

Indicator	Result	Count	% of Districts	Enrollment	% Total Enrollment
1	Yes	1015	99.71 %	5019613	99.93 %
	No	3	0.29 %	3738	0.07 %

2	Yes	1015	99.71 %	5021137	99.96 %
	No	3	0.29 %	2214	0.04 %
3	Yes	1018	100.00 %	5023351	100.00 %
	No	0	0.00 %	0	0.00 %
4	Yes	1017	99.90 %	5021755	99.97 %
	No	1	0.10 %	1596	0.03 %
6	Yes	1007	98.92 %	5003539	99.61 %
	No	11	1.08 %	19812	0.39 %
7	10	939	92.24 %	4644802	92.46 %
	8	33	3.24 %	230823	4.60 %
	6	22	2.16 %	35600	0.71 %
	4	10	0.98 %	92534	1.84 %
	2	9	0.88 %	14956	0.30 %
	0	5	0.49 %	4636	0.09 %
8	10	874	85.85 %	3394193	67.57 %
	8	61	5.99 %	796597	15.86 %
	6	55	5.40 %	692928	13.79 %
	4	17	1.67 %	103218	2.05 %
	2	8	0.79 %	33592	0.67 %
	0	3	0.29 %	2823	0.06 %
9	10	1010	99.21 %	4977455	99.09 %

	0	8	0.79 %	45896	0.91 %
10	10	1018	100.00 %	5023351	100.00 %
11	10	866	85.07 %	3517846	70.03 %
	8	83	8.15 %	937022	18.65 %
	6	38	3.73 %	217907	4.34 %
	4	21	2.06 %	295416	5.88 %
	2	9	0.88 %	48179	0.96 %
	0	1	0.10 %	6981	0.14 %
12	10	756	74.26 %	2896047	57.65 %
	8	190	18.66 %	1731086	34.46 %
	6	42	4.13 %	253723	5.05 %
	4	13	1.28 %	75818	1.51 %
	2	8	0.79 %	43585	0.87 %
	0	9	0.88 %	23092	0.46 %
13	10	820	80.55 %	4140230	82.42 %
	8	133	13.06 %	768487	15.30 %
	6	44	4.32 %	95253	1.90 %
	4	13	1.28 %	15674	0.31 %
	2	2	0.20 %	774	0.02 %
	0	6	0.59 %	2933	0.06 %
14	10	1018	100.00 %	5023351	100.00 %

15	5	1018	100.00 %	5023351	100.00 %
16	Yes	1001	98.33 %	5002835	99.59 %
	No	17	1.67 %	20516	0.41 %
17	Yes	977	95.97 %	4941108	98.36 %
	No	41	4.03 %	82243	1.64 %
18	10	972	95.48 %	4946282	98.47 %
	0	46	4.52 %	77069	1.53 %
19	5	1017	99.90 %	5021729	99.97 %
	0	1	0.10 %	1622	0.03 %
20	Yes	1018	100.00 %	5023351	100.00 %
	No	0	0.00 %	0	0.00 %

## 2021-2022 ANSWERS BY INDICATOR

Indicator	Yes	No	10	8	6	5	4	2	0	Total
1	1015	3	x	x	x	x	x	x	x	1018
2	1015	3	x	x	x	x	x	x	x	1018
3	1018	x	x	x	x	x	x	x	x	1018
4	1017	1	x	x	x	x	x	x	x	1018
6	1007	11	x	x	x	x	x	x	x	1018
7	x	x	939	33	22	x	10	9	5	1018
8	x	x	874	61	55	x	17	8	3	1018
9	x	x	1010	x	x	x	x	x	8	1018

10	x	x	1018	x	x	x	x	x	x	1018
11	x	x	866	83	38	x	21	9	1	1018
12	x	x	756	190	42	x	13	8	9	1018
13	x	x	820	133	44	x	13	2	6	1018
14	x	x	1018	x	x	x	x	x	x	1018
15	x	x	x	x	x	1018	x	x	x	1018
16	1001	17	x	x	x	x	x	x	x	1018
17	977	41	x	x	x	x	x	x	x	1018
18	x	x	972	x	x	x	x	x	46	1018
19	x	x	x	x	x	1017	x	x	1	1018
20	1018	x	x	x	x	x	x	x	x	1018

Last Updated: Thursday, November 2, 2023 9:20:03 AM

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THE **TEXAS EDUCATION AGENCY**  
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FIRST 5.14.3.3

# School FIRST Annual Financial Management Report

## MEDINA VALLEY INDEPENDENT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be a

### Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

### Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period  
Ended June 30 or August 31, 2022

<u>Description of Reimbursements</u>	Superintendent	Mario De Leon	Beth Zinsmeyer	Jennilea Campbell	Shannon Beasley	Paula Davidson
Meals	\$	\$	\$	\$	\$	\$
Lodging					531.32	
Transportation		104.11				
Motor Fuel						
Other		460	460		460	
<b>Total</b>	<b>\$0.00</b>	<b>\$564.11</b>	<b>\$460.00</b>	<b>\$0.00</b>	<b>\$991.32</b>	<b>\$0.00</b>

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

- Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
- Lodging - Hotel charges.
- Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
- Motor fuel – Gasoline.
- Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

**Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2022  
Name(s) of Entity(ies)

Amount Received  
 \$

Total	<u><u>\$0.00</u></u>
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Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)  
 (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2022

	<u>Superintendent</u>	<u>Mario De Leon</u>	<u>Beth Zinsmeyer</u>	<u>Jennilea Campbell</u>	<u>Shannon Beasley</u>	<u>Paula Davidson</u>
Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**Note** – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

**Business Transactions Between School District and Board Members**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2022

	Mario De Leon	Beth Zinsmeyer	Jennilea Campbell	Shannon Beasley	Paula Davidson	Matthew Castiglione
Amounts	\$0	\$0	\$0	\$0	\$0	\$0

**Note** - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

┆ SCHOOL DISTRICT

all inclusive.

Matthew Castiglione	Veronica Cavazos
\$	\$

<u>\$0.00</u>	<u>\$0.00</u>
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<u>Matthew Castiglione</u>	<u>Veronica Cavazos</u>
\$0	\$0

Veronica Cavazos  
\$0

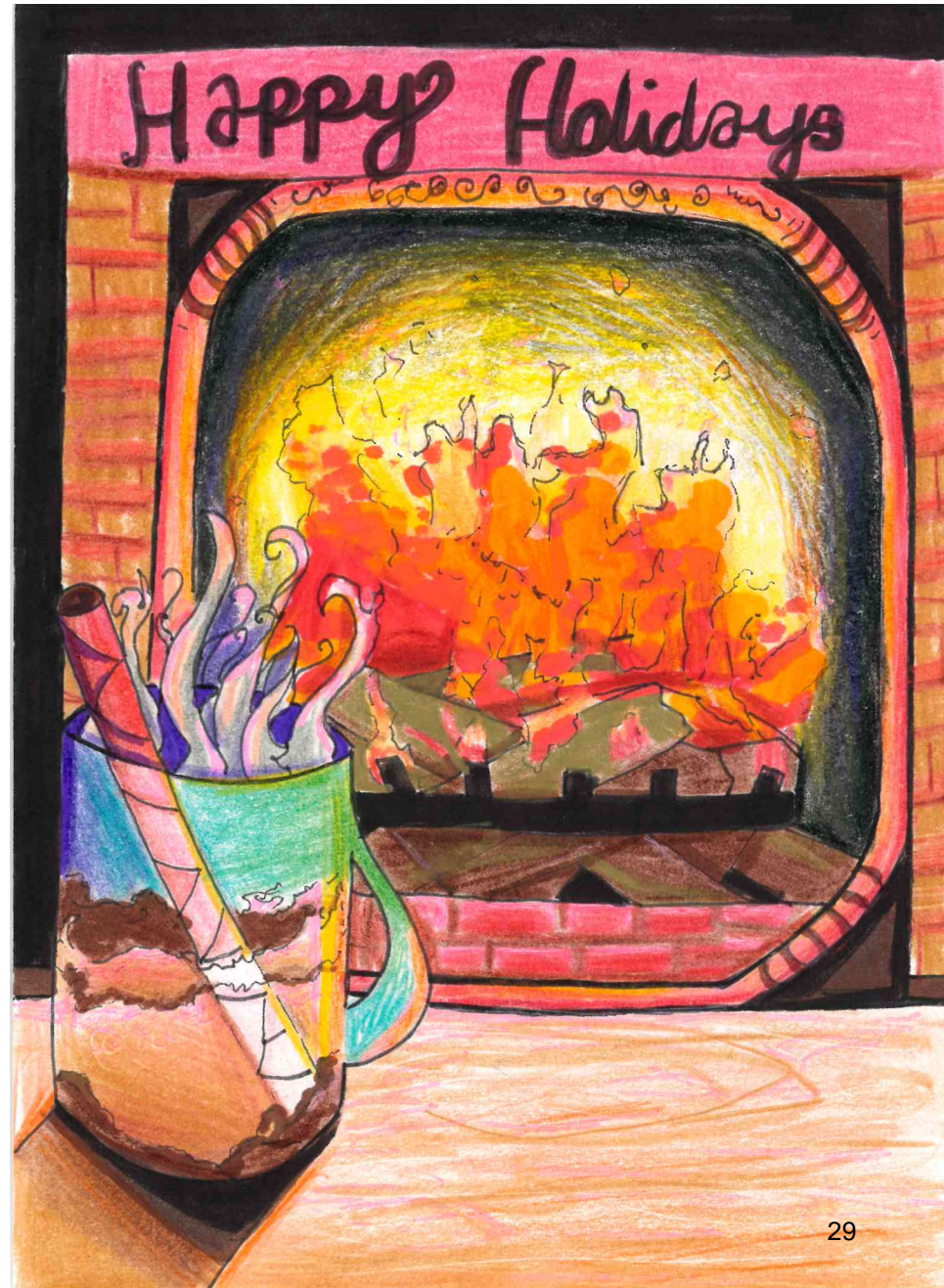


**Front Cover Artist: Aurora Mariscal**

LaCoste Elementary  
Winner of the 2023

Medina Valley I.S.D. Holiday Artwork Contest

**Front Cover Artist: Parina Patel**  
Loma Alta Middle School  
Winner of the 2023  
Medina Valley I.S.D. Holiday Artwork Contest





A gray scroll graphic with a white text message. The scroll is unrolled at the top and bottom, with the top edge being rounded. The text is centered and reads: 

**Thank you for your  
Above & Beyond  
Service!**

# Public Comments

# **MVISD Board Committee Reports**



**Medina Valley**  
INDEPENDENT SCHOOL DISTRICT

**Board of Trustees Meeting:  
Silos Elementary School  
Construction Briefing**

## **GENERAL PROJECT SUMMARY:**

**General Contractor (CMR):** \_\_\_\_\_ Nunnelly General Contractor

Original Substantial Completion Date: \_\_\_\_\_ April 2024

Requested Days to Date: \_\_\_\_\_ Zero (0)

**Original Contract Sum (GMP):** \_\_\_\_\_ \$42,139,608.00

**Change Order Sum to Date:** \_\_\_\_\_ \$0.00

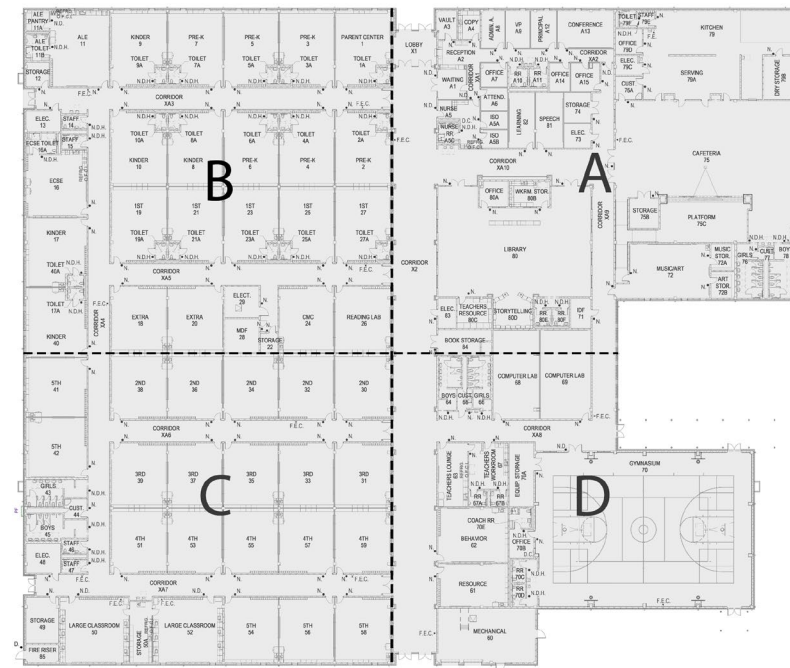
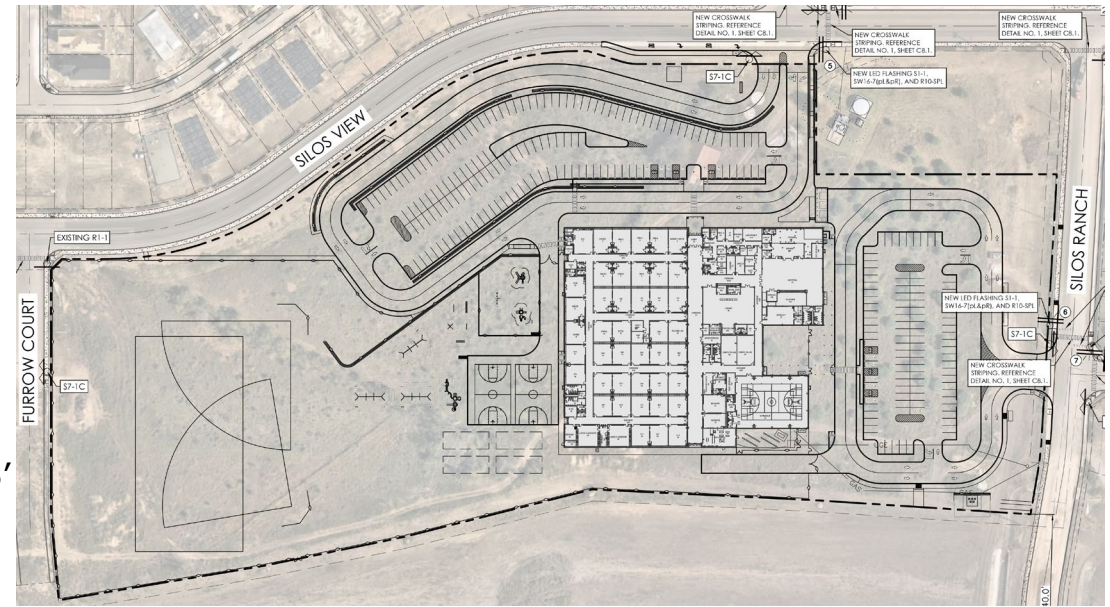
**Current Contract Sum:** \_\_\_\_\_ \$42,139,608.00

**Percentage of Work Complete:** \_\_\_\_\_ 66% - Pay Application No. 14

\$27,743,489 Total Stored/Completed

# RECENT CONSTRUCTION ACTIVITY

1. Project submittal process is ongoing
2. Site work ongoing
  - Site light pole bases are complete
  - Block retaining wall at visitor parking lot and parent drop off lane near complete
  - Curbs around drive lanes
3. Building Exterior
  - All roofing is dried-in less cap sheet or metal panels
  - Exterior brick complete in Area 'C' and near complete in Area 'B'
  - Window Frames installed throughout
4. Building Interior
  - Interior brick around columns in progress
  - Drywall framing ongoing in Area 'A'
  - Ductwork installation complete in all areas less Gym
  - Electrical wire pulling continuing in Area 'A' and Area 'D'
  - Installation of light fixtures in Area 'B' and Area 'C' have begun
  - Insulation of water line in the crawlspace
  - Drywall and framing complete in Area 'A', 'B', and 'C'
  - Painting is on-going, including Cafeteria and Library



## 2 WEEK LOOK-AHEAD SUMMARY:

1. Continue site retaining wall
2. Continue brick installation on remaining areas
3. Continue interior electrical work and installation of lights
4. Interior windows and storefronts to begin
5. Prep for AHU and chiller arrival



**Board of Trustees Meeting:  
MVMS Traffic Improvements  
Construction Briefing**

**GENERAL PROJECT SUMMARY:**

**General Contractor (CMR):** W.R Griggs Construction Company Inc.

Original Substantial Completion Date: January 2024

Requested Days to Date: Zero (0)

**Original Contract Sum (GMP):** \$1,194,000.00

**Change Order Sum to Date:** \$0.00

**Current Contract Sum:** \$1,194,000.00

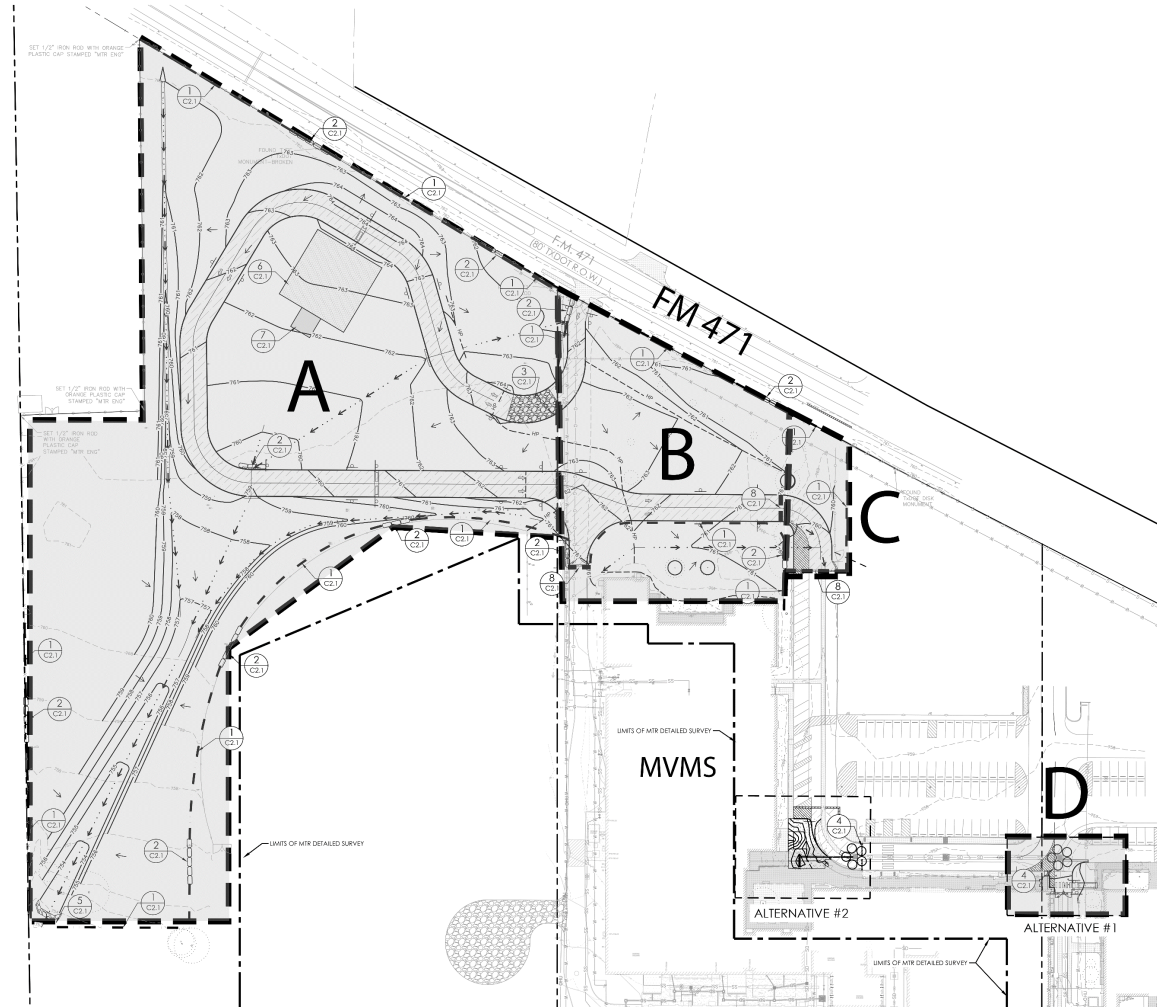
**Percentage of Work Complete:** 13% - Pay Application No. 1

# **RECENT CONSTRUCTION ACTIVITY**

1. Project submittal process is ongoing
2. Section A
  - Rough grading has been completed on road and drainage swale
  - Geogrid fabric has been installed
  - Base subgrade has begun placement
  - Regrading of open areas ongoing
3. Section B
  - Rough grading has begun
  - Geogrid has been installed in the majority of the section
  - Underground utility work has begun
4. Section D
  - Existing canopy has been removed
  - Canopy trim has been completed

## **2 WEEK LOOK-AHEAD SUMMARY:**

1. Base subgrade to be completed in Section A and B
2. Concrete portion of the drive to be formed and rebar installed
3. Demolition of concrete work in Section D to begin
4. Utility line work to be close to completion







**Board of Trustees Meeting:  
Medina Valley High School 2  
Construction Briefing**

**GENERAL PROJECT SUMMARY:**

**General Contractor (CMR):** Bartlett Cocke General Contractors

Original Substantial Completion Date: June 2026

Requested Days to Date: Zero (0)

**Package 1 Original Contract Sum (GMP):** \$31,730,161.00

**Change Order Sum to Date:** \$0.00

**Current Contract Sum:** \$31,730,161.00

**Percentage of Work Complete:** No submitted Pay Applications To-Date

## **PACKAGE 1**

### **RECENT CONSTRUCTION ACTIVITY**

1. Project submittal process has begun
2. Site clearing has begun
3. Construction entrance has been laid
4. GC project portable buildings have been placed and temporary utilities have been installed
5. First pre-installation meetings have been completed
  - Earthwork, Utilities, and Piers
6. Conducted first Owner-Architect-Contractor Meeting
7. Some road grading has begun on the visitor drive
8. Building pad subgrade excavation has started
9. Pier drilling activities and pier rebar cages have begun

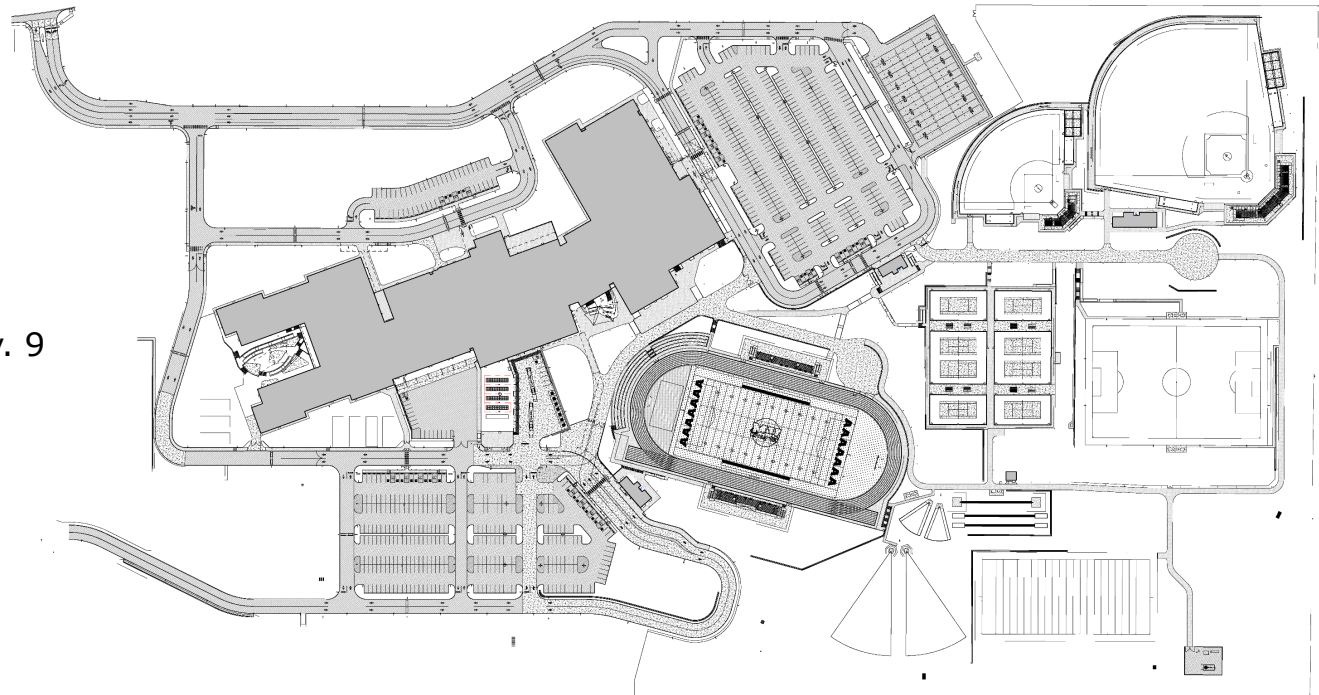
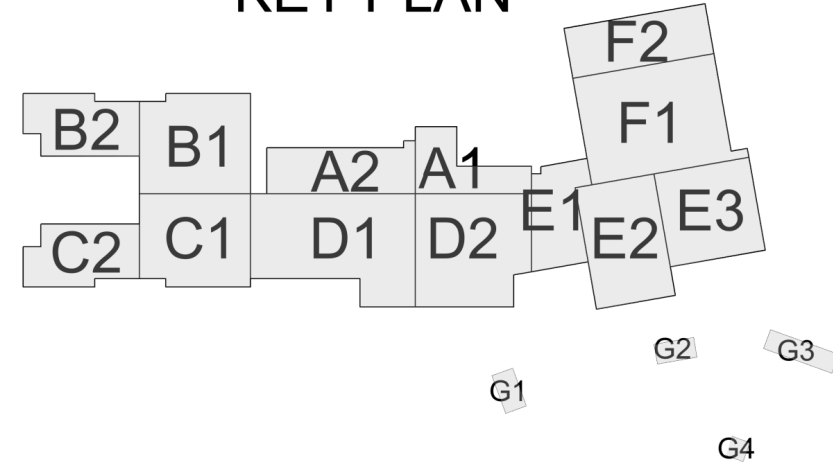
### **2 WEEK LOOK-AHEAD SUMMARY:**

1. Earthwork to continue both on site and building pad
2. Utility lines earthwork to begin
3. Continue pier drilling

## **PACKAGE 2**

1. 100% Construction Documents delivered to GC on Nov. 9
2. Subcontractor pre-proposal meeting on Nov. 15
3. Subcontractor bid day set for Dec. 06

### **KEY PLAN**









# MVISD VOLUNTEERS

- Volunteers are allowed to work with all campuses
- Volunteers mainly work at elementary campuses
- Some help with teacher projects such as copies, cut-outs, decorations, etc.
- Some may help with providing food or coffees for teachers
- Some will work in the office area to assist with filing, etc.
- Some may elect to read a story to a class in the library
- Volunteers may assist with fieldtrips

Both programs are highly successful

Both programs require training and background checks

Both programs require volunteers to attend a training session

A safety training component has been added to both programs

An additional security training program has been added for Watchdogs

# MVISD WATCHDOGS

- Watchdogs and MOMs are a more specialized volunteer program only implemented at elementary campuses
- Watchdog volunteers perform a variety of tasks during their volunteer day including:
  - Monitoring the school entrance
  - Assisting with unloading and loading of buses and cars
  - Monitoring the lunch room
  - Patrolling the campus
  - Assisting with recess duties
  - Checking gates and perimeter of the school
  - Checking exterior doors
  - Helping ensure safety and security at the campus
  - May assist with special events

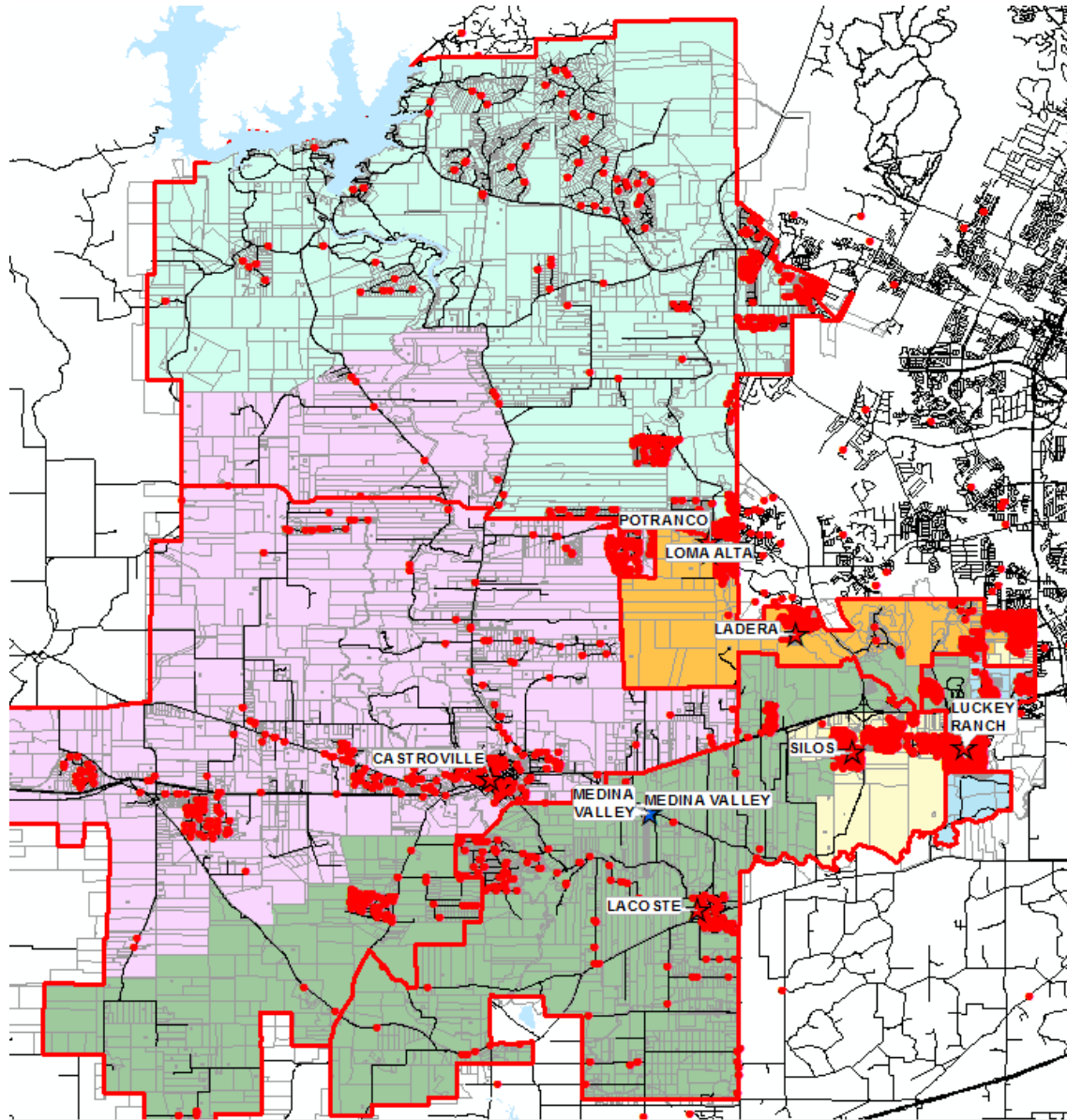
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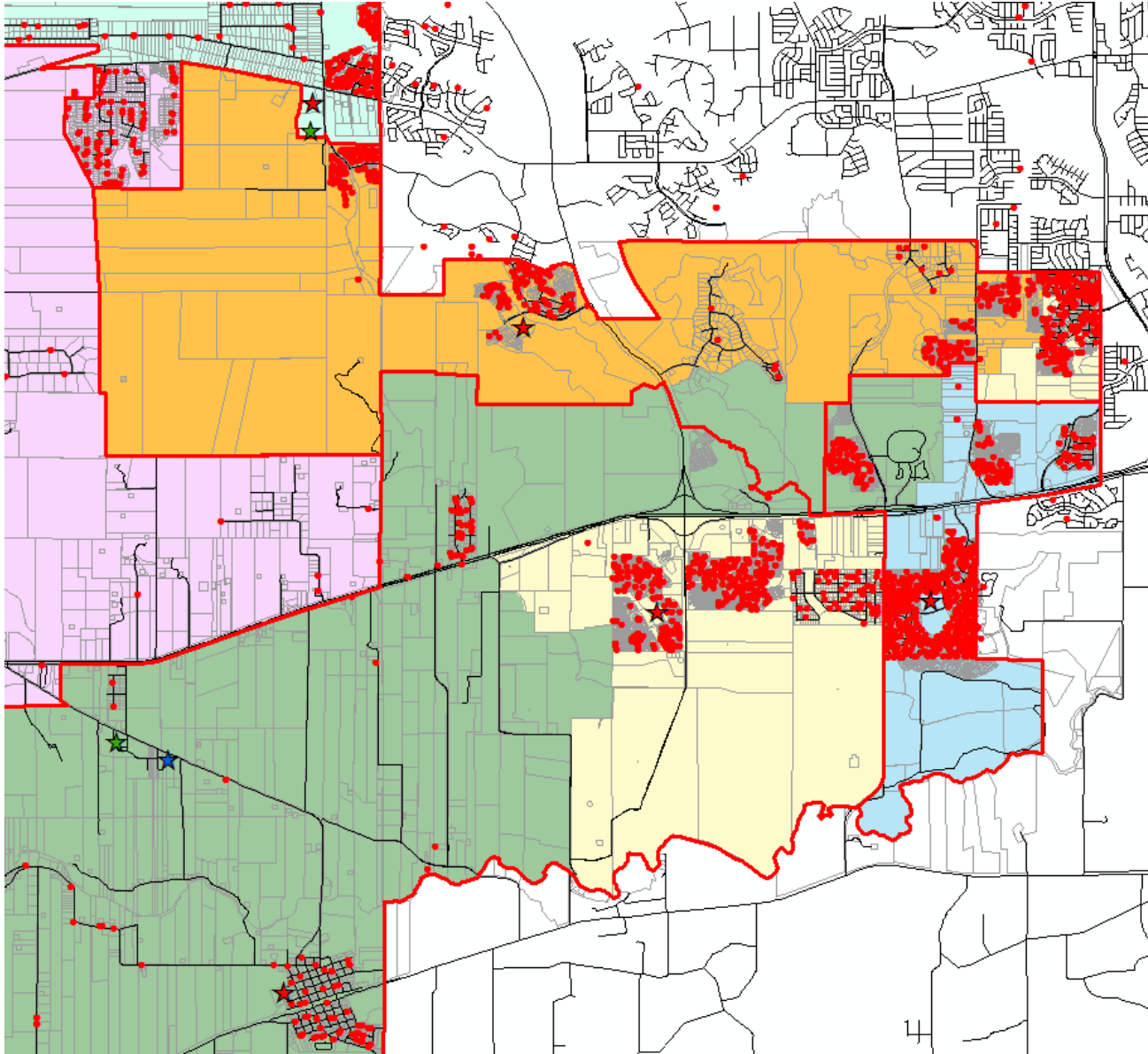
Medina Valley ISD  
Attendance Zone Planning

11/13/23

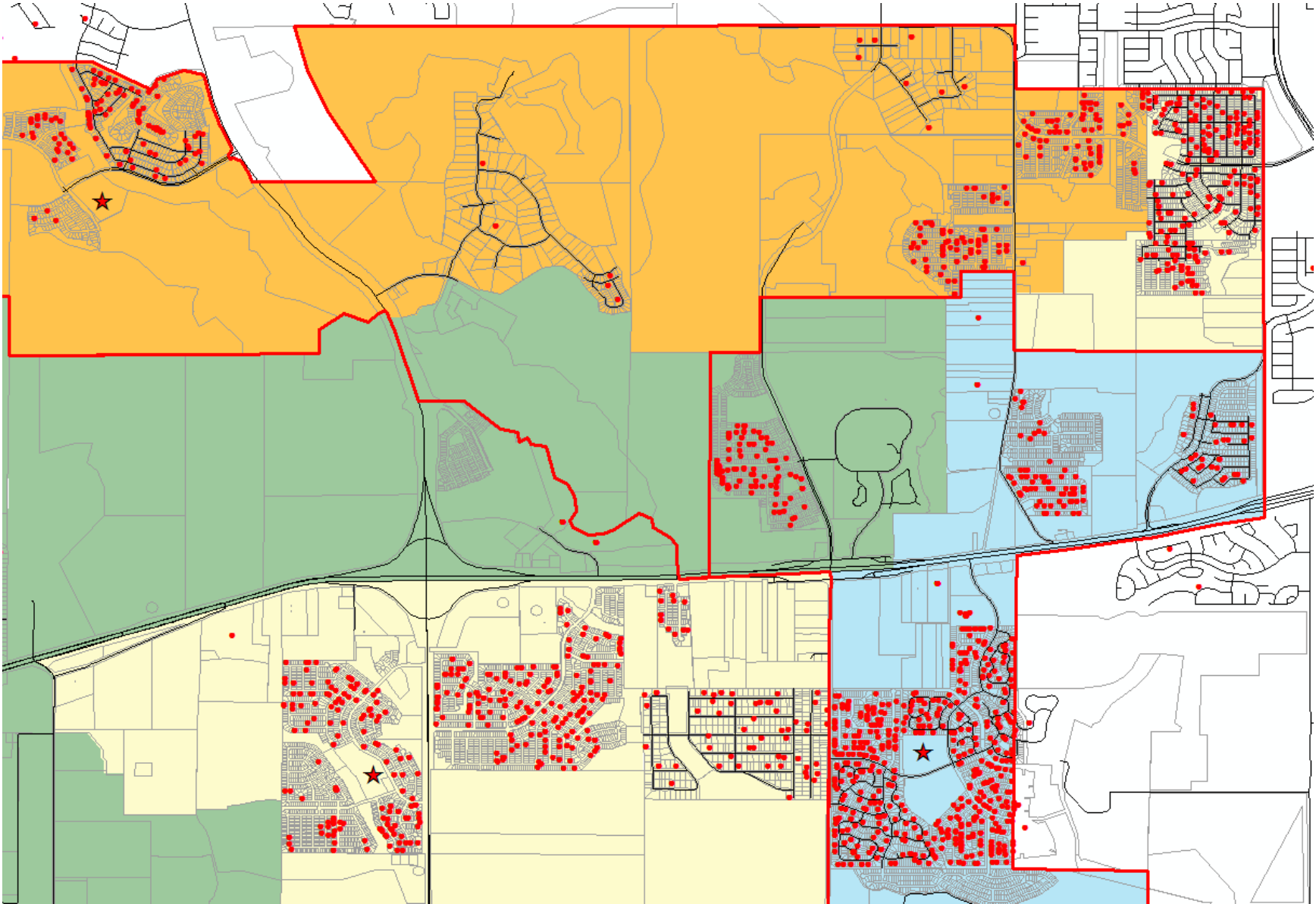
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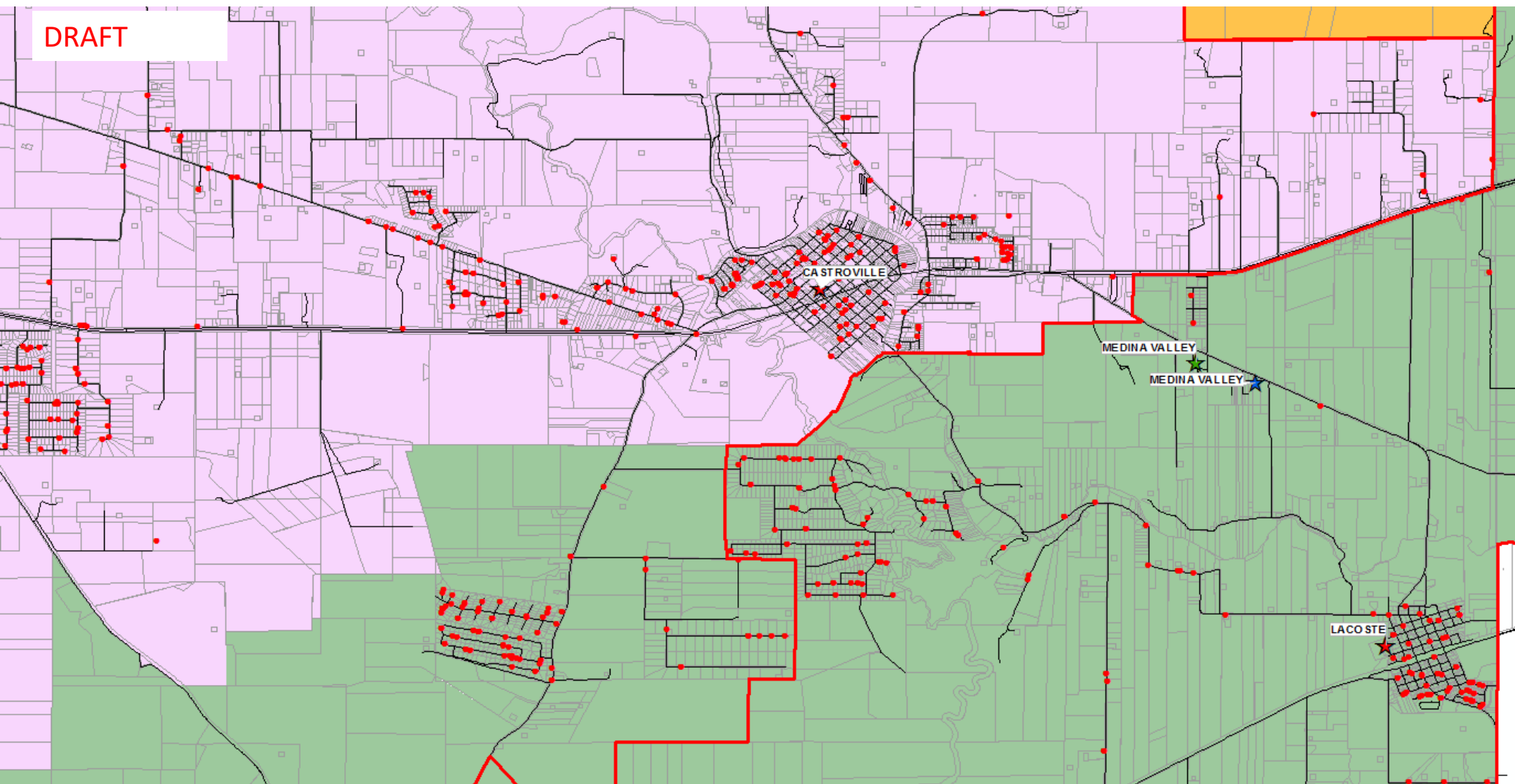
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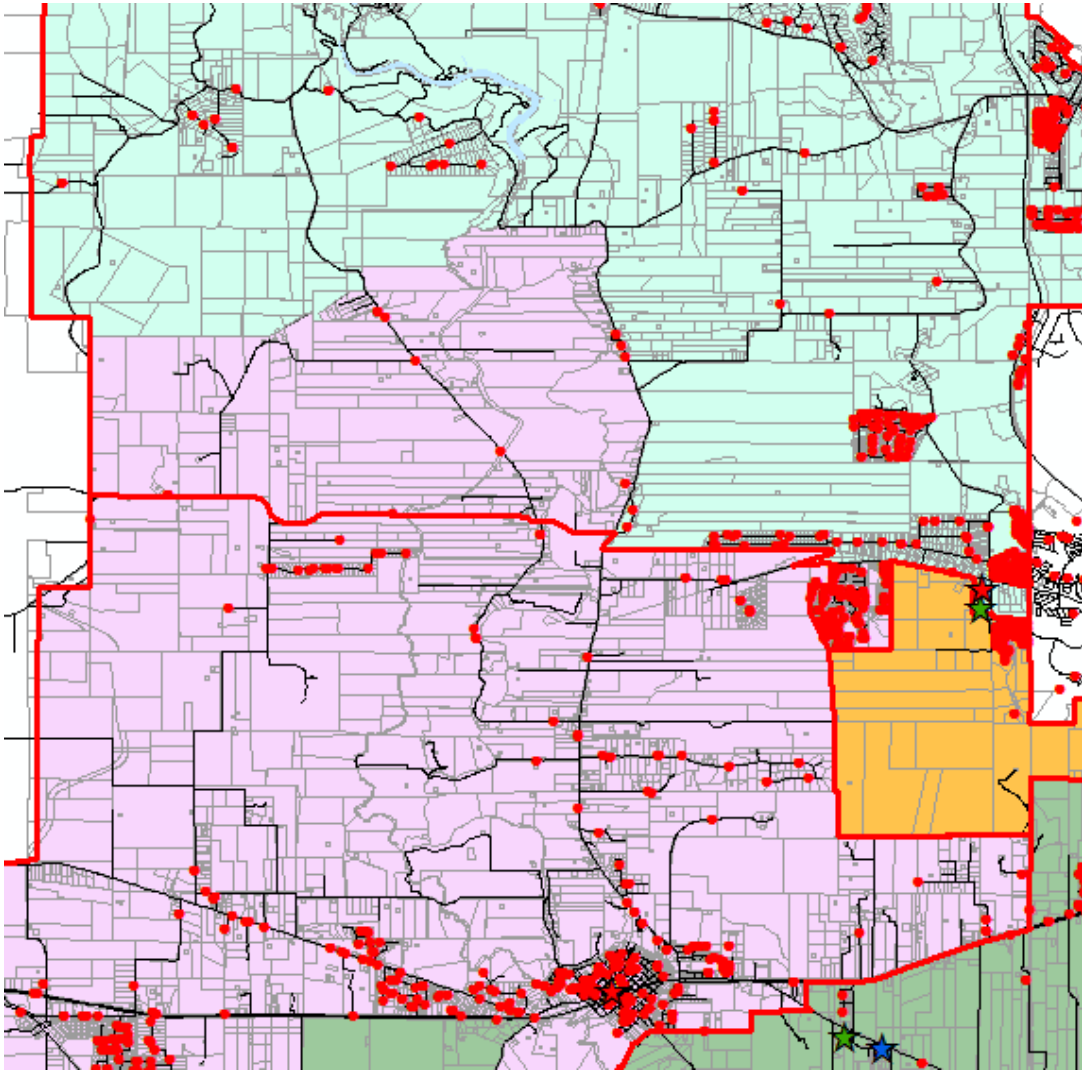
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### Projected Enrollment for Elementary Schools

SCHOOL	CAPACITY	2024/25	2025/26	2026/27	2027/28	2028/29
CASTROVILLE	750	698	719	756	790	826
LACOSTE	850	655	688	757	842	935
LADERA	850	707	850	1,001	1,146	1,260
LUCKEY RANCH	850	912	985	1,078	1,176	1,268
POTRANCO	850	845	938	1,076	1,204	1,383
SILOS	850	930	1,026	1,060	1,103	1,134
<b>TOTAL</b>	<b>5,000</b>	<b>4,747</b>	<b>5,206</b>	<b>5,728</b>	<b>6,261</b>	<b>6,806</b>

SCHOOL	ED	%ED
CASTROVILLE	339	51.0%
LACOSTE	359	61.0%
LADERA	297	50.6%
LUCKEY RANCH	602	69.5%
POTRANCO	401	52.6%
SILOS	502	65.1%
<b>TOTAL</b>	<b>2,500</b>	<b>59.0%</b>

# 2023-2024 Bilingual/ESL Updates & Redesign

LET'S

GROW

TOGETHER



# Agenda

## Updates and Bilingual Redesign

TELPAS Data

Systems of Support

- Professional Development
- Instructional Decision-making

Bilingual Redesign

- Plan
- Benefits
- Communication/Collaboration with Teachers
- Communication/Collaboration with Parents
- Redesign Committee

# Spring 2023 (2022) TELPAS Data

## Grade 4

Total Students	Listening	Speaking	Reading	Writing
<b>50</b>	Percentage Rated at the Designated Levels			
Beginning	6% (2%)	8% (7%)	6% (12%)	<b>16%</b> (7%)
Intermediate	24% (0%)	<b>30%</b> (21%)	24% (26%)	24% (27%)
Advanced	42% (14%)	<b>44%</b> (60%)	18% (17%)	52% (34%)
Advanced High	<b>28%</b> (83%)	18% (12%)	52% (45%)	<b>8%</b> (32%)

# Support Completed and in Process for 2023-2024

- Support system for LPAC Coordinators (identification & review of emergent bilinguals)
- Proficiency and achievement levels supporting teachers' instructional decision-making
- Support for primary language of instruction (Spanish)
- Monthly bilingual/ESL teacher meetings (Meriendas) for collaborative share of best practices

- *7 Steps to a Language-Rich Interactive Classroom* training
- Microlearning, implementation, & visits supporting secondary ESL teachers
- Bilingual/ESL teacher summer intensive academy
- Bilingual/STEAM Summer School Collaborative
- Newcomer Academy
- Education Service Center, Region 20 Spanish Spelling Bee

# **Bilingual Program Redesign 2024-2025**

# Bilingual Program Redesign: Plan

- Two out of the six elementary campuses as bilingual campuses or hubs
- Designation and program implementation beginning 2024-2025
- Preparation for the path to implementing a dual language model
- Optimal time to implement with the rezoning of the elementary attendance zones

# **Bilingual Program Redesign: Benefits (Students)**

- Environment for learning in the primary language (Spanish)
- Continual development of the home language of the student
- Explicit and intentional celebration of language and culture
- Smaller class sizes
- Setting the stage for dual language instruction/biliteracy

# Bilingual Program Redesign: Benefits (Teachers)

- Smaller class sizes
- One or more partner bilingual teacher/s per grade level
- Supportive environment for collaborating and planning with partner teachers
- Streamlined curricular resources
- Programmatic support (district- and campus-based)

# Bilingual Program Redesign: Teacher Support

- Bilingual Teacher Intensive Supporting 2024-2025 & beyond
  - Identification & Review of Emergent Bilinguals (Who are our EBs? Why?)
  - Program Model
  - Language Transition Plan
  - Scheduling
  - Spanish Language Arts
  - Cross-linguistic Connections/Bridging
  - Curricular Resources & Implementation
  - English Language Proficiency Standards (ELPS)
  - Content and Language Objectives
  - Linguistic Accommodations

# Bilingual Program Redesign: Considerations

- Transportation
- Students leaving home campus
- Families staying together
- Movement of Teachers
- Bilingual Denials

# Bilingual Program Redesign: Communication/Collaboration

- Involving All Stakeholders (beginning November 2023)
  - Regularly scheduled meetings will be held to collaborate and refine our redesign plan.
  - Community collaboration will occur through district-wide groups, such as Community Ambassadors.
  - Informational meetings offered at elementary campuses beginning December 2023 & continuing in January 2024.

# Bilingual Program Redesign: Next Steps

- Finalize and adopt new attendance zones
- Determine number of students attending bilingual hubs or campuses
- Determine number of teachers and support staff needed for designated campuses
- Final placement of students to be determined during annual reviews (LPAC)
- Work with transportation to develop shuttle service between campuses
- Campus Culture Ceremonies for teachers, parents, and students

# Preliminary Emergent Bilingual Count

Grade Level	Castroville	La Coste	Potranco	Lucky Ranch	Ladera	Total
Prek	1	10	5	14	8	38
Kinder	5	13	12	19	15	64
1st	4	12	6	19	12	53
2nd	7	13	15	20	6	61
3rd	9	15	13	13	11	61
4th	10	8	14	12	5	49
<b>Total</b>						<b>265</b>

Clarissa Dovalina  
[clarissa.dovalina@mvisd.org](mailto:clarissa.dovalina@mvisd.org)  
(830)931-2243 ext. 1202

# Contact Information

# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees Date:*

*Date: November 27, 2023*

*RE: October 2023 Financial Statements*

Financial Statements for the three board adopted funds – Maintenance & Operations, Food Service, and Debt Service – as well as the 2023 bond fund are provided monthly for review. Many accounting transactions are posted once a month and are included in the updated year-to-date financial position for the district. The current budget and year-to-date balances are provided for both revenues and expenses, as well as fund balances.

The intended purpose for this agenda item is to keep the Board informed of the financial position of the district as well as provide the Board with an opportunity to gain a better understanding of school finance. This includes providing financial transparency to the Board and the public.

The monthly financial statement through October 31, 2023, is provided for the Board's review.

# Medina Valley Independent School District

## Monthly Financial Report

October 2023

### Executive Summary

Financial Highlights: Due to additional tax compression passed by the legislature the district can expect more state aid this year than local tax collections in the General Fund. The district is in payment class 2, which means that it will receive state aid payments in September, October, November, April, May, June, July, and August. Currently, the district has collected 20% of budgeted revenue and spent 17.5% of budgeted expenses. The Food Service Fund has collected 17% of budgeted revenues and spent 20 % of budgeted expenses. The district can expect to begin collecting current year tax revenue in late December for those trying to make payments before year-end. The next debt service payment is due February 1.

### Fund Balance

	General Fund	Food Service	Debt Service
Unaudited Fund Balance as of August 31, 2023	\$ 23,228,057	\$ 2,090,170	\$ 5,308,726
Year-to-Date Revenue	\$ 17,289,888	\$ 1,029,979	\$ 233,995
Year-to-Date Expenditures	\$ (14,977,916)	\$ (1,287,260)	\$ (500)
<b>Fund Balance as of October 31, 2023</b>	<b>\$ 25,540,029</b>	<b>\$ 1,832,889</b>	<b>\$ 5,542,221</b>

### Budget Amendments

	General Fund	Food Service	Debt Service
Revenue	\$ -	\$ -	\$ -
Expenditures	\$ 553,635	\$ -	\$ -

**OCTOBER 2023-2024  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$35,055,513	\$694,588	\$34,360,925
5800 - STATE PROGRAM REVENUES	\$49,155,004	\$16,582,432	\$32,572,572
5900 - FEDERAL REVENUES	\$1,540,000	\$12,867	\$1,527,133
<b>TOTAL REVENUES</b>	<b>\$85,750,517</b>	<b>\$17,289,888</b>	<b>\$68,460,629</b>
<b>PROPOSED APPROPRIATIONS</b>			
11 - INSTRUCTION	\$49,341,770	\$8,344,135	\$40,997,635
12 - INST. RESOURCES & MEDIA SVCS	\$551,395	\$91,505	\$459,890
13 - CURRICULUM DEV.& INST.STF DEV	\$875,433	\$216,527	\$658,906
21 - INSTRUCTIONAL LEADERSHIP	\$1,296,439	\$168,987	\$1,127,452
23 - SCHOOL LEADERSHIP	\$4,573,079	\$772,969	\$3,800,110
31 - GUIDANCE & COUNSELING	\$3,421,399	\$557,825	\$2,863,574
32 - SOCIAL WORK SERVICES	\$813,033	\$143,388	\$669,645
33 - HEALTH SERVICES	\$955,682	\$137,943	\$817,739
34 - PUPIL TRANSPORTATION	\$5,430,115	\$926,335	\$4,503,779
35 - FOOD SERVICES	\$215,064	\$56,038	\$159,026
36 - COCURR./EXTRACURR.ACTIVITIES	\$2,381,472	\$419,004	\$1,962,468
41 - GENERAL ADMINISTRATION	\$2,722,585	\$502,146	\$2,220,439
51 - PLANT MAINTENANCE & OPERATIONS	\$8,816,150	\$1,646,979	\$7,169,171
52 - SECURITY & MONITORING SERVICES	\$1,425,038	\$172,745	\$1,252,293
53 - DATA PROCESSING SERVICES	\$2,118,611	\$679,693	\$1,438,918
61 - COMMUNITY SERVICES	\$9,373	\$4,339	\$5,034
71 - DEBT SERVICES	\$86,065	\$0	\$86,065
81 - FACILITIES ACQ. & CONSTRUCTION	\$62,815	\$2,499	\$60,316
95 - PYMTS.TO JJAEP PROGRAMS	\$5,000	\$0	\$5,000
99 - OTHER INTERGOVERNMENTAL CHARGE	\$650,000	\$134,860	\$515,140
<b>TOTAL APPROPRIATIONS</b>	<b>\$85,750,517</b>	<b>\$14,977,916</b>	<b>\$70,772,601</b>

2023-2024 FUND BALANCE = \$ 25,540,029

3 MONTH OPERATING CASH FLOW = \$ 21,437,629

**OCTOBER 2023-2024  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$1,875,327	\$379,818	\$1,495,509
5800 - STATE PROGRAM REVENUES	\$35,438	\$0	\$35,438
5900 - FEDERAL REVENUES	\$4,029,726	\$650,161	\$3,379,565
<b>TOTAL REVENUES</b>	<b>\$5,940,491</b>	<b>\$1,029,979</b>	<b>\$4,910,512</b>
<b>PROPOSED APPROPRIATIONS</b>			
35 - FOOD SERVICES	\$6,512,006	\$1,287,260	\$5,224,746
<b>TOTAL APPROPRIATIONS</b>	<b>\$6,512,006</b>	<b>\$1,287,260</b>	<b>\$5,224,746</b>

2023-2024 FUND BALANCE = \$ 1,832,889

3 MONTH OPERATING CASH FLOW = \$ 1,628,002

**OCTOBER 2023-2024  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$24,540,481	\$233,995	\$24,306,486
5800 - STATE PROGRAM REVENUES	\$3,343,378	\$0	\$3,343,378
<b>TOTAL REVENUES</b>	<b>\$27,883,859</b>	<b>\$233,995</b>	<b>\$27,649,864</b>
<b>PROPOSED APPROPRIATIONS</b>			
71 - DEBT SERVICES	\$27,883,859	\$500	\$27,883,359
<b>TOTAL APPROPRIATIONS</b>	<b>\$27,883,859</b>	<b>\$500</b>	<b>\$27,883,359</b>

2023-2024 FUND BALANCE = \$ 5,542,221

3 MONTH OPERATING CASH FLOW = \$ 6,970,965

**Medina Valley ISD**  
**Bond 2023 Summary**

Period Ending 10/31/2023

\*Unaudited\*

<b>2023 Bond Projects</b>	<b>Original Budget</b>	<b>Adjusted Budget</b>	<b>Cumulative Encumbrances</b>	<b>Cumulative Expenses</b>	<b>Balance</b>
High School #2	\$ 323,000,000	\$ 323,000,000	\$ 7,434,558	\$ 6,268,980	\$ 309,296,462
Traffic Improvements	\$ 4,000,000	\$ 4,000,000	\$ 1,257,046	\$ 81,161	\$ 2,661,793
Agricultural & Jr. ROTC Facility	\$ 14,000,000	\$ 14,000,000	\$ -	\$ -	\$ 14,000,000
Safety & Security Projects	\$ 5,000,000	\$ 5,000,000	\$ 47,086	\$ -	\$ 4,952,914
Land	\$ 30,000,000	\$ 30,000,000	\$ 166,377	\$ 138,832	\$ 29,694,792
Project Savings	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Projects</b>	<b>\$ 376,000,000</b>	<b>\$ 376,000,000</b>	<b>\$ 8,905,067</b>	<b>\$ 6,488,973</b>	<b>\$ 360,605,960</b>
Fees Associated with Sale of Bond	\$ -	\$ 830,037	\$ -	\$ 830,037	\$ -
<b>Total Bond Package</b>	<b>\$ 376,000,000</b>	<b>\$ 376,830,037</b>	<b>\$ 8,905,067</b>	<b>\$ 7,319,011</b>	<b>\$ 360,605,960</b>
Bond Interest		\$ 4,692,275	\$ -	\$ -	\$ 4,692,275
Salaries	\$ -	\$ 35,595	\$ -	\$ 35,595	\$ -
<b>Total Interest Earnings</b>	<b>\$ -</b>	<b>\$ 4,727,871</b>	<b>\$ -</b>	<b>\$ 35,595</b>	<b>\$ 4,692,275</b>



**Medina Valley**  
INDEPENDENT SCHOOL DISTRICT

# Superintendent Briefing

November 27, 2023

# BEST OF MEDINA COUNTY 2023

BEST ELEMENTARY



**LACOSTE  
ELEMENTARY**

BEST MIDDLE SCHOOL



**MEDINA VALLEY  
MIDDLE SCHOOL**

BEST HIGH SCHOOL



**MEDINA VALLEY  
HIGH SCHOOL**



# Employees of the Month - November 2023

## Ladera Elementary



**Employees of the Month**



Ladera ES Teacher Heather Stapper



Ladera ES Administrative Assistant Denise Andrade

◆ November 2023 ◆

The graphic features a warm orange background with a faint floral pattern. At the top center is the Medina Valley Independent School District logo, consisting of the letters 'MV' in a stylized orange font followed by the text 'Medina Valley INDEPENDENT SCHOOL DISTRICT'. Below the logo, the title 'Employees of the Month' is written in a large, bold, white sans-serif font. Two photographs are tilted and placed on the page. The left photograph shows four people in an office setting; a man in a grey suit is presenting a certificate and a bouquet of sunflowers to a woman in an orange shirt. Two other women stand to the left. The right photograph shows the same man in the grey suit presenting a certificate and a bouquet of sunflowers to a woman in a grey sweater. Two other women stand to the left. Below each photograph is a caption identifying the recipient. At the bottom center, the date 'November 2023' is flanked by two small orange diamond symbols.

# Congratulations!

## **MV** 2023-2024 CAMPUS TEACHERS OF THE YEAR



Cynthia Pritchard

**Castroville ES**



Norma Hecker

**LaCoste ES**



Kristi Smith

**Potranco ES**



Kate Cantu

**Lucky Ranch ES**



Kathryn McKinney

**Ladera ES**



Leah Agee

**Medina Valley MS**



Sonia Chapa

**Loma Alta MS**



Rosanne Lopez

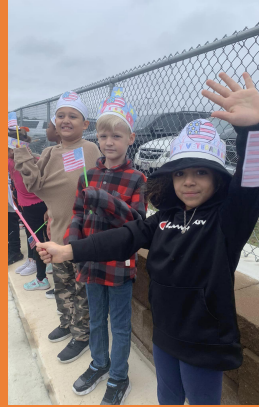
**Medina Valley HS**



After more than 60 years since opening, MVISD broke ground on the second high school, paving the way for even greater opportunities and growth. It is expected to open in fall 2026.



MVHS Athletes Jazlyn Garcia and Aubrey Dominguez signed their letters of intent to attend Western Texas College and Midland College.



# Veteran's Day 2023





MVHS Panthers visited the elementary schools and spent time reading stories to our little cubs, who were all ears and eager to ask questions!



MVISD recognized some of its Stellar Subs as they provide unwavering support to our students in all levels of education and at all of our campuses.



The Medina Valley Education Foundation awarded grants to nine MVISD teachers. These grants will help bring a variety of exciting projects to life!



## Legislative update

# DISTRICT ENROLLMENT

	5/25/23	11/10/23
Castroville Elementary	646	622
LaCoste Elementary	771	874
Ladera Elementary	778	889
Luckey Ranch Elementary	892	999
Potranco Elementary	899	895
Medina Valley Middle School	1,051	1,073
Loma Alta Middle School	801	919
Medina Valley High School	2,113	2,413
<b>DISTRICT-WIDE</b>	<b>7,951</b>	<b>8,684</b>

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

Board Minutes

October 23, 2023, 6:00 PM

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

A **Regular Board Meeting** of the Board of Trustees was held Monday, October 23, 2023, beginning at 6:00 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Call Meeting to Order**

Beth Zinsmeyer, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:00 pm.

**B Establish a Quorum**

A quorum of the Board Members were present, Matt Castiglione, Jennilea Campbell, Jason Bonney, Veronica Cavazos, Nathan Fillinger, Blane Nash and Beth Zinsmeyer.

**C Pledge of Allegiance to the United States and Texas Flags followed by a Moment of Silence**

Everyone joined in the Pledge of Allegiance to the American Flag and the Texas Flag, followed by a moment of silence.

**II. Student/Staff Recognition**

**A Star Students - Medina Valley Middle School**

**B Above & Beyond Service Staff Recognition - Medina Valley Middle School**

**III. Public Comment**

Raney Delp, Topic: Student Safety

Edward Druilhet, Topic: Student Safety

**IV. Announcements/Communications/Presentations**

**A MVISD's HB3 Board Goals & Plans, presented by Brandi Hendrix**

**B Construction Briefing, presented by Rafael Barajas**

- Silos Elementary
- Medina Valley ISD's High School #2
- Medina Valley Middle School Traffic Improvement

**C Financial Briefing, presented by Dr. Caloss**

- General Fund Financial Statement
- Child Nutrition Financial Statement
- Debt Service Fund Financial Statement
- Bond Capital Projects Report - 2023
- 4th Quarter Investment Report

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

Board Minutes

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- D Superintendent Briefing, presented by Dr. Caloss
  - Student Achievements
  - Staff Achievements
  - Legislative Update
  - District Enrollment numbers
  
- E Review of MVISD Local Board Policy CW (Local), presented by Dr. Caloss
  
- F Board Committee Reports
  - Finance & Operations Committee Report, presented by Matt Castiglione, Committee Chair
  - Construction Committee Report, presented by Blane Nash, Committee Chair

**V. Discussion and Possible Action Items**

- A Consider Approval of Minutes of Regular Board Meeting on September 25, 2023 and Special Board Meetings on September 27, 2023 and October 11, 2023

Jason Bonney made a Motion, seconded by Matt Castiglione, to approve the Board Minutes for September 25<sup>th</sup> 2023, September 27<sup>th</sup> 2023, and October 11<sup>th</sup> 2023 as presented. All of the Board Members voted for and the Motion passed.

- B Consider Approval of Amendment to the MVISD District of Innovation Plan

Jennilea Campbell made a Motion, seconded by Veronica Cavazos, to approve the Amendment to the MVISD District of Innovation Plan as presented. All of the Board Members voted for and the Motion passed.

- C Consider Approval of Interlocal Agreement with the Department of Information Resources (DIR) for Managed Security Services

Blane Nash made a Motion, seconded by Nathan Fillinger, to approve the Interlocal Agreement with the Department of Information Resources for Managed Security Services as presented. All of the Board Members voted for and the Motion passed.

- D Consider Approval of MSB School Services Agreement for 2023-2024

Jason Bonney made a Motion, seconded by Veronica Cavazos, to approve the MSB School Services Agreement for 2023-2024 as presented. All of the Board Members voted for and the Motion passed.

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

Board Minutes

October 23, 2023, 6:00 PM

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

- E Consider Approval of Interlocal Agreement Between Medina County and Medina Valley ISD - Campus Security Services

Matt Castiglione made a Motion, seconded by Nathan Fillinger, to approve the Interlocal Agreement Between Medina County and Medina Valley ISD for Campus Security Services as presented. All of the Board Members voted for and the Motion passed.

- F Consider Approval of Final Completion and Payment for Tennis Courts Project at Loma Alta Middle School

Jason Bonney made a Motion, seconded by Veronica Cavazos, to approve the Final Completion and Payment for the Tennis Courts Project at Loma Alta Middle School as presented. All of the Board Members voted for and the Motion passed.

- G Consider Approval of the Guaranteed Maximum Price (GMP) for Medina Valley ISD's High School #2 Project Package 1

Nathan Fillinger made a Motion, seconded by Blane Nash, to approve the Guaranteed Maximum Price (GMP) for Medina Valley ISD's High School #2 Project Package 1 as presented. All of the Board Members voted for and the Motion passed.

**VI. Closed Session**

Board President, Beth Zinsmeyer announced at 7:13 p.m. that the Board of Trustees would convene in closed session as authorized by Section 551.071, 551.074, and 551.076 of the Texas Open Meetings Act to consider agenda item VI A through C. No action will be taken in closed session. The Board is now in closed session.

- A Consultation with Attorney regarding Legal Issues in Connection to Public Comment at Board Meetings, Board Policies and Procedures Regarding Same (TX Govt. Code Section 551.071)
- B Personnel Matters: Resignations, Retirements, Leaves of Absence, Reassignments, New Employment, New Personnel Positions, Duties/Responsibilities of Employees (TX Govt. Code Section 551.074)
- Discussion regarding the duties and responsibilities of the Assistant Superintendent of Finance and Operations
  - Discussion regarding the duties and responsibilities of the Principal of Castroville Elementary
- C Considering the issues related to the security of school buildings, including the purchase of security improvements affecting district campuses (TX Govt. Code Section 551.076)
- D Discussion Regarding Delegation of Authority to Superintendent of Schools Regarding Real Estate Negotiations (TX Govt. Code Section 551.072 and 551.074)

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session on October 23, 2023 at 8:59 pm.

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

Board Minutes

October 23, 2023, 6:00 PM

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

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

**A Consider Approval of the Purchase of Security Improvements affecting District Campuses**

Jason Bonney made a Motion, seconded by Matt Castiglione, to approve the Purchase of Security Improvements affecting District Campuses as presented in closed session. All of the Board Members voted for and the Motion passed.

**B Consider Approval of Delegation of Authority to the Superintendent of Schools Regarding Real Estate Negotiations**

Veronica Cavazos made a Motion, seconded by Jennilea Campbell, to Delegate to the Superintendent of Schools the Authority to Negotiate Real Estate transactions as discussed in Closed Session. All of the Board Members voted for and the Motion passed.

**C Consideration of future meeting dates**

Regular Board Meeting for November 27<sup>th</sup>.

**VIII. Adjournment**

Nathan Fillinger made a Motion, seconded by Veronica Cavazos, to adjourn the Regular Board Meeting at 9:00 pm on October 23, 2023. 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**  
**Regular School Board Meeting**

Board Minutes

November 1, 2023, 8:00 PM

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

A **Special Board Meeting** of the Board of Trustees was held Wednesday, November 1, 2023, beginning at 8:00 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Call Meeting to Order**

Beth Zinsmeyer, Board President, called the Medina Valley ISD Regular Board Meeting to order at 8:00 pm.

**B Establish a Quorum**

A quorum of the Board Members were present, Matt Castiglione, Jennilea Campbell, Veronica Cavazos, Nathan Fillinger, Blane Nash and Beth Zinsmeyer. Jason Bonney was absent.

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

Everyone joined in the Pledge of Allegiance to the American Flag and the Texas Flag, followed by a moment of silence.

**II. Public Comment - none**

**III. Closed Session**

Board President, Beth Zinsmeyer announced at 8:01 pm that the Board of Trustees would convene in closed session as authorized by Section 551.071, 551.074, and 551.076 of the Texas Open Meetings Act to consider agenda item VI A through C.

**A Personnel Matters (TX Govt. Code Section 551.074) Discussion Regarding District's Organizational Chart and Modifications Regarding Same Pursuant to the Superintendent's Authority According Texas Education Code 11.201 (d)(1)(2)(10)**

Board President Beth Zinsmeyer announced that the Board would reconvene into Open Session on November 1, 2023 at 9:05 pm.

**IV. Discussion and Possible Action Items**

**A Consider Approval of Amendments to the 2023-2024 Administrative/Professional Pay Plan, including additional new administrative position**

Matt Castiglione made a Motion, seconded by Nathan Fillinger, to approve amendments to the 2023-2024 Administrative/Professional Pay Plan by amending the title of Technology Director to Network Systems Director remaining on pay grade 6 on the Administrative/Professional Pay Plan, amending the title of Assistant Superintendent of Finance & Operations to Chief Financial Officer, remaining on pay grade 9 on the Administrative/Professional Pay Plan and creating the new position

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

Board Minutes

November 1, 2023, 8:00 PM

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

of Executive Director of Safety & Operations, pay grade 8 on the Administrative/Professional Pay Plan. All of the Board Members voted for and the Motion passed.

**V. Adjournment**

Veronica Cavazos made a Motion, seconded by Jennilea Campbell, to adjourn the Regular Board Meeting at 9:07 pm on November 1, 2023. 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

## Agenda Item Memorandum

To: MVISD Board of Trustees

Date: November 27, 2023

*RE: Consider approving district-initiated revision to MVISD Board Policy CW (Local) Naming Facilities*

Local Board Policies reflect the practices of the district and the intentions of the Board. Revisions must be approved by the Board.

CW (Local) addresses the practices of naming facilities, “Naming Middle and High School Campuses” states: All middle and high school names shall begin with “Medina Valley”. This practice, which has not been followed with the naming of Loma Alta Middle School, limits the name choices for future Middle and High School Campuses.

Administration recommends that the Board approves the deletion of All middle and high school names shall begin with “Medina Valley” from Board Policy CW(Local)

## PROPOSED REVISIONS

The responsibility for naming facilities shall rest with the Board.

The Board shall publicly announce its intent to name a new school. The announcement shall provide notice of an opportunity for the community to submit nominations for school names. Nominations shall be submitted on a form provided by the District. Students, staff, and community members may submit nominations.

### Guidelines

The following guidelines shall be used when naming school facilities:

#### Naming Elementary Campuses

Consideration shall be given to naming elementary schools after the area, road, or subdivision in which they are located. Elementary schools shall not be named for individuals.

#### Naming Middle and High School Campuses

Consideration shall be given to naming middle and high schools to reflect the local heritage, or historical significance, of the school site. ~~All middle and high school names shall begin with "Medina Valley."~~ Middle schools and high schools shall not be named for individuals.

#### Naming Specific Buildings or Facilities on a Campus

Classroom buildings that are part of a campus shall not be assigned separate names.

Requests to name specific facilities on a campus (e.g., libraries, band halls, courtyards, amphitheaters, athletic facilities, and the like) shall be considered on a case-by-case basis. Names previously assigned to such facilities shall remain in use.

### Committee Membership

The Superintendent may form a committee composed of Board members, administrators, staff, and community members to review proposed names and forward a recommendation to the Superintendent.

### Public Dedication

A new school building or major addition to a facility shall be dedicated in a public formal ceremony. There shall be a program or open house to which the Board, students, parents, staff, and community members are invited. All plans for the public formal opening of a school shall be made in cooperation with the principal.

### Dedication Plaque

A dedication plaque shall include the following information:

1. The name of the facility;
2. The year it was completed;
3. The names of the members of the Board at the time the contract for the facility was awarded and at the time of dedication of the facility;

NAMING FACILITIES

CW  
(LOCAL)

4. The name of the Superintendent at the time the contract for the facility was awarded and at the time of dedication of the facility;
5. The name of the architect or engineer; and
6. The name of the contractor.

The plaque may include information regarding the city and state. No other information may be included in dedication plaques without Board approval.

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVISD Board of Trustees

Date: November 27, 2023

*RE: Consider approving the 2023 Investment Policy and Investment Strategies Review Resolution*

Board policy CDA (Legal) states “the board shall review its investment policy and investment strategies not less than annually. The board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies.” Gov’t Code 2256.005(e).

Revisions recommended to CDA (Local) are under Liquidity and Maturity, extending the maturity from one year to three years.

Administration recommends adoption of the 2023 Investment Policy and Investment Strategies Review Resolution with the recommended changes to Board policy CDA (Local).

### PROPOSED REVISIONS

#### **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

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

period any market price losses resulting from interest-rate fluctuations 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~~ three years 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.

# Medina Valley Independent School District

## RESOLUTION STATING THE REVIEW OF THE INVESTMENT POLICY AND INVESTMENT STRATEGIES 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, and Investment Strategies in the form attached hereto has hereby been reviewed

Section 2: CDA (Local), The Investment Policy and Investment Strategies will be revised under Liquidity and Maturity, extending the maturity from one year to three years

PASSED AND APPROVED this 27<sup>th</sup> day of November 2023.

---

Beth Zinsmeyer  
President, MVISD Board of Trustees

ATTEST:

---

Jennilea Campbell  
Secretary, MVISD Board of Trustees

(SEAL)

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVIDS Board of Trustees

Date: November 27, 2023

*RE: Consider approving the Resolution Designating Investment Officers for Medina Valley ISD*

Board policy CDA (Legal) states “A district shall designate by rule, order, ordinance, or resolution as appropriate, one or more officers or employees as investment officers(s) to be responsible for the investment of its funds consistent with the investment policy adopted by the board.” Gov’t Code 2256.005(f).

Authority granted to a person to invest the district’s funds is effective until rescinded by the district or until termination of the person’s employment by a district.

Scott Caloss and Jennifer Garcia have both completed the required training and are eligible to act as investment officers (training certificates attached)

Administration recommends approval of Resolution Designating Scott Caloss and Jennifer Garcia as the Investment Officers for Medina Valley ISD.

# Medina Valley Independent School District

## RESOLUTION DESIGNATING AN INVESTMENT OFFICER FOR MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

WHEREAS, Medina Valley Independent School District (the "District") shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds, and;

WHEREAS, the Investment Officer(s) shall invest District funds as directed by the Board of Trustees in accordance with the District's written investment policy and generally accepted accounting principles, and;

WHEREAS Scott Caloss, Superintendent of Schools, and Jennifer Garcia, Director of Finance are qualified to serve as Medina Valley Independent School District Investment Officers;

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: Scott Caloss and Jennifer Garcia are designated as an Investment Officers for Medina Valley Independent School District, and;

Section 2: This authority is granted and is effective until rescinded by the Board of Trustees or until termination of employment by a district.

PASSED AND APPROVED this 27<sup>th</sup> day of November 2023.

---

Beth Zinsmeyer  
President, Board of Trustees

ATTEST:

---

Jennilea Campbell  
Secretary, Board of Trustees

(SEAL)



**Certificate Of Training**

**This Certifies That**

**Scott Caloss**

**Has Attended**

Workshop Title	Start Date	End Date	Hours
<b>Investment Officer Training - Day 1 - 10/12/22</b>	<b>October 12, 2022</b>	<b>October 12, 2022</b>	<b>Clock Hours 6 Of 6 CPE - TEA Provider #015950 6 Of 6</b>

**Credit Type: Clock Hours 6, CPE - TEA Provider #015950 6**

**Provider # 015-950**



## Certificate Of Training

This Certifies That

**Scott Caloss**

Has Attended

Workshop Title	Start Date	End Date	Hours
<b>Investment Officer Training - Day 2 - 10/13/22</b>	<b>October 13, 2022</b>	<b>October 13, 2022</b>	<b>CEU 6 Of 6 Clock Hours 6 Of 6 CPE - TEA Provider #015950 6 Of 6</b>

**Credit Type: CEU 6, Clock Hours 6, CPE - TEA Provider #015950 6**

**Provider # 015-950**

**University of North Texas Center for Public Management**  
and  
**Government Treasurers' Organization of Texas**

**Co Sponsored by Alamo Area Association of School Business Officers**

**Certificate of Attendance**  
presented to

***Jennifer A. Garcia***

For completion of training on the Texas Public Funds Investment Act and related investment issues

April 20, 2022 ..... 4 hours

Live Oak, Texas

Patrick Shinkle  
Center for Public Management  
TSBPA CPE Sponsor 007716

**University of North Texas Center for Public Management**  
and  
**Government Treasurers' Organization of Texas**

**Co-Sponsored by**

**Certificate of Attendance**  
presented to

***Jennifer A. Garcia***

For completion of training on the Texas Public Funds Investment Act and related investment issues

June 20, 2023..... 4 hours

Patrick Shinkle  
Center for Public Management  
TSBPA CPE Sponsor 007716 108

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVIDS Board of Trustees

Date: November 27, 2023

*RE: Consider adoption of the District's list of Qualified Investment Brokers*

Board policy CDA (Legal) states "The Board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a district" Gov't Code 2256.025.

Administration recommends adoption of the District's list of Qualified Investment Brokers.

# Medina Valley Independent School District

## MVISD Broker Dealer List November 2023

Dealer	Contact	Phone	Email
Bank of America	John Vanderwilt	415-953-2621	john.a.vanderwilt@baml.com
BOKF	Gautham Metta	972-892-9963	gautham.metta@bokf.com
Cabrera Capital*	Mario Carrasco	210-857-8517	mcarrasco@cabreracapital.com
Cantor Fitzgerald	James Shamoun Jr	901-347-1724	jshamoun@cantor.com
Fidelity	Michael O'Donnell	817-474-0100	michael.odonnell@fmr.com
First Horizon Financial	Buddy Saragusa	713-435-4475	bsaragusa@bloomberg.net
Goldman Sachs	Daniel Hopton	212-357-9892	daniel.hopton@gs.com
Hilltop Securities	Gil Ramon	713-654-8606	gilbert.ramon@hilltopsecurities.com
JP Morgan	Brittany Guinee	212-834-5718	brittany.guinee@jpmorgan.com
Morgan Stanley	Peter Lambert	214-468-7232	peter.lambert@ms.com
Multi-Bank Securities*	Luigi Mancini	800-967-9049	lmancini@mbssecurities.com
Oppenheimer	Javier Altimari	713-650-2025	javier.altimari@opco.com
Piper Sandler	Matt McGrory	312-267-5168	matt.mcgrory@psc.com
RBC	Thomas Kelly	212-847-8748	thomas.kelly@rbc.com
Stifel Nicolaus	Brian Conlon	617-753-6303	conlonb@stifel.com
TD Ameritrade	Jason Gregg	800-355-2297	jason.gregg@tdameritrade.com
UBS Bank	Phil Hartigan	214-382-2210	philip.hartigan@ubs.com
UMB Bank	Jeffrey Duchin	214-389-5927	Jeffrey.Duchin@umb.com
Wells Fargo	Susan Ward	214-740-1586	wardst@wellsfargo.com
Broadway Bank	Heather J. Hepp, CTP	210-413-8233	hhepp@broadway.bank

# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: November 27, 2023*

*RE: Consider approving the Medina County Appraisal District Resolution to Cast Votes to Elect Directors for the Years 2024 and 2025*

*Medina Valley ISD is entitled to cast 1,449 votes in the Medina County Appraisal District Directors Election for a 2-year term (2024 & 2025). Your nominee for a director position was Cynthia Malone. The Superintendent's recommendation is to cast the 1,449 votes for Cynthia Malone for a director position with the Medina County Appraisal District.*

MEDINA COUNTY APPRAISAL DISTRICT  
1410 AVE K  
HONDO, TX 78861

OFFICIAL BALLOT

OCTOBER 27, 2023

ISSUED TO **MEDINA VALLEY ISD**

TO ELECT

BOARD OF DIRECTORS FOR MEDINA COUNTY APPRAISAL DISTRICT 2024-2025

**DIRECTIONS:** PLEASE ENTER THE NUMBER OF VOTES CAST ON THE  
BLANK SPACE OPPOSITE THE NAME OF THE CANDIDATE.  
YOU MAY CAST ALL OF YOUR VOTES FOR ONE CANDIDATE  
OR YOU MAY DIVIDE YOUR VOTES AMONG ANY NUMBER  
OF THE CANDIDATES THAT YOU DESIRE. YOU HAVE  
1449 TOTAL VOTES THAT YOU MAY CAST.

NAMES OF CANDIDATES:

1. BECK, JERRY \_\_\_\_\_
2. BELL, CLAY \_\_\_\_\_
3. BURELL, KYLA SCHUEHLE \_\_\_\_\_
4. GALM, HAROLD "BUTCH" \_\_\_\_\_
5. JACOBS, JODY \_\_\_\_\_
6. MALONE, CYNTHIA \_\_\_\_\_
7. NAVARRO, MAMIE \_\_\_\_\_
8. SEGOVIA, CINDY \_\_\_\_\_

Johnette Dixon, RTA, RPA, CTA, CCA  
Chief Appraiser  
Medina CAD

-----  
RESOLUTION OF VOTES CAST TO ELECT DIRECTORS FOR THE APPRAISAL DISTRICT OF MEDINA  
COUNTY FOR THE YEARS 2024-2025

Whereas, SB 469 Section 6.03 (g) requires that each taxing unit entitled to vote should cast their  
vote by resolution and submit to the Chief Appraiser of Medina County by December 15, 2023.

Therefore, the Medina Valley I.S.D. submits the  
(Taxing Unit)

above Official Ballot, as issued by the Chief Appraiser, stating our vote for candidates  
for the election of the Board of Directors for the Medina County Appraisal District.

\_\_\_\_\_  
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# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVISD Board of Trustees

Date: 11-27-2023

*RE: Consider approving the branding design for Middle Schools and Elementary Schools*

The Medina Valley Branding committee met several times to review the design of the Middle School and Elementary School Logo and Strategy. The mascot for middle schools is proposed to be the Wildcats and will stay consistent at all middle school campuses. Each middle school will have its own bright primary color. To keep the consistency, all schools will use orange, light grey, and white as their secondary colors. The mascot for elementary schools will be a cub and will stay consistent at all elementary campuses. Each elementary school in the district will share the established orange, along with the same light grey from the middle school and white.

Administration is recommending approval of the Middle School Logo and Strategy design and the Elementary School Logo and Strategy design.

The logo features a central white diamond shape with the text 'Manifestive' in a bold, black, sans-serif font and 'DESIGN' in a smaller, grey, spaced-out, sans-serif font below it. The diamond is set against a circular background with a complex, abstract pattern of overlapping geometric shapes in black, white, yellow, and light green. The entire graphic is centered on a solid yellow background.

**Manifestive**  
DESIGN

# MIDDLE SCHOOLS

---

*Create initial designs for the first Middle School of your choice and present it with a strategy for the fonts and colors of the remaining middle schools along with the next 3 to come.*

# Mascot

- Wildcats
  - Will stay consistent at all middle school campuses



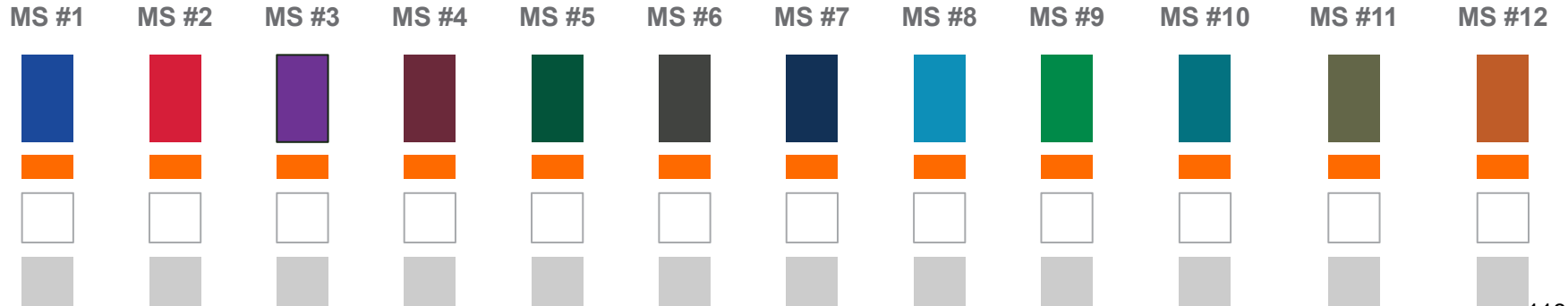


**LOMA ALTA**  
MIDDLE SCHOOL



# Colors

- Each school will have its own bright primary color
- To keep the consistency, all schools will use orange, light grey, and white as their secondary colors.





# LOMA ALTA

## MIDDLE SCHOOL

### MIDDLE SCHOOLS



Royal Blue



Scarlet



Purple



Dark Maroon



Dark Green



Anthracite



Navy



Tidal Blue



Kelly Green



Teal



Medium Olive



Desert Orange



# Fonts

## Middle School

---

**AaBb**

Primary: Roboto Slab

**AaBb**

Secondary: Roboto

## Font System

Every school in the district will share an established 'body copy' font. This font is still TBD.

# ELEMENTARY SCHOOLS

---

*Create initial designs for the first Medina Valley Elementary School of your choice and present it with strategy for the fonts and colors of the remaining 5 elementary schools.*

# Mascot

- Cubs
  - Will stay consistent at all Elementary campuses







































Ladera  
ELEMENTARY SCHOOL



# Colors

- *To keep it simple, all elementary schools in the district will share the established orange, along with the same light grey from the middle school, and white.*

ES #1	ES #2	ES #3	ES #4	ES #5	ES #6	ES #7	ES #8	ES #9
								
								
								
								

# Fonts

## Elementary School

---

**AaBb**

Primary: Bree Serif

*AaBb*

Secondary: Fira Sans

## Font System

Every school in the district will share an established 'body copy' font. This font is still TBD.

## PHASE 2 - NEXT STEPS

### Awaiting Final Approval

- Medina Valley Committee will take the design of the Middle School Logo and Strategy to the School Board for final approval and provide final color decisions to Manifestive Design for both Middle Schools.
- Medina Valley Committee will take the design of the Elementary School Logo and Strategy to the School Board for final approval.

### Refinement & Finalizing

- Upon approval of the 2 new logos, we will create multiple layout variations for each logo, in multiple color schemes for light and dark backgrounds, and export of a final logo file library including EPS, JPG, and PNG files for each variation.
- Creation of a Brand Sheet for each school will display logos, and eventually go in the overall Brand Guideline document.

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVISD Board of Trustees

Date: 11-27-2023

*RE: Consider approving the 2023-2024 District Improvement Plan*

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2023-2024 school year, as have the Campus Improvement Plans (CIP) for each campus. Each of the plans contains all of the elements required by state and federal law. In developing the district improvement and campus improvement plans, needs assessments were conducted. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to the achievement indicators.

Administration is recommending approval of the 2023-2024 District Improvement Plan.



# Medina Valley

INDEPENDENT SCHOOL DISTRICT

8449 FM 471 S, Castroville, TX 78009 · (830) 931-2243 · WWW.MVISD.COM

## EXECUTIVE SUMMARY

### District Improvement Plan: School Year 2023-2024

**Scorecard Goals:** MVISD is committed to all students growing every year, establishing a rigorous academic culture where all students graduate college and career ready, creating a culture of high expectations for performance and professionalism, eliminating achievement gaps within student populations, and to meaningfully engaging parents and community members to benefit the students, their families, and the broader community. Our Scorecard priorities, Recruit and retain staff, Foster an environment of parental and community involvement and Finance & Operations support our mission. Medina Valley ISD exists to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

#### Demographics Summary:

Medina Valley ISD serves approximately 8,684 students. The largest demographic group in Medina Valley ISD is the Hispanic-Latino group which constitutes 64.27% of the student population. The next largest demographic is the White group with 22.37% of the student population. The African American student group is approximately 6.77%, with the smallest groups in the Two or More category at 4.43%, the Asian group at 1.59%, American Indian student group at 0.30%, and the Pacific Islander group at 0.27%. Female students make up 48.11% of MVISD students, and 51.89% of students are male. Students by Program include 7.66% Emergent bilingual, 16.32% Special Education, and 54.63% Economically Disadvantaged.

#### Student Achievement Summary:

During the 2022-2023 school year, 4,671 Medina Valley students took the state-mandated STAAR 2.0 exam in RLA. Of these 4,671 students, 87% of students assessed approached grade level, while 65% met grade standard, and 25% of students achieved Masters Level performance. In Mathematics, 4,061 students were assessed. For these 4,061 students, 83% approached grade level, 54% met grade level, and 22% performed at a Masters Level. Fifth Grade, eighth grade, and Biology students were assessed in Science. 1,619 STAAR 2.0 exams were administered. 82% approached grade level, 56% met grade level, and 24% achieved Masters Level status. US History and eighth grade students also took STAAR 2.0 History Exams. This accounted for 1,073 tests given. In History, 84% of MVISD students approached grade level, 57% met grade level, and 36% were at a Masters level. MVISD provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 414 students, 44% earned an industry based certification, 63% earned dual credit hours for college credit, and 44% met TSI requirements in both RLA and Mathematics for college preparation.

#### Curriculum and Instruction

The MVISD office of Curriculum, Instruction, and Assessment oversee the implementation of a TEKS-aligned curriculum including systems for implementing high-quality curriculum, positive school culture, effective and well-supported teachers, for effective instruction. Alignment within these systems and curriculum is an ongoing process. Ongoing targeted and in-time professional learning supports teachers in implementation of curriculum, programs, and resources. Adjustments to practices and curriculum are made based on collaborative analysis of student data, state and district initiatives, and the emergence of new research.

#### Summary of Strategies:

The goal of MVISD is to grow every student in all content areas by a minimum of one grade level by the end of the 2023-2024 school year. We will utilize NWEA MAPs data, and ongoing formative and summative assessment to accelerate instruction in all core content areas. We will demonstrate an increase in college and career readiness and provide teachers, counselors, and parents with information on higher education and financial aid. We will continue to increase Positive Behavior Intervention Supports (PBIS), as well as district-wide systems to achieve safe and healthy schools, including bullying prevention, suicide prevention and parent/guardian notification procedures, conflict resolution, violence prevention, pregnancy-related services, mental health and wellness, student fitness, and employee wellness. Parents and community members will be engaged in strategic planning processes. We will review and revise district and school Safety Plans in collaboration with local emergency responder agencies, including Medina County Sheriffs dept., Bexar County Sheriffs dept., the Texas Department of Public Safety, and the Texas School Safety Commission.

# Medina Valley Independent School District

## District Improvement Plan

**2023-2024**

**Accountability Rating: A**

**Distinction Designations:**  
Postsecondary Readiness



# Mission Statement

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

## Vision

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

## Core Beliefs

Core Belief 1: All students will reach their full potential.

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

Core Belief 2: We believe student success is best achieved...

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

Commitment: MVISD 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.

Commitment: MVISD will provide a supportive and safe learning environment.

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

Commitment: MVISD will provide a collaborative, inclusive, and effective learning community.

Core Belief 3: We believe all staff play a critical role in the success of our students.

Commitment: MVISD will positively (diligently) (effectively) facilitate and contribute to teamwork, and provide relevant and sustainable professional development.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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 7,700 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.

### Demographics Strengths

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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Parent engagement & education opportunities supported and provided throughout the year and supported at campus levels; moreover, coordination with other programs to reduce duplication of services. **Root Cause:** Many times there are misunderstandings when not enough support and education is made available to the parents/community.

**Problem Statement 2 (Prioritized):** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 3 (Prioritized):** Students continue to encounter challenges with discipline and behaviors that require DAEP. **Root Cause:** MVISD continues to enroll a higher number of students with many with behavior, social and the continued challenges with easier access to Vaping

**Problem Statement 4 (Prioritized):** Need to strategically reach out to parents/families with the appropriate resources, hands-on materials, resources, and refreshments/snacks to offer added incentive to increase attendance for parent/community engagement trainings/events **Root Cause:** Not only are we a fast-growth district, at the same time our students' educational and emotional needs are ever-changing and our parents need current information and support.

**Problem Statement 5 (Prioritized):** Improved recruiting and retention - allocated positions are not all filled. Trained areas of high need and administration to properly serve our rapidly increasing population . **Root Cause:** MVISD is not exempt as districts throughout the state continue to face teaching position shortages

**Problem Statement 6 (Prioritized):** As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. **Root Cause:** Proper staffing and support for our students continues to be unpredictable.

**Problem Statement 7 (Prioritized):** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth

brings a diverse range of students with various requirements

# Priority Problem Statements

**Problem Statement 1:** Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support.

**Root Cause 1:** More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Accessibility of parents and families whose first language is other than English can be strategically targeted with the appropriate human resources, hands-on materials, resources, and refreshments/snacks to offer added reward to increasing attendance of parent/family engagement activities supporting emergent bilinguals' acquisition of English.

**Root Cause 2:** MVISD has an influx of students and families whose first language is not English requiring support services that can be easily adapted and engaged in while in the home.

**Problem Statement 2 Areas:** District Processes & Programs - Perceptions

**Problem Statement 3:** MVISD bilingual and ESL educators are in need of additional resources supporting communicating with the emergent bilinguals whose first language is other than English but not Spanish.

**Root Cause 3:** MVISD has a huge influx of identified emergent bilinguals whose first language is other than English but not Spanish.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** MVISD teachers need support in implementing English acquisition and ESL strategies to provide a safe learning environment for students whose first language is other than English.

**Root Cause 4:** MVISD continues to see an influx of students whose first language is other than English, posing a challenge for teachers who don't speak the students' first language in getting instruction communicated to this population.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** Second language learners encounter challenges transitioning into a post-secondary education

**Root Cause 5:** Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Provide College & Career exploration opportunities, support, instructional materials, exposure to post-secondary environments, and technology to students K-12

**Root Cause 6:** Students face various barriers that hinder them from being able to pursue post secondary opportunities.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Provide professional development opportunities that address learning styles, law updates, and best practices of our diverse special populations

**Root Cause 7:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** Need to strategically reach out to parents/families with the appropriate resources, hands-on materials, resources, and refreshments/snacks to offer added incentive to increase attendance for parent/community engagement trainings/events

**Root Cause 8:** Not only are we a fast-growth district, at the same time our students' educational and emotional needs are ever-changing and our parents need current information and support.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Students continue to encounter challenges with discipline and behaviors that require DAEP.

**Root Cause 9:** MVISD continues to enroll a higher number of students with many with behavior, social and the continued challenges with easier access to Vaping

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Parent engagement & education opportunities supported and provided throughout the year and supported at campus levels; moreover, coordination with other programs to reduce duplication of services.

**Root Cause 10:** Many times there are misunderstandings when not enough support and education is made available to the parents/community.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Greater social/emotional support for students

**Root Cause 11:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 11 Areas:** Demographics - Student Learning - District Processes & Programs - Perceptions

**Problem Statement 12:** Improved recruiting and retention - allocated positions are not all filled. Trained areas of high need and administration to properly serve our rapidly increasing population .

**Root Cause 12:** MVISD is not exempt as districts throughout the state continue to face teaching position shortages

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Require instructional technology professional development

**Root Cause 13:** As MVISD continues to grow and newer technology programs/software are introduced current and periodic training is paramount

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Increase/provide or support technology hardware and software.

**Root Cause 14:** As MVISD continues to grow and recent technology is outdated within a 3-5 year period priority and intentional monitoring and funding allocation is critical

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** As a fast growth district, how can we meet the needs of our rapidly growing diverse student population.

**Root Cause 15:** Proper staffing and support for our students continues to be unpredictable.

**Problem Statement 15 Areas:** Demographics - Student Learning

**Problem Statement 16:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth

**Root Cause 16:** The continuous growth brings a diverse range of students with various requirements

**Problem Statement 16 Areas:** Demographics - Student Learning - District Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

#### **Employee Data**

- Staff surveys and/or other feedback

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: November 27, 2023

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

District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

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





**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will partner with Texas A&amp;M University to encourage teachers and staff to obtain advanced degrees by providing monetary incentives to 10 teachers each year.</p> <p><b>Strategy's Expected Result/Impact:</b> A district-wide PD calendar will be posted and updated regularly.</p> <p><b>Staff Responsible for Monitoring:</b> CIA and HR</p> <p><b>Problem Statements:</b> Demographics 5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training opportunities on highly mobile and at-risk populations.</p> <p><b>Strategy's Expected Result/Impact:</b> PD catalogs, campus PD reports, certification of attendance and PD logs from the Federal Programs Department. Compliance is met.</p> <p><b>Staff Responsible for Monitoring:</b> McKinney-Vento Liaison</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - TEHCY ARP II-Fund 280 - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District Leadership collaborates and creates district-provided professional development opportunities throughout the year and summer months that provide teachers and staff with relevant, purposeful opportunities to grow and strengthen their expertise for the students of MVISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Stetson: Model for best practices in instructional delivery Result: Increase efficiency in scheduling &amp; special ed instruction &amp; an increase in collaboration. Increased morale, support, and guidance for teachers and staff with district initiatives, learning outcomes, goals, and overall professional growth. 100% of staff hired before the end of June can participate in summer professional development opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Executive Director of Schools, District Directors</p> <p><b>Problem Statements:</b> Demographics 5 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Agenda, planning timelines, training materials, Stipends, Contracted Services - State Comp Ed-Fund 199 PIC 24/30 - \$20,000, Stetson - Special Education-Fund 199 PIC 23 - \$25,000, Instructional/ Software Resources - Title II-Fund 255 - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement the new teacher induction and mentor program.</p> <p><b>Strategy's Expected Result/Impact:</b> Lead4ward New Teacher/ Mentor Program implementation beginning 2023-2024 SY. Positive, real-time interaction and professional guidance and development with new teaching staff to MVISD. Leading Adult Learners. Increase the number of new teachers returning to MVISD the following year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum, Director of Curriculum, Instruction &amp; Assessment</p> <p><b>Problem Statements:</b> Demographics 6, 7 - Student Learning 4, 5 - District Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> New Teacher &amp; Mentor Books, Materials - Title II-Fund 255 - \$2,500, Substitutes for Training - State Comp Ed-Fund 199 PIC 24/30</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Purchasing, implementation, and training for teachers on Project Lead the Way curriculum for STEAM labs in Elementary Campuses, Science Penguin at Elementary Campuses, and Science DUO to support Middle Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage students in meaningful connections to science, technology, engineering, art and math. It is an extension to the science/ math curricula and it includes hands-on activities that emphasize the application of scientific concepts as we experience them in our daily lives.</p> <p><b>Staff Responsible for Monitoring:</b> STEAM Lab Teachers, Campus Administration, Instructional Technology Coordinator, Director of Curriculum, Instruction &amp; Assessment</p> <p><b>Problem Statements:</b> Demographics 6, 7 - Student Learning 4, 5 - District Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> Project Lead the Way (3 Labs/ Access to Curriculum) - General-Fund 199 PIC 11 - \$25,483.94, Science Duo - IMA-Fund 410 - \$2,988, Science Penguin - IMA-Fund 410 - \$4,995</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> Improved recruiting and retention - allocated positions are not all filled. Trained areas of high need and administration to properly serve our rapidly increasing population . <b>Root Cause:</b> MVISD is not exempt as districts throughout the state continue to face teaching position shortages</p>
<p><b>Problem Statement 6:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
Student Learning
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 4:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>
<p><b>Problem Statement 5:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
District Processes & Programs
<p><b>Problem Statement 4:</b> Provide professional development opportunities that address learning styles, law updates, and best practices of our diverse special populations <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>

**District Processes & Programs**

**Problem Statement 7:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

**Perceptions**





**Problem Statement 5:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

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

District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity in our current leaders and teachers to advance into future leadership positions within the district.  <b>Strategy's Expected Result/Impact:</b> We will fill future positions by promoting from within.                      Aspiring Leaders  <b>Staff Responsible for Monitoring:</b> District Leadership/ Administration</p> <p><b>Problem Statements:</b> Demographics 5  <b>Funding Sources:</b> Leadership Materials &amp; Resources - General-Fund 199 PIC 11 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A substitute coordinator is in place to support teachers and staff in securing substitutes when they are out of their classrooms.  <b>Strategy's Expected Result/Impact:</b> Teachers have support and a sense of security when they know they need to be out. Students will still be educated when teachers are out.  <b>Staff Responsible for Monitoring:</b> HR; Substitute Coordinator</p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher, Community, and Student Advisory Committees meet to plan and collaborate on best supporting our school community in building a strong culture and collegiality throughout the district.  <b>Strategy's Expected Result/Impact:</b> Collaborative efforts to support and contribute to the school community and building and growing together.  <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Directors</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4, 6 - Student Learning 3, 4 - District Processes &amp; Programs 6 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide a management program for Title I Campuses <b>Strategy's Expected Result/Impact:</b> Assist with documentation tracking and keeping with compliance <b>Staff Responsible for Monitoring:</b> Federal Programs Director; Campus POC's  <b>Problem Statements:</b> Demographics 7 - Student Learning 5 - District Processes & Programs 7 - Perceptions 5 <b>Funding Sources:</b> Program Management System - Title I, Part A -Fund 211 - \$6,000	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Performance Objective 2 Problem Statements:

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Parent engagement &amp; education opportunities supported and provided throughout the year and supported at campus levels; moreover, coordination with other programs to reduce duplication of services. <b>Root Cause:</b> Many times there are misunderstandings when not enough support and education is made available to the parents/ community.</p>
<p><b>Problem Statement 2:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 4:</b> Need to strategically reach out to parents/families with the appropriate resources, hands-on materials, resources, and refreshments/snacks to offer added incentive to increase attendance for parent/community engagement trainings/events <b>Root Cause:</b> Not only are we a fast-growth district, at the same time our students' educational and emotional needs are ever-changing and our parents need current information and support.</p>
<p><b>Problem Statement 5:</b> Improved recruiting and retention - allocated positions are not all filled. Trained areas of high need and administration to properly serve our rapidly increasing population . <b>Root Cause:</b> MVISD is not exempt as districts throughout the state continue to face teaching position shortages</p>
<p><b>Problem Statement 6:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 4:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>
<p><b>Problem Statement 5:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>

**District Processes & Programs**

**Problem Statement 6:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**Problem Statement 7:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

**Perceptions**

**Problem Statement 2:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**Problem Statement 5:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements





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

District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 3:** Provide professional learning opportunities for classroom educators in preparation for delivering instruction to emergent bilinguals whose first language is other than English.

**Evaluation Data Sources:** Visible strategies observed and detailed in learning walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide 7 Steps to a Language-Rich Classroom to all bilingual and ESL-certified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will have enhanced strategies for meeting the needs of emergent bilinguals whose first language is other than English that go beyond the use of a translating device</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; Assistant Superintendent for CIA; CIA Department; District Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Consultants, Training facilities, Funding to cover for substitutes - Title III-Fund 263 - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase instructional materials that complement training throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will have enhanced strategies for meeting the needs of emergent bilinguals whose first language is other than English that go beyond the use of a translating device.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; Assistant Superintendent for CIA; CIA Department; District Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Instructional Supplies, materials to implement application of training - Title III-Fund 263 - \$10,824</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Engage services with a consultant for a half day, virtual event for training Prek-grade 1 teachers in delivering phonics instruction in the primary language using a systematic approach to the learning of Spanish language arts and reading going beyond state required resources. Such instruction ultimately supports transfer and transition into English only instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Prek-grade 1 teachers, who shall have a targeted focus for emergent bilinguals with a stronger foundation in Spanish, will possess the resources and training for teaching Spanish language arts via research-based scope and sequence.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director; Assistant Superintendent for CIA; campus administration; CIA staff</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Estrellita PD - Title II-Fund 255 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional learning specific to the state of Texas, as provided by regional consultants and the Texas Education Agency, to foundational grade level (prek-2) bilingual educators in support of biliteracy, English acquisition, and transitional strategies (i.e., attendance of the Texas Association of Bilingual Educators 2023 Conference).</p> <p><b>Strategy's Expected Result/Impact:</b> Prek-5 educators will possess the resources and training for delivering instructional practices best accommodating the development of the primary language and making cross linguistic transfer to support transition into the target language, English.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director; Assistant Superintendent for CIA; campus administration; CIA staff</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> TABE Conference - Title II-Fund 255 - \$2,175</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 1:</b> MVIDS teachers need support in implementing English acquisition and ESL strategies to provide a safe learning environment for students whose first language is other than English. <b>Root Cause:</b> MVIDS continues to see an influx of students whose first language is other than English, posing a challenge for teachers who don't speak the students' first language in getting instruction communicated to this population.</p> <p><b>Problem Statement 2:</b> MVIDS bilingual and ESL educators are in need of additional resources supporting communicating with the emergent bilinguals whose first language is other than English but not Spanish. <b>Root Cause:</b> MVIDS has a huge influx of identified emergent bilinguals whose first language is other than English but not Spanish.</p>

**Goal 2:** Medina Valley ISD will provide a variety of academic and extracurricular activities that promote well-rounded students.  
 District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 1:** Close the achievement gap by 2% (pp) in all testing as measured by STAAR at the end of the academic school year.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP, STAAR, Universal Screeners, AP/ TSIA TSIA2/ PSAT/ SAT/ ACT

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher-created common assessments and unit tests for all students to ensure robust, horizontal, and vertical curriculum alignment across the district in collaboration with curriculum design teams and campus leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Direct positive impact on alignment and mastery of TEKS/ Standards taught and tested to increase student performance and outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum, Instruction &amp; Assessment, Classroom Teachers, CDT Team Members, Administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Curriculum Design Team (Stipends) - Title II-Fund 255 - \$65,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Universal Screeners and monitoring tools are utilized to identify students' academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth measures in place to address student needs in reading and mathematics that will identify learning loss and specific strengths and areas of weakness. Decrease in the percentage of students requiring TIER III interventions/referrals for special services</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum, Instruction &amp; Assessment; Teachers; Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> MAP Growth - General-Fund 199 PIC 11 - \$100,000, MAP Fluency - General-Fund 199 PIC 11 - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide instructional support materials and services to our at risk and highly mobile students.</p> <p><b>Strategy's Expected Result/Impact:</b> Help this student population stay on course to graduate on time</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director, Curriculum and Instruction team, campus admin</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Staff, instructional materials, summer school - State Comp Ed-Fund 199 PIC 24/30 - \$300,000, Summer School - ESSER III-Fund 282 - \$50,000, Instructional supplies, materials, emergency food, clothing - TEHCY ARP II-Fund 280 - \$15,000, Emergency Food, clothing, gas - Title I, Part A -Fund 211 - \$500, Instructional supplies, materials, emergency food, clothing - TEHCY ARP I-Fund 278 - \$10,000, Field trips, cap/gown, brochures/ flyers non-personalized, summer reading, right at school - TEHCY-Homeless-Fund 206 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Elementary school teachers must attend the reading academies and be trained on the science of teaching reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance reading in the early grades K - 3 and to comply with HB 3.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction &amp; Assessment; Curriculum Coordinators/ Specialists, Campus Administration and Teachers.</p> <p><b>Problem Statements:</b> Demographics 6, 7 - Student Learning 4, 5 - District Processes &amp; Programs 4, 7 - Perceptions 5</p> <p><b>Funding Sources:</b> Science of Reading Academies - State Comp Ed-Fund 199 PIC 24/30 - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide English language acquisition support for enhancing emergent bilinguals' utilization of core content material through engagement with interactive lessons supporting language domains of listening, speaking, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a foundation of Literacy</p> <p><b>Staff Responsible for Monitoring:</b> District bilingual/ESL coordinator; Director of CIA; Assistant Superintendent of CIA; CIA staff; campus administration</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional materials - Title III-Fund 263 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Have classroom teachers access activities through SummitK12 to engage in listening, speaking, reading, and writing utilization for improving receipt of comprehensible input to support core content progress and mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students will increase their low stress output for engaging with core content after having had practice utilizing their English listening, speaking, reading, and writing skills.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; CIA Director; Assistant Superintendent for CIA; CIA staff; campus administration; ESL certified ELAR teachers</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Access to SummitK12; PLC time - Title III-Fund 263 - \$9,662.50</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implementation of Seesaw in grades PK - K (6 Campuses)</p> <p><b>Strategy's Expected Result/Impact:</b> Literacy &amp; Math Practice through digital applications/ SEL.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Technology Coordinators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - District Processes &amp; Programs 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Seesaw - IMA-Fund 410</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 6:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
Student Learning
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 3:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 4:</b> As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. <b>Root Cause:</b> Proper staffing and support for our students continues to be unpredictable.</p>

### Student Learning

**Problem Statement 5:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

### District Processes & Programs

**Problem Statement 1:** MVISD teachers need support in implementing English acquisition and ESL strategies to provide a safe learning environment for students whose first language is other than English. **Root Cause:** MVISD continues to see an influx of students whose first language is other than English, posing a challenge for teachers who don't speak the students' first language in getting instruction communicated to this population.

**Problem Statement 2:** MVISD bilingual and ESL educators are in need of additional resources supporting communicating with the emergent bilinguals whose first language is other than English but not Spanish. **Root Cause:** MVISD has a huge influx of identified emergent bilinguals whose first language is other than English but not Spanish.

**Problem Statement 4:** Provide professional development opportunities that address learning styles, law updates, and best practices of our diverse special populations **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 6:** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 7:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements





### Perceptions

**Problem Statement 2:** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 5:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

**Goal 2:** Medina Valley ISD will provide a variety of academic and extracurricular activities that promote well-rounded students.  
 District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 2:** Implement the components of the Long Range Technology plan as approved by the Board to support curriculum goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Standard equipment: ensure that all classroom teachers have a standard set of technology equipment, as outlined in the Long Range Technology Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know what equipment to expect no matter what classroom they occupy in the district.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director</p> <p><b>Problem Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11 - 6395</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Replacement plan: replace equipment in a timely manner as outlined in the Long Range Technology Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that staff and students are using updated hardware and software, as well as having the capacity on the network side to support learning and district business functions.</p> <p><b>Staff Responsible for Monitoring:</b> Technology director, Network administrator, technology staff</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p> <p><b>Funding Sources:</b> Varies by year - 199 53 in addition to 199 11 as indicated below - General-Fund 199 PIC 11 - 6395</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase of speech-enabled headphones to improve student reading fluency (MAP Screening) in grades 1 &amp; 7.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased accuracy when reporting student achievement and progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administration, Curriculum &amp; Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - District Processes &amp; Programs 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Speech-Enabled Headphones - IMA-Fund 410 - \$4,998</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
<p style="text-align: center;">  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**Student Learning**

**Problem Statement 3:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**District Processes & Programs**

**Problem Statement 6:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**Perceptions**

**Problem Statement 2:** Greater social/emotional support for students with a greater lack of basic resources **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and

**Problem Statement 3:** Require instructional technology professional development **Root Cause:** As MVISD continues to grow and newer technology programs/software are introduced current and periodic training is paramount

**Problem Statement 4:** Increase/provide or support technology hardware and software. **Root Cause:** As MVISD continues to grow and recent technology is outdated within a 3-5 year period priority and intentional monitoring and funding allocation is critical





**Goal 2:** Medina Valley ISD will provide a variety of academic and extracurricular activities that promote well-rounded students.  
 District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 3:** Provide training and access that will help all parents connect and understand various opportunities, programs, requirements for academic success, and preparation for post-secondary.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Improve participation and performance on College Board, TSIA, ACT  
 Maintain an A in CCMR Accountability  
 Increase CTE completer status

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure incoming academic records are appropriately transcribed to help guide the student in choosing their high school course selections.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized course selections that are consistent with a student's previously enrolled programs of study and interests.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors</p> <p><b>Problem Statements:</b> Student Learning 2 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> ValidateMe! - Title I, Part A -Fund 211 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide funding for an optional extended year for elementary schools, and secondary schools, and establish a new summer learning program focused on career and technical education.</p> <p><b>Strategy's Expected Result/Impact:</b> Expanding Learning Opportunities for all students in career and technical education. STEAM for Summer School Students, Summer Enrichment for elementary &amp; secondary students, including EB population that participate in summer learning. UTSA Prep Program would have a direct impact on college and career preparation opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, Director of Curriculum, Instruction &amp; Assessment, Curriculum Staff, Bilingual/ ESL Coordinator</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3 - District Processes &amp; Programs 5, 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Materials for STEAM; Optional CTE Collaboration w/ Teachers - State Comp Ed-Fund 199 PIC 24/30 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources
<b>Student Learning</b>
<b>Problem Statement 1:</b> Provide College & Career exploration opportunities, support, instructional materials, exposure to post-secondary environments, and technology to students K-12 <b>Root Cause:</b> Students face various barriers that hinder them from being able to pursue post secondary opportunities.
<b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources
<b>Problem Statement 3:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources
<b>District Processes &amp; Programs</b>
<b>Problem Statement 5:</b> Second language learners encounter challenges transitioning into a post-secondary education <b>Root Cause:</b> Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.
<b>Problem Statement 6:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources
<b>Perceptions</b>
<b>Problem Statement 2:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources





**Goal 2:** Medina Valley ISD will provide a variety of academic and extracurricular activities that promote well-rounded students.  
 District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 4:** Provide early childhood educators resources for foundational literacy and mathematics

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Adopt and monitor early childhood literacy and mathematics proficiency plans to ensure the use of a systematic phonics curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Purchase and implementation of 95% Phonics, Estrellita, Build, and Take Flight to deliver phonics instruction to all students. Improve instruction in the early childhood years for students in the area of phonemic awareness and development. Decodable Texts to support teachers within the classroom are connected to the overall instructional resources needed to improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction &amp; Assessment, Accountability Coordinator, Curriculum Team, Campus Admin, Teachers</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 4</p> <p><b>Funding Sources:</b> 95% Phonics - IMA-Fund 410 - \$145,904, Estrellita - IMA-Fund 410 - \$18,742, Flyleaf Decodables - IMA-Fund 410 - \$45,192</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide classroom educators with resources for early childhood grades PK - 2 to strengthen early childhood reading (learning to read) and math goals to improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> ESGI Support for campuses</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 5 - District Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> iPads/ Chromebooks - State Comp Ed-Fund 199 PIC 24/30 - \$20,000, ESGI - State Comp Ed-Fund 199 PIC 24/30 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Elementary school teachers must attend the reading academies and be trained on the science of teaching and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance reading in the early grades k-3 and to comply with HB3</p> <p><b>Staff Responsible for Monitoring:</b> Director of curriculum, Instruction and assessment; curriculum coordinators/ specialits, campus admin and teachers</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 2, 5 - District Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> 23-24 Texas Reading Academy Fees - State Comp Ed-Fund 199 PIC 24/30 - \$15,600, Substitutes Needed for Training - State Comp Ed-Fund 199 PIC 24/30 - \$34,100</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Revisit the current inventory of purchased resources in support of communication barriers between students and teachers to determine number of students requiring additional support</p> <p><b>Strategy's Expected Result/Impact:</b> Order of appropriate devices supporting communication; Will support the additional purchase of communication/translating devices</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director; Director of Federal Programs; Technology Department</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Technology Quotes, Tech Support to Deploy Technology - Title III-Fund 263 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
Student Learning
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p> <p><b>Problem Statement 5:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>

### District Processes & Programs

**Problem Statement 2:** MVIDS bilingual and ESL educators are in need of additional resources supporting communicating with the emergent bilinguals whose first language is other than English but not Spanish. **Root Cause:** MVIDS has a huge influx of identified emergent bilinguals whose first language is other than English but not Spanish.

**Problem Statement 4:** Provide professional development opportunities that address learning styles, law updates, and best practices of our diverse special populations **Root Cause:** MVIDS is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 7:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

### Perceptions





**Problem Statement 5:** Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, & Human Capital) of which are challenged due to our fast-growth **Root Cause:** The continuous growth brings a diverse range of students with various requirements

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

District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 1:** Assist students in creating personalized plans to help guide their college, career, and military pathway.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a K-12 College, Career &amp; Military Readiness Program including age-appropriate counseling lessons, technology resources, college &amp; career presentations/field trips, college fair, and advanced academics.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve participation and performance on College Board, TSIA, ACT            Maintain an A in CCMR Accountability            Increase CTE completer status</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction &amp; Assessment; Director of CTE; Director of Counseling; Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Career &amp; Technical Education-Fund 199 PIC 22, - CCMR-Fund 199 PIC 38, Software Inventory Program - Perkins-Fund 244 - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase testing opportunities and offer curriculum support including technology in AP, TSIA, PSAT/SAT/ACT.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve participation and performance on College Board, TSIA, ACT            Maintain an A in CCMR Accountability            Increase CTE completer status</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction &amp; Assessment; Director of CTE; Director of Counseling; Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Edgenuity - State Comp Ed-Fund 199 PIC 24/30 - \$47,000, Test Prep/ PD - General-Fund 199 PIC 11 - \$5,250, - Career &amp; Technical Education-Fund 199 PIC 22 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn secondary certifications or post secondary credits prior to graduation.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CCMR Advisor, HS Academic Dean, and CTE Staff</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 1, 5 - District Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> Curriculum, certification and licences - Career &amp; Technical Education-Fund 199 PIC 22</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Provide College &amp; Career exploration opportunities, support, instructional materials, exposure to post-secondary environments, and technology to students K-12 <b>Root Cause:</b> Students face various barriers that hinder them from being able to pursue post secondary opportunities.</p>
<p><b>Problem Statement 5:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 7:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>
<b>Perceptions</b>
<p><b>Problem Statement 5:</b> Success for all students in learning requires a combination of effective teaching methods, data driven decision-making, supportive learning environment, and ongoing professional development (Space, Materials, &amp; Human Capital) of which are challenged due to our fast-growth <b>Root Cause:</b> The continuous growth brings a diverse range of students with various requirements</p>


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


District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing


**Performance Objective 2:** Increase the percentage of our emergent bilingual students achieving college, career, and military readiness by 14%.


**Evaluation Data Sources:** Parent permission forms, post secondary invitations, post graduation surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities to our emergent bilingual students at the secondary level to where 90% of the graduating cohort will engage in a post secondary education by scheduling post secondary college visits</p> <p><b>Strategy's Expected Result/Impact:</b> Higher rate of graduates engaging in a post secondary education opportunity;</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Campus designee</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Coordination to sites, background/expectations, language, and understanding of available resources. permission slips, Transportation &amp; Snacks; Parent permission forms, post secondary invitations, post graduation surveys; to places such as, Northwest Vista, St Phillips, Palo Alto, UTSA, Lakeview, etc. - Title III-Fund 263 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 5:</b> Second language learners encounter challenges transitioning into a post-secondary education <b>Root Cause:</b> Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.</p>

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





District Goal: Growth, Funding, Class/Course Offerings, Communication/Involvement, Technology, Facilities/Infrastructure, Legislative, Staffing

**Performance Objective 1:** MVISD will improve district-wide safety measures and increase the level of safety awareness, training and preparedness of all district staff and students.

**High Priority**

**Evaluation Data Sources:** Beginning and end of year safety and security surveys for faculty and students focused at the secondary level (for students)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to review, coordinate, and implement district safety plans and improvements, which include preparedness with local law enforcement and additional safety features implemented at campuses. In addition, coordinate with mental health agencies, other govt. and community organizations, and local law enforcement agencies to ensure the health, safety and well-being of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability for students to appropriately interact with local law enforcement and first responders especially in regarding emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator; district safety committee, director of safety and health</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 4</p> <p><b>Funding Sources:</b> - State Safety Allotment</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.</p> <p><b>Staff Responsible for Monitoring:</b> Social workers will be available to provide training on various mental health and other hot topics to our secondary staff</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2, 3 - District Processes &amp; Programs 6 - Perceptions 2</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide and promote opportunities for students, parents, staff, community members or others to report incidents of bullying or perceived threats to safety, including a way to do so anonymously. Continue annual training requirements for all MVISD staff to be aware of David's Law and anti-bullying strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of bullying and increased perception of safety by students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator, campus principals, Director of Safety &amp; Health</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In partnership with MVISD nurses and the Medina County ESD FD, provide multiple opportunities for 100% of MVISD staff to be trained in CRASE and Stop the Bleed. Expand Stop the Bleed training, as well as continue with CPR/AED training, with students when taking secondary Health. In addition, provide parents and students opportunities to participate in Standard Response Protocol training.</p> <p><b>Strategy's Expected Result/Impact:</b> All MVISD staff will know basic first aid response to injuries which may result from significant injury.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator, lead nurse, campus principals</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Detailed plans for the continuation of safe and secure climate and environment for all district facilities and transportation vehicles.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Coordinator, Director of Facilities, Director of Transportation, Director of Health and Safety, Custodial Director, Campus administration</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Greater social/emotional support for students <b>Root Cause:</b> MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 3:</b> Students continue to encounter challenges with discipline and behaviors that require DAEP. <b>Root Cause:</b> MVISD continues to enroll a higher number of students with many with behavior, social and the continued challenges with easier access to Vaping</p>

### Demographics

**Problem Statement 6:** As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. **Root Cause:** Proper staffing and support for our students continues to be unpredictable.

### Student Learning

**Problem Statement 2:** Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. **Root Cause:** More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 3:** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

**Problem Statement 4:** As a fast growth district, how can we meet the needs of our rapidly growing diverse student population. **Root Cause:** Proper staffing and support for our students continues to be unpredictable.

### District Processes & Programs

**Problem Statement 6:** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources

### Perceptions

**Problem Statement 2:** Greater social/emotional support for students **Root Cause:** MVISD is enrolling a higher number of students with extreme academic, behavior, social and with a greater lack of basic resources





**Goal 5:** MVISD will foster an environment of parental and community involvement.

**Performance Objective 1:** Provide parent and family engagement opportunities for students and families to be more aware of classroom and district tools, resources, and practices to build parent and community capacity in helping our students succeed.

**High Priority**

**Evaluation Data Sources:** Number of parent/family engagement convenings; number of attendees

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent and family engagement opportunities for students and families whose first language is other than English to practice strategies while in the home that can be readily applied in the classroom with ownership by the students.; determine dates for a fall 2023 and two spring 2024 dates for parent/family engagement opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increase potential for attendance</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Instructional supplies, resources, and light refreshments - Title III-Fund 263 - \$1,050</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Determine human resource support to translate parent and family engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategically supports the crucial needs of students and families</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Title III English Language Acquisition - Title III-Fund 263 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use developed agenda in tandem with a list of curated materials needed for a successful delivery of parent/family engagement sessions for fall 2023 and spring 2024</p> <p><b>Strategy's Expected Result/Impact:</b> Ensures all attendees receive materials for engagement with in the home</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator; CIA Director; Director of Federal Programs</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Instructional supplies and materials - Title III-Fund 263 - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide training and access that will help all parents connect and understand various opportunities, programs, requirements for academic success, and preparation for post-secondary.</p> <p><b>Strategy's Expected Result/Impact:</b> To better connect and help the parent/family be able to understand resources available. Build a foundation of reading and math; connect high school to career and college; Improve participation and performance on College Board, TSIA, ACT/SAT and CCMR CTE Completer status</p> <p><b>Staff Responsible for Monitoring:</b> Federal and Student Support Services Director; Bilingual/EL Coordinator; Campus Admin</p> <p><b>Problem Statements:</b> Demographics 1, 4</p> <p><b>Funding Sources:</b> Agenda, surveys, invites, refreshments - Title I, Part A -Fund 211 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide ongoing parent/family and community engagement opportunities and activities throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Keep parents informed and up-to-date while helping them stay connected</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director</p> <p><b>Problem Statements:</b> Demographics 1, 4 - District Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> supplies, materials, light refreshments - Title I, Part A -Fund 211 - \$250</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide campus based parents meetings focused on Spanish speaking families throughout the year to share important info such as STAAR, TELPAS, LPAC</p> <p><b>Strategy's Expected Result/Impact:</b> Keep parents informed and up-to-date while helping them stay connected</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director and Curriculum &amp; Instruction Dept</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> supplies, materials, light snacks/refreshments - Title I, Part A -Fund 211 - \$250</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Parent engagement &amp; education opportunities supported and provided throughout the year and supported at campus levels; moreover, coordination with other programs to reduce duplication of services. <b>Root Cause:</b> Many times there are misunderstandings when not enough support and education is made available to the parents/ community.</p>

### Demographics

**Problem Statement 4:** Need to strategically reach out to parents/families with the appropriate resources, hands-on materials, resources, and refreshments/snacks to offer added incentive to increase attendance for parent/community engagement trainings/events **Root Cause:** Not only are we a fast-growth district, at the same time our students' educational and emotional needs are ever-changing and our parents need current information and support.

### District Processes & Programs

**Problem Statement 3:** Accessibility of parents and families whose first language is other than English can be strategically targeted with the appropriate human resources, hands-on materials, resources, and refreshments/snacks to offer added reward to increasing attendance of parent/family engagement activities supporting emergent bilinguals' acquisition of English. **Root Cause:** MVISD has an influx of students and families whose first language is not English requiring support services that can be easily adapted and engaged in while in the home.

### Perceptions

**Problem Statement 1:** Accessibility of parents and families whose first language is other than English can be strategically targeted with the appropriate human resources, hands-on materials, resources, and refreshments/snacks to offer added reward to increasing attendance of parent/family engagement activities supporting emergent bilinguals' acquisition of English. **Root Cause:** MVISD has an influx of students and families whose first language is not English requiring support services that can be easily adapted and engaged in while in the home.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$115,000.00

**Total FTEs Funded by SCE:** 6

### Brief Description of SCE Services and/or Programs

In addition to allocating funds for each campus, MVISD sets aside district funds to support credit recovery software (Edgenuity), the DAEP, summer school, supplies/training for social workers/at risk counseling, PD for reading, writing and math.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Antonio Sanchez	Teacher	1
Natalee Mueller	Teacher	1
Rebecca Tumlinson	DAEP Aide	1
Roland Villanueva	DAEP Coordinator	1
TBD	Teacher	1
Tracy Chafin	Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

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.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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.

## 2.2: Regular monitoring and revision

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

### **2.3: Available to parents and community in an understandable format and language**

The District Improvement Plan is made available via the district website in both English and Spanish.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement District Policy is reviewed, revised and updated annually during our Spring Annual District Wide meeting. During this time, the campus point of contact for family engagement and at least each campus PTO members are part of the meeting; while the invitation is made district wide via the campus and district newsletter. The artifact may be found \*here\* but it is also attached as an addendum to the district improvement plan.

#### **4.2: Offer flexible number of parent involvement meetings**

Required parent involvement meetings are offered at two different time frames and also offered virtually when requested. On the other hand, parent involvement meetings that are educational in nature are offered at various times and when possible locations. When possible, educational classes/meetings that can be recorded and made available online will be place in the Parent & Family Engagement page. Each campus hosts various meetings.

#### **5.1: Determine which students will be served by following local policy**

As of 2021-2022 all campuses have been identified as schoolwide Title I. As of 23-24 MVISD does not have any targeted assistance schools.

# DWAC (District Wide Advisory Committee)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Natalie Benke	Director to Curriculum, Instruction & Assessment
District-level Professional	Gabriel Cary	Federal Programs Director
District-level Professional	Scott Caloss	Superintendent
District-level Professional	Brandi Hendrix	Assistant Superintendent
District-level Professional	Rose Pearson	Executive Director of Schools
Classroom Teacher	Lauren Beidiger	Teacher
Classroom Teacher	David Perritano	Teacher
Classroom Teacher	Allison Klimek	Teacher
Classroom Teacher	Justae Island	Teacher
Classroom Teacher	Esther Fairhurst	Teacher
Classroom Teacher	Jill Rodriguez	Teacher
Classroom Teacher	Joanna Blonigen	Teacher
Classroom Teacher	Lesa Hearon	Teacher
Classroom Teacher	Claudia Lozano	Teacher
Classroom Teacher	Maria Gaona	Teacher
Classroom Teacher	Rohany Chapa	Teacher
Classroom Teacher	Katie Boatright	Teacher
Classroom Teacher	Jennifer Wood	Teacher
Business Representative	Kristin Welch	Teacher
Classroom Teacher	Darlene Haby	Teacher
Classroom Teacher	Antonio Sanchez	Teacher
Parent	Krista Binford	Parent
Parent	Russell Persyn	Parent
Community Member	Suzanne Lee	Community Member
Community Member	Diane Cumpian	Business Member
Business Representative	Sara Hoog	Business Member
Business Representative	Darrin Schroeder	Business Member

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tanner Lange	Administrator
Administrator	Ashleigh Weeaks	Asst. Principal
Administrator	Lesli Solis	Administrator
Administrator	melissa Gonzales	Administrator
Administrator	Shelly Guinn	Administrator
Administrator	Sandy Bermea	Administrator
District-level Professional	Tanya Stivors	Safety

# District Funding Summary

Title I, Part A -Fund 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Program Management System		\$6,000.00
2	1	3	Emergency Food, clothing, gas		\$500.00
2	3	1	ValidateMe!		\$1,000.00
5	1	4	Agenda, surveys, invites, refreshmants		\$500.00
5	1	5	supplies, materials, light refreshments		\$250.00
5	1	6	supplies, materials, light snacks/refreshments		\$250.00
<b>Sub-Total</b>					<b>\$8,500.00</b>
Title II-Fund 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional/ Software Resources		\$30,000.00
1	1	4	New Teacher & Mentor Books, Materials		\$2,500.00
1	3	3	Estrellita PD		\$4,500.00
1	3	4	TABE Conference		\$2,175.00
2	1	1	Curriculum Design Team (Stipends)		\$65,000.00
<b>Sub-Total</b>					<b>\$104,175.00</b>
Title III-Fund 263					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Consultants, Training facilities, Funding to cover for substitutes		\$15,000.00
1	3	2	Instructional Supplies, materials to implement application of training		\$10,824.00
2	1	5	Instructional materials		\$1,000.00
2	1	6	Access to SummitK12; PLC time		\$9,662.50
2	4	4	Technology Quotes, Tech Support to Deploy Technology		\$10,000.00
3	2	1	Coordination to sites, background/expectations, language, and understanding of available resources. permission slips, Transportation & Snacks; Parent permission forms, post secondary invitations, post graduation surveys; to places such as, Northwest Vista, St Phillips, Palo Alto, UTSA, Lakeview, etc.		\$2,500.00
5	1	1	Instructional supplies, resources, and light refreshments		\$1,050.00

<b>Title III-Fund 263</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	2	Title III English Language Acquisition		\$1,500.00
5	1	3	Instructional supplies and materials		\$500.00
<b>Sub-Total</b>					\$52,036.50
<b>TEHCY-Homeless-Fund 206</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3	Field trips, cap/gown, brochures/flyers non-personalized, summer reading, right at school		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>TEHCY ARP I-Fund 278</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3	Instructional supplies, materials, emergency food, clothing		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>TEHCY ARP II-Fund 280</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$3,500.00
2	1	3	Instructional supplies, materials, emergency food, clothing		\$15,000.00
<b>Sub-Total</b>					\$18,500.00
<b>Perkins-Fund 244</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	Software Inventory Program		\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>Career &amp; Technical Education-Fund 199 PIC 22</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1			\$0.00
3	1	2			\$4,500.00
3	1	3	Curriculum, certification and licences		\$0.00
<b>Sub-Total</b>					\$4,500.00
<b>Special Education-Fund 199 PIC 23</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Stetson		\$25,000.00

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Special Education-Fund 199 PIC 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$25,000.00
State Comp Ed-Fund 199 PIC 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Agenda, planning timelines, training materials, Stipends, Contracted Services		\$20,000.00
1	1	4	Substitutes for Training		\$0.00
2	1	3	Staff, instructional materials, summer school		\$300,000.00
2	1	4	Science of Reading Academies		\$30,000.00
2	3	2	Materials for STEAM; Optional CTE Collaboration w/ Teachers		\$10,000.00
2	4	2	iPads/ Chromebooks		\$20,000.00
2	4	2	ESGI		\$4,000.00
2	4	3	Substitutes Needed for Training		\$34,100.00
2	4	3	23-24 Texas Reading Academy Fees		\$15,600.00
3	1	2	Edgenuity		\$47,000.00
4	1	2			\$1,000.00
<b>Sub-Total</b>					\$481,700.00
CCMR-Fund 199 PIC 38					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
General-Fund 199 PIC 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Project Lead the Way (3 Labs/ Access to Curriculum)		\$25,483.94
1	2	1	Leadership Materials & Resources		\$1,000.00
2	1	2	MAP Growth		\$100,000.00
2	1	2	MAP Fluency		\$9,000.00
2	2	1		6395	\$0.00
2	2	2	Varies by year - 199 53 in addition to 199 11 as indicated below	6395	\$0.00
3	1	2	Test Prep/ PD		\$5,250.00
<b>Sub-Total</b>					\$140,733.94

ESSER III-Fund 282					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Summer School		\$50,000.00
<b>Sub-Total</b>					\$50,000.00
IMA-Fund 410					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Science Penguin		\$4,995.00
1	1	5	Science Duo		\$2,988.00
2	1	7	Seesaw		\$0.00
2	2	3	Speech-Enabled Headphones		\$4,998.00
2	4	1	Estrellita		\$18,742.00
2	4	1	Flyleaf Decodables		\$45,192.00
2	4	1	95% Phonics		\$145,904.00
<b>Sub-Total</b>					\$222,819.00
State Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Pregnancy Related Services	Gabriel Cary	8/31/2023	Gabriel Cary	6/6/2023

# Addendums

## 2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<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 or as determined by TEA
<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><i>Potentially Eligible Migratory Children:</i></b> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <b><i>Currently Eligible Migratory Children:</i></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/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOEs and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within <b>5</b> working days of parent signature
<b>F. <u>Review of COEs/ECOEs.</u></b> Designated SEA Reviewer reviews COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOEs 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/ECOEs into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOEs 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 <b>7</b> 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. and 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. <u>Make contact with potential growers.</u></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. <u>Develop calendar and maps.</u></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, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	<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. <u>Written quality control procedures.</u></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. <u>Eligibility review.</u></b> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs 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. <u>Monitor and address ongoing training needs for ID&amp;R.</u></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> MEP Consultant/Education Specialists	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs/ECOEs 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. <u>Annual eligibility validation.</u></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. <u>Monitor</u></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	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December 1st

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p><b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b></p> <p><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&amp;R plan for continuous improvement.</p>	<p><b>Staff:</b> All MEP staff  <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p><b>TIMELINE</b></p> <p>By July 30</p>
<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>

# MEDINA VALLEY ISD

## PARENT AND FAMILY ENGAGEMENT POLICY

### EVERY STUDENT SUCCEEDS ACT (ESSA) SECTION 1116

2023-2024



### **MISSION**

A shared responsibility between families, schools, and communities for student learning and achievement that engages ALL families, fosters positive home-school connections, and provides intentional opportunities that support student success.

### **Family Engagement-**

Working together for student success!



### **MEDINA VALLEY ISD**

- believes families are critical partners in students' academic success.
- will provide the coordination, technical assistance, and other support necessary to plan and implement effective parent and family engagement activities to improve student academic and school performance by providing ongoing professional development and targeted support to each Title I campus.
- will include families from all Title I campuses to participate in the development of, but not limited to, the District/Campus Improvement Plans, District/Campus Parent and Family Engagement Policies, and School-Parent Compacts by offering a flexible number of meetings to plan, review, and provide feedback annually. All information shared with families will be provided in a format and, to the extent practicable, in an understandable language.

### **FACILITATE FAMILY-TO-FAMILY SUPPORT**

Provide a safe and welcoming campus environment to offer parents multiple opportunities to participate in district and campus initiatives, such as:

- Parent Teacher Association
- Campus Academic Nights (Reading Night, Math Night, etc..)
- Parent and Family Engagement Linked to Learning Activities

### **CONNECT FAMILIES TO DISTRICT RESOURCES**

The district works with a variety of community-based organizations to support the needs of all families. These may be accessed through:

- District and Campus Website
- Campus Newsletters
- Campus Resource Fairs
- Campus Contacts- Who do I call?

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# MEDINA VALLEY ISD



## PARENT AND FAMILY ENGAGEMENT POLICY

EVERY STUDENT SUCCEEDS ACT (ESSA) SECTION 1116

2023-2024

### INCREASE FAMILY VOICE IN DECISION MAKING

Offer opportunities for families to advocate for their children and guide decision-making through:

- Ongoing communication with teachers, principals, and school staff
- Engaging families in the development of the Campus and District Improvement Plans
- Annual Title I Meetings
- Parent Teacher Conferences
- Serving as a member of a Language Proficiency Assessment Committee (LPAC)
- Parent Advisory Council (PAC)
- Parent Teacher Association (PTA)
- Campus Site-Based Advisory Committee
- Various District Committees
- District Family Survey
- Annual District-wide Parent and Family Engagement Meeting



### EQUIP FAMILIES WITH TOOLS TO ENHANCE AND EXTEND LEARNING

Provide materials and training to families that support their student's academic achievement and school performance by:

- Parent Teacher Conferences
- Campus Academic Nights
- Parent and Family Engagement Linked to Learning Activities
- Campus and District Newsletters
- Social Media Outreach

### DEVELOP STAFF SKILLS TO SUPPORT FAMILIES IN MEETING THEIR CHILDREN'S LEARNING TARGETS

Educate campus personnel on the value and contributions of parents and families, ways to reach out, communicate with, and work with parents as partners to ensure all students are successful by providing:

- Training on culturally responsive family engagement strategies and instructional best practices
- Resources to help families support learning at home
- Ongoing consultation with campus and district support

### EVALUATE FAMILY ENGAGEMENT EFFORTS ANNUALLY FOR CONTINUOUS IMPROVEMENT

Monitor family engagement to improve future efforts by analyzing data and identifying barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background collected through:

- District Family Survey
- Parent feedback from campus and district events

### LEY DE CADA ESTUDIANTE ÉXITO (ESSA) SECCIÓN 1116

2023-2024

#### MISIÓN

Una responsabilidad compartida entre las familias, las escuelas y las comunidades para el aprendizaje y los logros de los estudiantes que involucra a TODAS las familias, fomenta conexiones positivas entre el hogar y la escuela y brinda oportunidades intencionales que respaldan el éxito de los estudiantes.

#### **Compromiso familiar-**

¡Trabajando juntos para el éxito de los estudiantes!



#### MEDINA VALLEY ISD

- Cree que las familias son socios críticos en el éxito académico de los estudiantes.
- Proporcionará la coordinación, la asistencia técnica y otro apoyo necesario para planificar e implementar actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y escolar de los estudiantes al proporcionar desarrollo profesional continuo y apoyo específico a cada campus de Título I.
- Incluirá a familias para que participen en el desarrollo, e incluso en todo los Planes de Mejoramiento del Distrito/Campus, las Políticas de Participación de los Padres y las Familias del Distrito/Campus, y los Pactos entre la Escuela y los Padres al ofrecer un número flexible de reuniones para planificar, revisar y recibir comentarios anualmente. Toda la información compartida con las familias se proporcionará en un formato y, en la medida de lo posible en una forma comprensiva.

#### FACILITAR EL APOYO DE FAMILIA A FAMILIA

Proporcionar un entorno escolar seguro y acogedor para ofrecer a los padres múltiples oportunidades para participar en iniciativas del distrito y del campus, como:

- Asociación de Padres y Maestros
- Campus Academic Nights (Noche de Lectura, Noche de Matemáticas, etc.)
- Participación de los padres y la familia vinculada a las actividades de aprendizaje

#### CONEXIÓN PARA LAS FAMILIAS CON RECURSOS

El distrito trabaja con una variedad de organizaciones comunitarias para apoyar las necesidades de todas las familias. Se puede acceder a estos a través de:

- Sitio web del distrito y del campus
- Boletines del Campus
- Ferias de recursos en el campus
- Contactos del Campus- ¿A quién llamo?

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## AUMENTAR LA VOZ DE LA FAMILIA EN LA TOMA DE DECISIONES

Ofreceremos oportunidades para que las familias aboguen por sus hijos y guíen la toma de decisiones a través de:

- Comunicación continua con maestros, directores y personal escolar.
- La oportunidad para involucrar a las familias en el desarrollo de los planes de mejora del campus y del distrito
- Reuniones Anuales de Título I
- Conferencias con los profesores
- Servir como miembro de un Comité de Evaluación de Dominio del Idioma (LPAC)
- Consejo Asesor de Padres (PAC)
- Asociación de Padres y Maestros (PTA)
- Comité asesor basado en el sitio del campus
- Varios Comités al nivel del Distrito
- Encuestas
- Reunión anual de participación de padres y familias en todo el distrito



## EQUIPAR A LAS FAMILIAS CON HERRAMIENTAS PARA MEJORAR Y AMPLIAR EL APRENDIZAJE

Proporcionar materiales y capacitación a las familias que apoyen los logros académicos y el desempeño escolar de sus estudiantes por:

- Conferencias de padres y profesores
- Noches Académicas del Campus
- Participación de los padres y la familia vinculada a las actividades de aprendizaje
- Boletines del campus y del distrito
- Alcance en las redes sociales

## DESARROLLAR HABILIDADES DEL PERSONAL PARA AYUDAR A LAS FAMILIAS PARA ALCANZAR LOS OBJETIVOS DE APRENDIZAJE DE SUS HIJOS

Educar al personal del campus sobre el valor y las contribuciones de los padres y las familias, las formas de alcance, comunicarse y trabajar con los padres como socios para garantizar que todos los estudiantes tengan éxito al proporcionar:

- Capacitación sobre estrategias de participación familiar culturalmente receptivas y mejores prácticas de instrucción
- Recursos para ayudar a las familias a apoyar el aprendizaje en el hogar
- Consulta continua con apoyo del campus y del distrito

## EVALUAR LOS ESFUERZOS DE PARTICIPACIÓN FAMILIAR ANUALMENTE PARA LA MEJORA CONTINUA

Supervisar la participación familiar para mejorar los esfuerzos futuros mediante el análisis de datos e identificación de barreras para una mayor participación de padres con límite de recursos económicos, discapacitados, dominio limitado del inglés, alfabetización limitada o pertenecientes a una minoría racial o étnica recopilados a través de:

- Encuestas Familiar del Distrito
- Comentarios de los padres sobre los eventos del campus y del distrito



# Medina Valley

INDEPENDENT SCHOOL DISTRICT

1000 Madrid St., Castroville, TX 78009 □ (830) 931-2243 x 2500 □ WWW.MVISD.COM

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## EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2023-2024

#### Castroville Elementary

**Scorecard Goals:** MVISD is committed to all students growing every year.

Recruit and retain staff by providing ongoing communication and professional development. Seek opportunities for team building and collaboration on various school initiatives and activities. Foster an environment of parental and community involvement by implementing several family engagement nights throughout the school year. Open and frequent communication between parents and teachers. Provide parents information on their child's academic growth.

#### Demographics Summary

Castroville Elementary serves approximately 643 students. The largest demographic group in Castroville Elementary is the Hispanic-Latino group which constitutes 63.92% of the student population. The next largest demographic is the White group with 31.88% of the student population. The African American student group is approximately 0.78%, the Two or More category at 2.95 %, the Asian group at 0.31%, American Indian student group at 0.16%, and the Pacific Islander group at 0.00%. Students by Program include 6.69% Emergent bilingual, 18.82% Special Education, and 59.56% Economically Disadvantaged.

#### Student Achievement Summary: (data from your CIP)

At the end of the 2022 school year, Castroville Elementary met or exceeded the state performance on all STAAR assessments. Castroville is focused on continuing to target all student populations and that all students show individual growth and increase the percentage of students at the Meets and Masters level on the State Accountability Assessment. 5th ELAR - 69% Meets, 33% Masters; 5th Math - 69% Meets, 32% Masters; 5th Science - 58% Meets, 30% Masters; 4th ELAR - 67% Meets, 30% Masters; 4th Math - 43% Meets, 19% Masters; 3rd ELAR - 59% Meets, 22% Masters ; 3rd Math - 54% Meets, 27% Masters

#### Curriculum and Instruction

Castroville Elementary utilizes the District adopted curriculum for all core subject areas. Castroville Elementary Specialists (Reading and Math) utilize previous STAAR data to create and pull student groups for targeted intervention. Classroom teachers utilize MAP Assessment scores to guide small group instruction and station work. Classroom teachers also utilize other programs including, but not limited to, Prodigy, Flocabulary, Progress Learning, Nearpod, No Red Ink, Countdown to Reading STAAR - Fast Focus, 95% Phonics Intervention, and others.

#### Summary of Strategies:

Castroville Elementary will recruit, retain, and support quality teachers and staff with appropriate staff development, collaboration, and communication among all stakeholders. This will be addressed through staff communication in PLC meetings, staff meetings, and staff development days.

Castroville Elementary will strengthen its core academic skills through quality instruction and targeted intervention to address student achievement gaps. Achievement gaps will be identified through MAP testing, Common Assessments, and classroom instruction. Collaboration among teachers and campus specialists will be achieved through PLC meetings and tiered MTSS intervention discussion meetings. Castroville Elementary will provide a safe and secure environment for students and staff through a strong SRP and continual monitoring of schoolwide safety. Campus surveys indicate a need for consistent consequences and expectations for student behavior. Emergent Tree strategies are being implemented and a campus discipline matrix was developed and is continuously refined.



## LaCoste Elementary EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2023-2024

#### Scorecard Goals:

LaCoste Elementary is committed to all students growing every year, establishing a rigorous academic culture where all Elementary students have an opportunity for high quality instruction. Instruction is delivered in a systematic way to eliminating achievement gaps within student populations, and to meaningfully engaging parents and community members to benefit the students, their families, and the broader community. Our Scorecard priorities, Recruit and retain staff, Foster an environment of parental and community involvement and Finance & Operations will support our mission. LaCoste Elementary exists to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

#### Demographics Summary

LaCoste Elementary serves approximately 874 students. The largest demographic group is the Hispanic-Latino group which constitutes 69.70% of the student population. The next largest demographic is the White group with 20.31% of the student population. The African American student group is approximately 4.28%, with the smallest groups in the Two or More category at 4.61%, the Asian group at 0.88%, American Indian student group at 0.11%, and the Pacific Islander group at 0.11%. Students by Program include 9.55% Emergent bilingual, 18.11% Special Education, and 67.29% Economically Disadvantaged.

#### Student Achievement Summary:

LaCoste Elementary received 6 Distinction Designations in Academic Achievement in ELA/ Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 percent: Comparative academic growth, Top 25 percent Comparative closing the Gaps, and Postsecondary Readiness

Our students in grades 3rd-5th outperformed the state percentage in all levels for all subjects tested.

Grade 3 Reading: Approaches 87% Meets 64% Masters 44% Grade 3 Math 82% Approaches, Meets 61% Masters 28% Grade 4 Reading: Approaches, 79% Meets 54% Masters 33%, Grade 4 Math: Approaches 77%, Meets 52% , Masters 27% Grade 5 Reading: Approaches 88%,Meets 62% ,Masters 42% Grade 5 Math: Approaches 95%, Meets 58% ,Masters 35% Grade 5 Science: Approaches 76%, Meets 45% Masters 25%

#### Curriculum and Instruction:

LaCoste had the most teacher participation in developing the district elementary curriculum.

There were multiple grade levels represented from our campus to write curriculum.

LaCoste Teachers use the curriculum pacing guild, lead4ward field guides, and participate in professional learning communities to plan data driven instruction.

#### Summary of Strategies:

LaCoste will use title 1, state comp funds, and any other available funds to address student needs and gaps through tutoring. Tutoring will be available at various times to best service all students. Tutoring will be held in the morning, during school, and after school to target all struggling students. Research based teachers voted on intervention programs that will be utilized on campus for intervention and student readiness.

Conferences with students, teachers, and parents will be conducted at each semester to provide partnership opportunities Inviting the curriculum and instruction district team to model and evaluate teaching strategies



## EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2023-2024

**Scorecard Goals:** MVISD is committed to all students growing every year.

#### Recruit and retain staff

1. Provide and encourage staff growth using PD, PLC participation, Instructional Leadership Team meetings/discussions, staff meetings, ownership of campus decision-making and other opportunities
2. Provide staff incentives and resources to enhance campus culture and student learning
3. Provide mentors to our new staff using periodic check-ins and district professional development and/or meetings
4. Schedule and implement instructional learning walks for teachers to visit and observe colleague's classroom
5. Provide Instructional Coaches/Coaching in support of teachers serving at-risk students

#### Foster an environment of parental and community involvement

1. Provide and monitor appropriate security measures to ensure the safety of all students, staff and stakeholders (WATCH Dog/Mom program, perimeter/door checks, drills, etc.)
2. Provide communication and support by placing priority on school safety, health and security for all
3. Plan, communicate and execute family nights, events and involvement opportunities to support family and community involvement (including Trail of Treats, Holiday Bash, Spring Family Night, PTO Performances/Meetings, Veterans Day Parade, etc.)

#### Finance & Operations

1. Invest in resources and incentives for Career Day, CCR Events and for all at-risk students
2. Provide staff the resources for intervention, tutoring and academic purposes

#### **Demographics Summary**

Ladera Elementary, Medina Valley ISD serves approximately 891 students. The largest demographic group in Ladera is the Hispanic-Latino group which constitutes 61.43% of the student population. The next largest demographic is the White group with 19.09% of the student population. The African American student group is approximately 9.70%, with the smallest groups in the Two or More category at 7.13%, the Asian group at 1.90%, American Indian student group at 0.0%, and the Pacific Islander group at 0.78%. Students by Program include 6.80% Emergent bilingual, 20.62% Special Education, and 51.17% Economically Disadvantaged.

#### **Student Achievement Summary:**

At the end of the 2022 school year, Ladera Elementary met or exceeded the state performance on all STAAR assessments. When looking at special populations using the Texas Academic Performance Report, Ladera performed at or above all State Performance when looking At Approaches, Meets & Masters Grade-Level performance in Reading and Science...

3rd Grade Campus: At-84%; Meets-65%; Masters-40% 4th Grade Campus: At-94%; Meets-75%; Masters-52%, 5th Grade Campus: At-89%; Meets-64%; Masters-39%, 5th Science Campus: At-76%, Meets-43%; Masters-19%, Overall, our students as a whole seem to struggle in math. Ladera performed below the State Performance level in several areas: 3rd Grade Campus: At-72%; Meets-38%; Masters-22%, 4th Grade Campus: At-76%; Meets-35%; , Masters-17%,

#### **Curriculum and Instruction**

Provide academic, social and emotional learning opportunities to all students. Provide resources for intervention, tutoring and academic support to all staff. Schedule and implement instructional learning walks and mentors to all new teachers. Provide ongoing PD to staff for professional growth. Increase technology, access to and opportunities for technological implementation for all students.

#### **Summary of Strategies:**

The goal of Ladera Elementary is to:

1. Encourage proactive, life-long learning by promoting well-rounded students who communicate and problem-solve collaboratively within a safe and nurturing environment
2. Provide an academic setting supportive of staff, by providing the resources, mentors, communication and procedures necessary to do so



# Medina Valley

INDEPENDENT SCHOOL DISTRICT

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## EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2023-2024

#### Luckey Ranch Elementary

**Scorecard Goals:** MVISD is committed to all students growing every year. At Luckey Ranch Elementary, we are focusing on three areas that align with the district scorecard goals. We will focus on specific areas in campus academics, health and safety, and community involvement.

#### Demographics Summary

Luckey Ranch Elementary, currently serves approximately 1,014 students and is the largest elementary campus in the district. The population for 2021-2022 was 803, and 2022-2023 was 975. The student population is made up of 69.43% Hispanic, 13.61% White, 9.47% African American, and 2.56% Asian, Pacific Islander 0.30%, American Indian 0.30%, Two or More 4.34%. Students by Program include 11.44% Emergent bilingual, 17.06% Special Education, and 65.58% Economically Disadvantaged and military connected at 23.77%.

#### Campus Academics

Initiatives:

- Professional Development: Implement regular professional development opportunities to enhance teachers' skills and foster a growth mindset.
- Research based curriculum support: Purchase academic support curriculum programs such as Progress Learning.
- Recognition and Appreciation: Recognize and appreciate teachers through awards and acknowledgments for their hard work and dedication.

#### Health and Safety

Initiatives:

- Safety Protocols: Review and enhance safety protocols, including emergency response plans and drills. Campus will follow the district Standard Response Protocol.
- Student Support: Purchase and implement the Emergent Tree program, a comprehensive, behavior, character, safety, and mental health support program for students and staff.
- Environmental Enhancements: Upgrade and maintain campus facilities and grounds to provide a safe and clean learning environment.

#### Community Involvement:

Goal: Strengthen community engagement and partnerships to support the educational and social development of our students.

Initiatives:

- Parent Involvement: Encourage parents to actively participate in their children's education and school activities.
- Local Partnerships: Collaborate with local organizations and businesses to provide resources and opportunities for our students.
- Community Events: Organize events that bring the community together and showcase the achievements of our students.

#### Summary of Strategies:

Luckey Ranch Elementary aims to create a nurturing, high-achieving, and secure learning environment while fostering strong connections with the community. This Campus Improvement Plan sets the stage for continuous

growth, development, and success for our students and the entire school community. We look forward to working together with our dedicated staff, supportive parents, and the community to achieve these goals.



## Potranco Elementary EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2023-2024

**Scorecard Goals:** MVISD is committed to all students growing every year.

#### **Recruit and retain staff**

Communicate effectively to all staff members by having a bi-weekly meeting, weekly bulletin/campus updates, and a campus-wide google calendar. Implement support systems and time to support collaborative planning through grade-level planning meetings and PLC's which provides teachers with the capacity to be reflective about their practices. Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs. Support our campus staff in order to assist with providing students the necessary support needed for individual growth (including staff incentives, staff meetings, PLCs, ILTs, providing professional development, and other opportunities.

#### **Foster an environment of parental and community involvement**

Provide volunteer training throughout the year. Disseminate information through campus marquee, campus and teacher websites, teacher newsletters, campus newsletters, social media, parent conferences, email, phone calls, and Parent Square. Host family events: literacy and math nights, Fall Festival, Grandparents Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and Career Day, and informational and educational days/evenings. Disseminate annual parent survey to measure satisfaction Promote, train, and implement the WATCH Dogs/ MOMS program.

#### **Finance & Operations**

Display and utilize updated campus maps, drills, and procedures. Implement and refine arrival and dismissal procedures. Provide curriculum and technological resources so teachers can better teach the TEKS

**Demographics Summary** Potranco Elementary serves approximately 921 students. The largest demographic group is the Hispanic-Latino group which constitutes 65.36% of the student population. The next largest demographic is the White group with 19.76% of the student population. The African American student group is approximately 7.27%, with the smallest groups in the Two or More category at 4.61%, the Asian group at 2.17%, American Indian student group at 0.22%, and the Pacific Islander group at 0.11%. Students by Program include 8.79% Emergent bilingual, 18.57% Special Education, and 47.88% Economically Disadvantaged

#### **Student Achievement Summary:**

At the end of the 2023 school year, Potranco Elementary met or exceeded the state performance on all STAAR assessments.

**RLA** 3rd Grade (Campus): Approaches-87%; Meets-59%; Masters-23% 4th Grade (Campus): Approaches-91%; Meets-68%; Masters-31% 5th Grade (Campus): Approaches-89%; Meets-64%; Masters-38%

**Math** 3rd Grade (Campus): Approaches-83%; Meets-53%; Masters-15% 4th Grade (Campus): Approaches-85% Meets-56%; Masters-31% 5th Grade (Campus): Approaches-87%; Meets-57%; Masters-22%

**Science** 5th Science (Campus): Approaches-74%; Meets-45%; Masters-12%

To support student achievement, the campus also prioritizes student social, emotional, and behavioral needs by the following:

Provide the campus with a behavior program with follow-up training throughout the year to help support all teachers on the campus.; The counselor will provide violence, bullying, and drug prevention lessons, programs, or information. 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.

#### **Curriculum and Instruction**

Implement a school wide intervention block and strategies for grades Pre-K- 5th to provide timely and high quality interventions and/or accelerated instruction by classroom teachers, aides, specialists, or tutors. Data meetings to review progress monitoring and assessment data to develop academic intervention. Implement a Multi-tier system of support (MTSS) system with training, procedures, and documents. Students have access to resources which will help them better access the curriculum, support skills, and master TEKS. The campus will increase technology access and provide opportunities for technological implementation in the classroom.

#### **Summary of Strategies:**

The goal of Potranco Elementary is to: Develop, cultivate, and inspire self directed critical thinkers and lifelong learners who strive to achieve their highest potential. Provide an academic setting supportive of staff, by providing the resources, mentors, communication and procedures necessary to do so.



# Medina Valley

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## Loma Alta Middle School EXECUTIVE SUMMARY Campus Improvement Plan: School Year 2023-2024

**Scorecard Goals:** MVISD is committed to all students growing every year

- Loma Alta Middle School will recruit and retain staff by offering: Competitive compensation; Timely and effective communication; Provide effective research-based professional development opportunities & Professional Learning Community time that allows teachers to collaborate on effective instructional strategies; and provide a Positive work environment and staff incentives
- Foster an environment of parental and community involvement: Timely and effective parent communication through newsletters, website, social media, and parent square; Provide parent engagement opportunities; Strengthen ties with parents, local businesses, and community organizations to create a collaborative network that supports our District mission and vision.
- Finance & Operations: Create and maintain a balanced budget by aligning financial resources and educational priorities. Align safety drills for students and staff to district and national standards Effective arrival and dismissal procedures.

### Demographics Summary

Medina Valley ISD is one of the state's largest growing school districts. Loma Alta Middle School opened its doors in 2018 and serves 920 students in grades 6th through 8th. The student population is 62.07% Hispanic, 20.22% White, 9.89% African American, 2.50% Asian, .22% Pacific Islander, 5.11% two or more races, 51.20% male, and 48.80% female. Loma Alta Middle School serves 15.87% Special Education students, 50.11% Economically Disadvantaged students, 5.98% ESL, 27% At-Risk students, 9.13% Gifted and Talented students, and 31.41% Military Connected. The overall mobility rate for the campus is 17.95%. The average attendance rate for students is 94.6%. Loma Alta Middle School has 55 teachers, two counselors, one nurse, two Assistant Principals, five educational aides, one Academic Dean, and one Principal.

### Student Achievement Summary

According to the 2021-2022 STAAR Performance (TAPR ) report, Loma Alta Middle School surpassed the state average in all STAAR assessments. However, the same report also reflects 47% of our special education, 79% of our economically disadvantaged, and 77% of our EB population met approaches in the "All Grades All Subjects" category. Our special education students struggled the most. Based on preliminary 2023 scores, Loma Alta Middle School was above the state average in Approaches and Meets for all STAAR-tested subjects. Loma Alta Middle School surpassed the state average in the Masters category for RLA, Math, and Social Studies. However, in the 6th grade special education Math overall category, the state average is 45%, while Loma achieved 37%. In the 7th grade special education Math overall category, the state average is 29%, while Loma earned 20%. In the 8th grade special education Math overall category, the state average is 42%, while Loma achieved 49%. The data reflects that our current 7th- and 8th-grade special education students need individualized intervention plans to ensure growth this school year. Loma also focuses on our students and staff's social and emotional needs. Loma provides research-based social and emotional learning curricula and professional learning services that positively impact lives.

### Curriculum and Instruction

Loma Alta Middle School curriculum comes from the TEKS, map growth testing, progress learning, district curriculum assessments, MTSS, and campus-based formative and summative assessments. We benefit from Reading and Math Specialists who review and disaggregate student data and provide resources and support to our teachers. Our Instructional Leadership Team (ILT) meets biweekly to review data and collaborate on how to address students' diverse needs during PLC.

Loma teachers collaborate extensively within the department to identify clear learning outcomes while delivering quality core Tier 1 instruction.

### Summary of Strategies

Our primary goals revolve around academic excellence for all students, and developing a supportive and inclusive campus community. Our key objectives include: **Academic Achievement:** Implement targeted interventions to raise academic performance across all grade levels, focusing on core subjects and special groups and leveraging data-driven strategies. **Teacher Professional Development:** Invest in continuous professional development for faculty members, ensuring they are equipped with the latest pedagogical methods and technologies. **Community Involvement:** Strengthen ties with parents, local businesses, and community organizations to create a collaborative network that supports our District mission and vision.



## Medina Valley Middle School EXECUTIVE SUMMARY Campus Improvement Plan: School Year 2023-2024

### Scorecard Goals:

1. MVISD is committed to all students growing every year. Provide the needed tools and instructional resources to assist in implementing differentiated instruction. MVMS will aim to improve academic performance across all content areas and grade levels through improved teacher training. MVMS will provide opportunities for students to receive the needed academic and emotional support. The needed technology resources and tools will be provided to enhance instruction and increase student achievement.
2. Recruit and retain staff: MVMS will offer research based professional development as well as provide time for professional learning committees (PLC) to meet, observe, and discuss best instructional practices. MVMS will provide leadership opportunities. MVMS will provide opportunities for teachers to observe highly qualified staff members, attend professional learning communities to build academic capacity (PLC).
3. Foster an environment of parental and community involvement: Parents and community members will be invited to after school activities with takeaway educational materials and training.
4. Finance & Operations: Create a balanced budget while meeting the needs of students and staff.

### Demographics Summary

Medina Valley Middle School, situated in Castroville, Texas, represents a thriving educational community, serving a diverse and dynamic student population of 1,106 across grades 6 through 8. The school's commitment to fostering an inclusive and holistic learning environment is evident in its approach to teaching and the diversity of its student body. The student demographic at MVMS is a mosaic of cultural and social backgrounds. The gender distribution is almost evenly split with 48.01% female and 51.99% male students. Ethnic diversity is a significant aspect of the school's identity, with a majority of Hispanic-Latino students at 62.03%. The school also embraces students from various other ethnic backgrounds, including White (28.75%), Black - African American (4.79%), Asian (0.90%), and smaller representation from American Indian 0.36%, Pacific Islander 0.27%.

MVMS addresses the needs of all its students, including those requiring special education services. A notable 10.49% of the student body is mainstreamed, with others receiving specific services like speech therapy (5.24%) and resource assistance (3.71%). The school also offers diverse programs catering to varied student needs and talents, including Special Education (SPED) for 15.55% of students and Gifted and Talented programs for 11.21% of the student population. A significant proportion of the student population faces economic challenges, with 58.14% being economically disadvantaged. This includes 49.37% of students receiving free meals, highlighting the school's role in providing essential support to its students beyond academic needs. Additionally, the school recognizes and supports the needs of its homeless students, totaling 1.27%, ensuring they receive the necessary resources for their education and well-being.

### Student Achievement Summary:

1. [STAAR performance Levels 2022-2023](#)
  - Overall Math is something that we need to work on consistently across all 3 grade levels
  - Science and Social Studies data shows that we need to improve at the masters level.
2. [STAAR Raw Score Comparison](#)
  - Science and Social Studies show a struggle
3. [STAAR Data for Eco Dis, EB, SPED](#)
  - SPED and EB students are significantly below the campus average.

### Curriculum and Instruction

- During Collaborative time, EB students are receiving intervention from an ESL certified Language Arts teacher
- Inclusion Teachers are joining PLCs so they are part of the general education planning.
- ILT team and PLC groups are doing Instructional Walks and meeting weekly.
- Intervention for math and ELAR is taking place during the 2nd part of the block for 6th and 7th graders and during an Academy class for 8th graders.
- Intervention software has been purchased to assist with filling the gaps in all core subjects.
- Implementation of Character Strong during collaborative time.

- Implementation of Emergent Tree campuswide.

**Summary of Strategies:**

MVMS prides itself on a student-centered approach to education, focusing on varied teaching techniques to accommodate different learning styles. The curriculum is designed to be interdisciplinary, connecting various subjects to provide a comprehensive learning experience. Collaborative learning is also emphasized, encouraging students to engage in group projects and peer learning, fostering essential skills like teamwork and communication. The school's strategy includes active Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC). The ILT plays a crucial role in guiding the school's educational strategies, evaluating teaching methods, and ensuring the curriculum's effectiveness. PLCs are instrumental in the professional growth of teachers, providing a platform for collaborative learning, sharing best practices, and engaging in continuous professional development.

As we reflect on our daily operations, Medina Valley Middle School remains committed to nurturing a learning environment where every student is valued and encouraged to reach their full potential. Our ongoing journey involves adapting to change, embracing diversity, and continually enhancing our teaching methods to provide the highest quality education to our students. Through our ILT and PLC initiatives, we ensure that our educational practices are reflective, collaborative, and continuously evolving to meet the challenges of modern education.



# Medina Valley

INDEPENDENT SCHOOL DISTRICT

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## EXECUTIVE SUMMARY

### MEDINA VALLEY HIGH SCHOOL

#### Campus Improvement Plan: School Year 2023-2024

#### Scorecard Goals:

1. MVISD is committed to all students growing every year.
  - a. Targeted improvement in Emergent Bilingual scores in Reading and Math by 5%.
  - b. Targeted improvement in Special Education scores in Reading and Math by 5%.
  - c. MVHS will ensure that 100% of the students will complete all requirements for graduation.
  - d. MVHS will provide intervention materials, supplies, tutoring, and software programs to improve academic performances among all populations.
  - e. MVHS will continue implementing summer tutorials in order to provide intervention to students.
  - f. MVHS will continue to provide support systems for students assigned to DAEP.
  - g. Provide CCMR opportunities to all students.
2. Recruit and retain staff
  - a. MVHS will implement professional learning communities focused on meeting campus and district strategic goals.
  - b. Continue employee appreciation and employee recognition.
3. Foster an environment of parental and community involvement
  - a. Continue to support parent organizations and clubs to increase parent involvement on campus.
  - b. Implement a military-connected family engagement plan.
  - c. Use district provided communication tools to effectively build parent capacity.
4. Finance & Operations
  - a. Create a balanced budget while meeting the needs of students and staff.

#### Demographics Summary

Medina Valley High School serves approximately 2410 students 63% Hispanic 24.3% White 6.4% African American d 1.45% Asian 0.64% American Indian 0.28% Pacific Islander. Students by Program include 5.62% Emergent bilingual, 12.53% Special Education, and 48.96% Economically Disadvantaged and 22.01% Military Connected.

#### Student Achievement Summary:

Medina Valley High School provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 414 students, 44% earned an industry based certification, 63% earned dual credit hours for college credit, and 44% met TSI requirements in both RLA and Mathematics for college preparation. At the end of the 2022 school year, MVHS met or exceeded the state performance on all STAAR assessments.

#### Curriculum and Instruction

1. Created intervention classes in all core areas to address instructional gaps and language development.
2. Created practicum sections in multiple programs of study.
3. Developed a comprehensive monitoring system for graduation. The counselors are conducting individual conferences with students that are at risk of not meeting graduation requirements.
4. Implementation of the Instructional Leadership Team and Professional Learning Communities.
5. Implementation of the Stetson Model to foster collaboration between special education and general education to support students.

#### Summary of Strategies:

The goal of Medina Valley High School is to develop self-directed critical thinkers who are college, career, and military ready students and value a culture of respect, responsibility and safety. **Safety/Security:** Increase parent involvement, implement and review safety guidelines throughout the school year. Hiring of a Campus Safety Monitor; **Parent/Family Engagement & Military Connected:** Already implemented through booster organizations, parent nights of engagement and we hold the Purple Star Campus Designation for our support and commitment to meeting the unique needs of military connected students and their families. Implementation of the Student 2 Student Organization **Academic Areas:** Emergent Bilinguals and Special Education - Implementation of Read 180, Beast Academy for Math, and Summit Learning for ELA and Biology; Emergent Tree Social/Emotional learning implementation in each classroom and throughout the campus; Positive behavior management implementation in each classroom and throughout the campus. **Parent Square:** An ongoing implementation of parent/staff communication to streamline our processes as we continue to grow

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVISD Board of Trustees  
From: Brandi Hendrix, Assistant Superintendent of C&I  
Date: 11/27/2023

*RE: Consider approving the purchase of a Silverado 3500 4x4 Crew cab Pickup Truck to use for our CTE Ag Program*

The current AG truck is a 2010 model with over 180,000 miles. The purchase of the new truck will allow the AG Program to provide a safe mode of travel for students and student projects. In addition, the truck will help save time and increase efficiencies by reducing multiple trips to competitions. This is a needed addition to support a successful and growing program.

Administration is recommending the approval of this purchase in the amount of \$61,481.00, using CTE budget money.



**PRODUCT PRICING SUMMARY**

TIPS USA 210907 TRANSPORTATION VEHICLES

VENDOR- 5426 LAKE COUNTRY CHEVROLET, 2152 N. WHEELER STREET JASPER, TX 75951

End User: MEDINA VALLEY ISD

Prepared by: RICK BROWN

Contact: JAY BATTLES 210.601.6400

Phone: 409.659.1555

Email: jay.battles@mvisd.org

Email: RBROWN.SILSBEEFLEET@GMAIL.COM

Product Description: SILVERADO 3500 CREW

Date: October 31, 2023

A. Bid Item: CC30743 A. Base Price: \$ **44,788.00**

**B. Factory Options**

Code	Description	Bid Price	Code	Description	Bid Price
	2024 SILVERADO 3500 CREW CAB	\$ -		EXTERIOR - WHITE	
	LWB / 8' BED / DRW	\$ 390.00		INTERIOR - BLACK VINYL	
L5P	6.6L DIESEL ENGINE	\$ 9,490.00			
	AUTOMATIC TRANSMISSION	\$ -			
JL1	TRAILER BRAKE CONTROLLER	\$ 275.00			
PCV	WT CONV PACKAGE	\$ 1,010.00			
UV0	BED VIEW CAMERA	\$ 250.00			
	4X4 UPGRADE	\$ 3,695.00			

Total of B. Published Options: \$ **15,110.00**

Published Option Discount (5%) \$ **(755.50)**

C.

Description	Bid Price	Options	Bid Price
BLACK PLATFORM RUNNING BOARDS	\$ 495.00		
B&W GOOSENECK HITCH	\$ 1,280.00		



# Medina Valley Independent School District

## *Agenda Item Memorandum*

*To: MVISD Board of Trustees*

*Date: 11-27-2023*

*RE: Consider selection of construction procurement method for MVHS Turf on the Football Stadium Field 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 engineering firm recommends the district use competitive sealed proposals as the procurement method for General Contractor Services for MVHS Turf on the Football Stadium Field.
- The Request for Competitive Sealed Proposals for General Contractor 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.

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: 11-27-2023

*RE: Consider award of the Construction Materials Observation and Testing Services for the Medina Valley High School 2 Project and delegate authority to the Superintendent to proceed with final negotiations of the contract.*

- Independently of the contractor, construction manager-at-risk, or design-build firm, a district shall provide or contract for the construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district. The district shall select the services for which it contracts in accordance with (Government Code 2254.004. *Gov't Code 2269.058*)
- It is recommended that Raba Kistner, Inc. perform the materials observation and testing services since they are also the engineering firm that has performed the geotechnical engineering for the project.
- The proposed cost for the materials observation and testing services is in the amount of \$503,836.20. District staff is also recommending to provide and a \$50,000.00 contingency to this scope to cover any unforeseen conditions.
- These services will be paid out of 2023 Bond Funds and was originally budgeted under the soft cost expenditures for the Medina Valley High School 2 Project.



Raba Kistner, Inc.

12821 W. Golden Lane

San Antonio, TX 78249

P.O. Box 690287

San Antonio, TX 78269-0287

www.rkci.com

P 210.699.9090

F 210.699.6426

TBPE Firm F-3257

Mr. Rafael Barajas  
Medina Valley Independent School District  
8752 FM 471 South  
LaCoste, Texas 78039

**RE: Construction Materials Observation and Testing Services  
Medina Valley High School No. 2  
San Antonio, Texas**

Dear Mr. Barajas:

Raba Kistner, Inc. (RKI) is pleased to submit this proposal to provide Construction Materials Observation and Testing Services for the above referenced project. **RKI is the Geotechnical Engineer-of-Record for this project and would be a valuable team member during the construction of this project.**

Our opinion of the probable cost of services for this project is **\$503,836.20**.

Our proposed scope of services and estimated item quantities are based upon our interpretation of the project plans and specifications as well as information provided by Mr. R. T. Hoog with Bartlett Cocke on October 24 and 25, 2023 and additional information provided during a meeting with the owner, design team, and general contractor on November 9, 2023. We have made the following assumptions and notes based on the information we have received:

- The duration of the majority of the earthwork and concrete construction operations will be roughly 14 months (November 2023 through December 2024).
- The duration of pier installation will be roughly 4 months (December 2023 through March 2024).
- We will be called to the site for testing and inspections 2 full days per week and for half-day trips on the other 3 days of each week for the majority of the earthwork and concrete construction.
- We will have an additional technician on-site full-time every day during pier installation.
- The estimated quantities for soils, reinforcing steel observations, and concrete are not strictly separated between these items as we assume there will be some overlap on the schedules for these three items.
- We assume most, if not all, smaller ancillary buildings such as concessions stands at athletic fields and other similar structures will not be constructed during 14-month window referenced above. Quantities for work on these structures have been added in the appropriate categories.
- We assume masonry (if necessary), firestopping, and fireproofing activities will be constructed/installed after December 2024.
- Structural steel inspections will be performed by certified welding inspectors and not our traditional field technician staff. Labor hours and trips for this item are noted separately in our estimate.
- Quantities for testing the impermeable liners at the athletic fields, post-tensioned concrete, floor flatness/floor levelness, floor friction testing, and work within the TxDOT right-of-way have been added to our estimate as separate line items.

- We assume projects at Loma Alta Middle School and Potranco Elementary School will be constructed during the 14-month window referenced above. Therefore, we consider work on those projects to be included in this estimate.
- We have added time for project management staff to attend meetings as requested by Medina Valley ISD and/or the general contractor.

The scope and quantity of services provided will be dependent upon services actually required by you or your representatives. Charges will be assessed only for actual services rendered. All services authorized and requested by you or your representatives in excess of the quantities of observation and testing services shown herein will be charged at the appropriate unit rate for such services. Charges will be invoiced on a monthly basis and will show a summary total of services rendered for each service category.

Invoices will be submitted monthly for work in progress in our standard format. All parties hereby agree that this contract upon acceptance will be performable in Bexar County, Texas.

We appreciate the opportunity of submitting this proposal and look forward to working with you in the development of this project, which will be carried out in accordance with this letter and the following attachments:

<u>Attachment</u>	<u>Description</u>
I	Fee Structure and Standard Charges
II	Fee Estimate Breakdown
III	Report Distribution List
IV	Standard Terms and Conditions

Please return one signed copy of this letter contract to provide written authorization for our firm to complete work on the services outlined herein. Our invoices are due and payable upon receipt at P.O. Box 971037, Dallas, Texas 75397-1037.

Very truly yours,

**RABA KISTNER, INC.**

  
 R. Blake Wright, PE  
 Associate

RBW/ds

Attachments

Accepted By: \_\_\_\_\_  
 (Signature)

\_\_\_\_\_

(Typed or Printed Name)

\_\_\_\_\_

(Title)

\_\_\_\_\_

(Date)

**FEE STRUCTURE AND STANDARD CHARGES**

Proposed Materials and Observation Services for  
**Medina Valley High School No. 2**  
**San Antonio, Texas**

**Basic Charges**

1. A vehicle travel charge will be assessed for round trip travel from our office to the project site, material supplier, etc. and back to our office. The charges for travel from our office to the project site and return to our office will be as follows:

Travel Time (Round Trip).....	1.0 Hour
Vehicle Travel Charge.....	\$ 52.00/Trip

2. Service charges are based on the hourly rates stated herein and will be assessed from the time the Engineer or Technician leaves our office until he returns from the project.
3. Overtime charges will be assessed after eight (8) continuous hours of services rendered on the project. Overtime charges will also be assessed for any engineering and/or technical services provided on Saturday, Sunday, and/or Holidays.
4. A minimum 4.0 hours will be billed per visit to the project site for Certified Welding Inspectors. A minimum of 2.0 hours will be billed per visit to the project site for all other technicians.
5. RKI will utilize the on-site initial field curing facilities provided by the contractor. The cost of providing and maintaining these initial curing facilities is not included in our proposal.
6. A five (5) percent technical review and administration cost will be added to all invoices.

**FEE ESTIMATE BREAKDOWN**

<b>Project Name: Medina Valley High School No. 2</b>				
<b>Project Location: San Antonio, Texas</b>				
<b>Contact: Mr. Rafael Barajas</b>				
<b>Client: Medina Valley Independent School District</b>				
<b>Address: 8752 FM 471 South</b>				
<b>City/State/Zip: LaCoste, Texas 78039</b>				
<b>Phone Number: 830-931-2243 x4111</b>				
<b>Fax:</b>				
<b>Email: rafael.barajas@mvisd.org</b>				
<b>TESTING/OBSERVATION ITEM</b>				
<b>UNIT COST</b>		<b>UNIT</b>	<b>ESTIMATED QUANTITY</b>	<b>ESTIMATED FEE</b>
<b>SOILS</b>				
<b>Laboratory Testing</b>				
Moisture Density Relationship (TxDOT or ASTM)	\$383.00	each	15	\$5,745.00
Lime Series Curve	\$487.00	each	0	\$0.00
Atterberg Limits	\$128.00	each	15	\$1,920.00
Sieve Analysis	\$128.00	each	15	\$1,920.00
<b>Field Testing/Observation</b>				
Nuclear Density Gauge	\$75.00	day	120	\$9,000.00
Materials Technician	\$72.00	hour	744	\$53,568.00
Materials Technician (overtime)	\$100.00	hour	96	\$9,600.00
Vehicle Travel Charge	\$52.00	trip	120	\$6,240.00
<b>Subtotal</b>				<b>\$87,993.00</b>
<b>IMPERMEABLE LINER TESTING</b>				
<b>Field Observation/Testing</b>				
Materials Technician	\$72.00	hour	144	\$10,368.00
Materials Technician (overtime)	\$100.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	24	\$1,248.00
<b>Subtotal</b>				<b>\$11,616.00</b>
<b>REINFORCING STEEL OBSERVATIONS</b>				
<b>Field Observation/Testing</b>				
Materials Technician	\$72.00	hour	372	\$26,784.00
Materials Technician (overtime)	\$100.00	hour	48	\$4,800.00
Vehicle Travel Charge	\$52.00	trip	60	\$3,120.00
<b>Subtotal</b>				<b>\$34,704.00</b>
<b>CONCRETE</b>				
<b>Laboratory Testing</b>				
Concrete Compressive Strength Cylinders	\$27.00	each	930	\$25,110.00
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	844	\$60,768.00
Materials Technician (overtime)	\$100.00	hour	96	\$9,600.00
Vehicle Travel Charge	\$52.00	trip	135	\$7,020.00
<b>Subtotal</b>				<b>\$102,498.00</b>

**FEE ESTIMATE BREAKDOWN**

TESTING/OBSERVATION ITEM	UNIT COST	UNIT	ESTIMATED QUANTITY	ESTIMATED FEE
<b>PIER OBSERVATIONS (Assumed 45 Days For Pier Construction)</b>				
<b>Laboratory Testing</b>				
Concrete Compressive Strength Cylinders	\$27.00	each	900	\$24,300.00
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	728	\$52,416.00
Materials Technician (overtime)	\$100.00	hour	180	\$18,000.00
Geotechnical Engineer	\$185.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	92	\$4,784.00
<b>Subtotal</b>				<b>\$99,500.00</b>
<b>MASONRY</b>				
<b>Laboratory Testing</b>				
Mortar Cubes	\$12.00	each	216	\$2,592.00
Compressive Strength Grout	\$36.00	each	36	\$1,296.00
Prism	\$280.00	each	0	\$0.00
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	144	\$10,368.00
Materials Technician (overtime)	\$100.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	36	\$1,872.00
<b>Subtotal</b>				<b>\$16,128.00</b>
<b>THROUGH WALL FIRESTOP CAULKING PENETRATION OBSERVATIONS</b>				
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	360	\$25,920.00
Vehicle Travel Charge	\$52.00	trip	60	\$3,120.00
<b>Subtotal</b>				<b>\$29,040.00</b>
<b>SPRAY-ON FIRE RESISTIVE MATERIALS</b>				
<b>Laboratory Testing</b>				
Determination of Density	\$66.00	each	160	\$10,560.00
<b>Field Testing/Observation</b>				
Materials Technician (Thickness Measurements & Adhesion Testing)	\$72.00	hour	40	\$2,880.00
Vehicle Travel Charge	\$52.00	trip	10	\$520.00
<b>Subtotal</b>				<b>\$13,960.00</b>
<b>STRUCTURAL STEEL INSPECTION (4 Hour Minimum Trip Charge for CWI)</b>				
<b>Field Testing/Observation</b>				
CWI Inspector	\$139.00	hour	100	\$13,900.00
CWI Inspector (overtime)	\$165.00	hour	0	\$0.00
Ultrasonic Testing - Daily Equipment	\$66.00	day	0	\$0.00
Radiographic Testing	\$0.00	Cost + 15%	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	25	\$1,300.00
<b>Subtotal</b>				<b>\$15,200.00</b>

**FEE ESTIMATE BREAKDOWN**

TESTING/OBSERVATION ITEM	UNIT COST	UNIT	ESTIMATED QUANTITY	ESTIMATED FEE
<b>ASPHALT</b>				
<b>Laboratory Testing</b>				
Bag Sample (gradation, asphalt content, molding specimens, density of molded specimens, maximum theoretical specific gravity)	\$649.00	each	19	\$12,331.00
Density of Asphalt Cores	\$86.00	each	38	\$3,268.00
<b>Field Testing/Observation</b>				
Nuclear Density Gauge	\$75.00	day	10	\$750.00
Materials Technician	\$72.00	hour	160	\$11,520.00
Materials Technician (overtime)	\$100.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	20	\$1,040.00
<b>Subtotal</b>				<b>\$28,909.00</b>
<b>TxDOT ROW</b>				
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	40	\$2,880.00
Materials Technician (Overtime)	\$100.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	5	\$260.00
<b>Subtotal</b>				<b>\$3,140.00</b>
<b>POST TENSION STRESSING OBSERVATION</b>				
<b>Field Testing/Observation</b>				
Materials Technician	\$72.00	hour	60	\$4,320.00
Materials Technician (Overtime)	\$100.00	hour	0	\$0.00
Vehicle Travel Charge	\$52.00	trip	10	\$520.00
<b>Subtotal</b>				<b>\$4,840.00</b>
<b>FLOOR FRICTION TESTING</b>				
<b>Field Observation/Testing</b>				
Friction Test	\$100.00	each	24	\$2,400.00
Project Engineer (PE)	\$165.00	hour	8	\$1,320.00
Vehicle Travel Charge	\$52.00	trip	24	\$1,248.00
<b>Subtotal</b>				<b>\$4,968.00</b>
<b>FLOOR FLATNESS/FLOOR LEVELNESS TESTING (minimum quantity charge of 12,000 ft<sup>2</sup> per trip to the site)</b>				
<b>Field Testing/Observation</b>				
Floor Flatness/Floor Levelness Testing	\$0.045	ft <sup>2</sup>	222,400	\$10,008.00
Estimated Number of Trips	18			
Total Miles (Round-Trip) Per Trip	290			
Subcontractor Mobilization	\$1.00	mile	5,220	\$5,220.00
<b>Subtotal</b>				<b>\$15,228.00</b>

**FEE ESTIMATE BREAKDOWN**

TESTING/OBSERVATION ITEM	UNIT COST	UNIT	ESTIMATED QUANTITY	ESTIMATED FEE
<b>PROJECT ADMINISTRATION</b>				
Senior Project Manager	\$165.00	hour	60	\$9,900.00
Project Manager	\$145.00	hour	0	\$0.00
Project Engineer (EIT)	\$155.00	hour	0	\$0.00
Project Engineer (PE)	\$165.00	hour	0	\$0.00
Geotechnical/Materials Engineer	\$185.00	hour	12	\$2,220.00
Vehicle Travel Charge	\$52.00	trip	0	\$0.00
<b>Subtotal</b>				<b>\$12,120.00</b>
Technical Review & Administrative Fee	5% of total cost			\$23,992.20
<b>TOTAL ESTIMATED FEE</b>				<b>\$503,836.20</b>



**STANDARD TERMS AND CONDITIONS**

1. **DEFINITIONS.**

- 1.1 **RK.** Raba Kistner, Inc., and / or one of its subsidiaries (Project Control of Texas, Inc. or PC Sports, Inc.) that is being engaged to provide the services to CLIENT in connection with the delivery of the proposal to which these Standard Terms and Conditions relate.
- 1.2 **CLIENT.** Person, entity or organization for which RK is rendering services regarding the Project.
- 1.3 **PROJECT.** The activity, venture, plan, building, site or investigation for which CLIENT has engaged RK to provide professional services.
- 1.4 **CONTRACTOR.** Person, entity or organization providing construction services, including labor and material for the Project.
- 1.5 **SERVICES.** The professional services to be performed by RK as set forth in the proposal or Agreement to which the Standard Terms and Conditions are attached.
- 1.6 **AGREEMENT.** RK's proposal accepted by CLIENT and these Standard Terms and Conditions which are incorporated into and made a part of the Agreement.
2. **SERVICES.** RK is being engaged by the CLIENT to render professional services ("Services") involving only RK's advice, judgment and opinion. RK may subcontract all or a portion of the Services performed hereunder. RK shall apply professional judgment in determining the extent to which RK complies with any given standard identified in RK's instruments of professional services. CLIENT expressly acknowledges that RK makes no warranties or guarantees, expressed or implied, regarding the Services.
3. **INFORMATION PROVIDED BY CLIENT.** CLIENT may provide or direct RK to utilize or rely upon certain information ("CLIENT Information") in the performance of RK's services. RK shall be entitled to rely upon such CLIENT Information. RK will not conduct an independent evaluation of the accuracy or completeness of such CLIENT Information and shall not be responsible for any errors or omissions in such information. RK's report, as well as any recommendations, findings, and conclusions made by RK, are dependent on information received from CLIENT. Changes or modifications to the information provided by CLIENT can affect RK's evaluation, recommendations, findings and conclusions, and CLIENT agrees—as a material term of this Agreement—to notify RK immediately, in writing, if CLIENT becomes aware of any such changes or modifications, including changes to the size, scope, location, or other material characteristics of CLIENT's project. The CLIENT shall be responsible for providing the location of all underground utilities and other structures in the vicinity of RK borings or excavations. RK will not accept responsibility and will not be liable for affecting or damaging any underground utility, underground storage tank, or other subsurface condition not previously identified and located, or improperly located, by the CLIENT, a utility, or a utility locating agency.
4. **SITE ACCESS AND SITE SAFETY.** CLIENT shall provide right-of-entry to the buildings and sites which are the subjects of RK's services. CLIENT represents that it possesses authority for such right-of-entry and that the building/site operator(s) possess the necessary permits and licenses for current activities at the site. RK shall be responsible for supervision and site safety measures of its own employees and subconsultants, but shall not be responsible for the supervision or health and safety precautions of any other parties, including CLIENT, CLIENT's contractors, subcontractors, or other parties present at the site.
5. **SUBSURFACE EXPLORATIONS.** Subsurface conditions throughout the site may vary from those depicted on logs of discrete borings, test pits, or other exploratory services. CLIENT understands RK's layout of boring and test locations is approximate and that RK may deviate a reasonable distance from those locations. RK will take reasonable precautions to reduce damage to the site when performing services; however, CLIENT accepts that invasive services such as drilling, or sampling may damage or alter the site. Site restoration is not provided unless specifically included in the scope of services.
6. **CHANGED CONDITIONS.** If, during the term of this Agreement, circumstances or conditions that were not originally contemplated by or known to RK are uncovered or revealed, to the extent that they affect the scope of services, compensation, schedule, allocation of risks or other material terms of this Agreement, RK may require renegotiation of appropriate portions of this Agreement. RK shall notify the CLIENT of the changed conditions necessitating renegotiation, and RK and the CLIENT shall promptly and in good faith attempt to renegotiate the terms of the agreement affected by the changed conditions. If changes cannot be agreed to with respect to the changed conditions, the parties shall utilize the Dispute Resolution/Litigation procedures in this Agreement.
7. **TESTING AND OBSERVATIONS.** CLIENT understands that testing and observation are discrete sampling procedures, and that such procedures indicate conditions only at the depths, locations, and times the procedures were performed. RK will provide test results and opinions based on tests and field observations only for the work tested. CLIENT understands that testing and observation are not continuous or exhaustive and are conducted to reduce – not eliminate – project risk. CLIENT agrees to the level or amount of testing performed and the associated risk. CLIENT is responsible (even if CLIENT delegates such responsibility to Contractor) for notifying and scheduling RK to perform these services. RK shall not be responsible for the quality and completeness of contractor's work or Contractor's adherence to the project plans, specifications and other related documents. RK's performance of testing and observation services shall not relieve Contractor in any way from responsibility for defects discovered in Contractor's work or create a

warranty or guarantee on the part of RK. CLIENT acknowledges that RK will not supervise or direct the work performed by Contractor or its subcontractors and is not responsible for their means and methods.

8. **ESTIMATE OF FEES FOR SERVICES.** If included as part of RK's proposal, RK will, to the best of its ability, perform the scope of services within the proposed fee estimate provided by RK. RK's proposal fees are based upon an estimate of the services required to meet the specifications for the project and following generally accepted engineering practices. The CLIENT recognizes that unforeseen circumstances along with changes in scope and project/contractor's schedules can influence the successful completion of the scope of services within the estimated proposed fees. Because Contractor has sole control over the project and determines the means and methods used to build/construct the project, RK's service fees are estimates and not lump sum or guaranteed maximum fees. The CLIENT is fully responsible for payment for all services provided, including retests of areas or samples that failed to meet Project specifications. The Estimate of Fees is valid for a period of 60 days after RK's proposal is submitted to CLIENT. If RK's proposal is not accepted by CLIENT within 60 days after it is submitted to CLIENT, RK may modify the Estimate of Fees.
9. **REPORTS.** RK may provide CLIENT with written reports in connection with the Services performed. Such reports will present such findings and conclusions as RK may reasonably make with the information gathered while performing its services and provided by CLIENT. The reports may be copied for inclusion in other documents related to the project provided they are reproduced in their entirety. Reports and other instruments of service are prepared for, and made available for, the sole use of the CLIENT, and the contents thereof may not be used or relied upon by others without the express written authorization of RK. Any unauthorized use or distribution of RK's reports shall be at the CLIENT's sole risk and without liability to RK.
10. **TOXIC AND HAZARDOUS MATERIALS.** CLIENT shall provide RK with all information within CLIENT's possession or knowledge related to the potential or presence of toxic or hazardous materials or pollutants at the Project site. CLIENT agrees that RK neither created nor contributed to the creation or existence of any toxic or hazardous materials or pollutants. In no event shall RK be required to sign a hazardous waste manifest or take ownership of any toxic or hazardous materials or pollutants. If unanticipated toxic or hazardous materials or pollutants are encountered while RK is performing its services, RK reserves the right to stop field operations and notify CLIENT and CLIENT assumes responsibility to notify appropriate regulatory agencies. RK and CLIENT must mutually agree to remobilize.
11. **NO THIRD-PARTY BENEFICIARIES.** The services and any report(s) prepared under this Agreement are for the sole benefit and sole use of CLIENT and are not for the use of any other party or person. Only CLIENT may rely upon the services and any report or work product. Nothing in this Agreement, or any subsequent amendments or modifications, or in any report issued under this Agreement, shall create a contractual relationship with or a cause of action in the favor of any third party against either RK or CLIENT. If CLIENT provides a copy of any report prepared by RK to others, it shall advise the recipient that the information contained in the report is provided for information only and is not to be relied upon by third parties.
12. **LEED PROJECTS.** Unless specifically addressed elsewhere in this agreement, RK has no responsibility or liability, including duty to defend or duty to indemnify, any party (including but not limited to CLIENT, owner, owner's agents, architects, engineers, contractors, construction managers, subcontractors) for the LEED certification process including: developing, producing, or retaining any documentation relating to the calculation of LEED points; and attainment of LEED certification points or LEED ratings.
13. **STANDARD OF CARE.** RK shall perform its professional services in accordance with the standard of care and diligence normally practiced by professional firms in performing services of a similar nature, in the same locality, under similar circumstances. CLIENT expressly acknowledges that RK makes no other warranties or guarantees, expressed or implied, regarding its professional services or its work product.
14. **RISK ALLOCATION.** RK will be responsible only for its own work, and that of its sub-consultants, and not for defects in the work designed or built by others.
15. **LIMITATION OF LIABILITY.** CLIENT AND RK HAVE EVALUATED THE RISKS AND REWARDS ASSOCIATED WITH THIS PROJECT, INCLUDING RK'S FEE RELATIVE TO THE RISKS ASSUMED, AND AGREE TO ALLOCATE CERTAIN OF THE RISKS SO, TO THE FULLEST EXTENT PERMITTED BY LAW, THE TOTAL AGGREGATE LIABILITY OF RK (AND ITS RELATED ENTITIES, EMPLOYEES, OWNERS, AGENTS, AND REPRESENTATIVES) TO CLIENT (AND THIRD PARTIES GRANTED RELIANCE ON RK'S WORK PRODUCT, OR OTHERWISE SEEKING RECOVERY UNDER THIS AGREEMENT) IS LIMITED TO THE GREATER OF \$100,000 OR THE FEE PAID RK UNDER THIS AGREEMENT, FOR ANY AND ALL INJURIES, DAMAGES, CLAIMS, LOSSES, OR EXPENSES (INCLUDING ATTORNEY AND EXPERT FEES) ARISING OUT OF RK'S SERVICES OR THIS AGREEMENT REGARDLESS OF CAUSE(S) OR THE THEORY OF LIABILITY.
16. **CONSEQUENTIAL DAMAGES.** Neither CLIENT nor RK will be liable to the other for any special, consequential, indirect, incidental or penal losses or damages of any kind, nor will CLIENT or RK be liable to the other for losses, damages, or claims, regardless of how defined, related to: lost profits; unavailability of property or facilities; shutdowns or service interruptions; loss of use, revenue, opportunity, or inventory; use charges, carrying costs, cost of substitute facilities, goods, or services; cost of capital, or claims of any other party and/or its customers.
17. **SUSPENSION OF SERVICES.** If CLIENT fails to make payments when due or otherwise is in breach of this Agreement, RK may suspend performance of services upon seven (7) calendar days' notice to CLIENT. RK shall have no liability whatsoever to CLIENT for any costs or damages as a result of such suspension. Upon payment in full by CLIENT, RK may resume services under this Agreement, and the time schedule and compensation shall be equitably adjusted to compensate for the period of suspension plus any other reasonable time and expense necessary for RK to resume performance. Payment of invoices shall not be subject to any discounts or set-offs by CLIENT unless agreed to in writing by RK. Payment to RK for services rendered and expenses incurred will be due and payable regardless of any subsequent suspension or termination of this Agreement by either party. CLIENT shall not make any changes to RK's banking and deposit information or payment instructions unless CLIENT

communicates the requested changes to RK orally and in writing and obtains written confirmation from an RK officer that the requested changes are legitimate and authorized by RK. If CLIENT makes a payment to a third party instead of to RK based on an unauthorized request to CLIENT for a change to RK's banking and deposit information or payment instructions and without obtaining written confirmation of the change from RK, CLIENT will remain liable to RK for payment of the amount of the unauthorized payment.

18. **WAIVER OF SUBROGATION.** To the extent damages are covered by property insurance, or any other available insurance coverage, CLIENT and RK waive all rights against each other and against the contractors, consultants, agents and employees of the other for damages. CLIENT agrees that CLIENT shall procure or cause to be procured builder's risk insurance or other property insurance for its project. RK and CLIENT waive all rights against each other and any of their consultants, contractors, subcontractors, sub-subcontractors, agents, and employees, for damages caused by fire, flood, or other causes of loss to the extent covered by CLIENT's or CLIENT's Contractor's builder's risk insurance, or other available insurance coverage. The policies shall provide waivers of subrogation by endorsement or otherwise. CLIENT shall require of its contractors, consultants, agents and employees similar waivers in favor of RK and its subconsultants. A waiver of subrogation shall be effective as to a person or entity even though that person or entity would otherwise have a duty of indemnification, contractual or otherwise, did not pay the insurance premium directly or indirectly, and whether or not the person or entity had an insurable interest in the property damaged.
19. **OWNERSHIP OF DOCUMENTS.** RK's reports, drawings, plans, specifications, and other documents and deliverables are instruments of professional service ("Instruments of Service") developed by RK in contemplation of a wide array of project-specific variables, including how the documents will be used and by whom. RK shall be the author, owner and custodian of the Instruments of Service, and shall retain all common law, statutory, and other reserved rights, including copyright. By execution of this Agreement, RK grants to CLIENT a limited, nonexclusive license to use the Instruments of Service for purposes of constructing, using, and maintaining the project for which the services are performed, provided CLIENT substantially performs its obligations, including prompt payment of all sums when due, under this agreement.

Upon completion of the services, and payment in full of all monies due RK, CLIENT may retain copies of all such documents. **THE INSTRUMENTS OF SERVICE ARE NOT INTENDED NOR REPRESENTED TO BE SUITABLE FOR REUSE ON EXTENSIONS, MODIFICATIONS, OR ADAPTATIONS OF THE PROJECT, OR ANY OTHER PROJECT. ANY REUSE OF SUCH DOCUMENTS, WITHOUT WRITTEN VERIFICATION OR ADAPTATION BY RK FOR THE SPECIFIC PURPOSE INTENDED, WILL BE AT CLIENT'S SOLE RISK WITHOUT LIABILITY OR LEGAL EXPOSURE TO RK. CLIENT AGREES, TO THE FULLEST EXTENT PERMITTED BY LAW, TO INDEMNIFY, DEFEND, AND HOLD HARMLESS RK, ITS OFFICERS, DIRECTORS, EMPLOYEES, AND CONSULTANTS AGAINST ALL CLAIMS,**

**DAMAGES, LOSSES, AND EXPENSES (INCLUDING REASONABLE ATTORNEYS' FEES, DEFENSE COSTS, AND COURT COSTS) ARISING FROM, OR ALLEGEDLY ARISING FROM, OR IN ANY WAY CONNECTED WITH, THE UNAUTHORIZED REUSE OR MODIFICATION OF THE DOCUMENTS BY CLIENT OR ANY PERSON OR ENTITY THAT ACQUIRES OR OBTAINS THE DOCUMENTS FROM OR THROUGH CLIENT WITHOUT THE WRITTEN AUTHORIZATION OF RK REGARDLESS OF WHETHER SUCH CLAIMS, DEMANDS, OR ACTIONS ARE FOUNDED IN WHOLE OR IN PART UPON ALLEGED NEGLIGENCE OF RK, ITS OFFICERS, DIRECTORS, EMPLOYEES, OR CONSULTANTS.**

- Parties other than CLIENT and RK may apply to use an instrument, using a form prepared by RK for that purpose. Others' use of an instrument shall be permitted only when CLIENT and RK both so agree; either shall have the right to forbid use by others. In addition, RK shall make its permission contingent upon the satisfaction of certain conditions when, in RK's professional judgment, such a contingency is necessary.
20. **DISPUTE RESOLUTION/LITIGATION.** All claims, disputes, and other controversies between RK and CLIENT arising out of, or in any way related to, the services provided by RK shall be submitted to mediation, before and as a condition precedent to, other remedies provided by law. Any litigation related to the Agreement or RK's performance of its professional services shall be commenced in a court in Bexar County, Texas. CLIENT consents to personal jurisdiction in the State of Texas and agrees that venue of any litigation shall be in Bexar County, the county where RK's principal place of business is located. CLIENT waives any objection to personal jurisdiction in Texas or to venue in Bexar County. The prevailing party in such litigation will be entitled to recover all court costs, attorneys' fees, and other legally recoverable claim-related expenses. As a condition precedent to mediation and / or litigation related to any claim arising out of the services provided under this Agreement, CLIENT shall obtain a written affidavit from a registered, independent, and reputable professional engineer describing any error, omission or other act by RK that allegedly failed to comply with the professional standard of care applicable to RK's performance of services and provide such affidavit to RK. The affidavit shall comply with the requirements of Texas Civil Practice & Remedies Code Chapter 150.
21. **TERMINATION OF CONTRACT.** CLIENT and RK may terminate RK's services at any time upon ten (10) calendar days' written notice. In the event of termination, CLIENT agrees to fully compensate RK for services performed including reimbursable expenses through the termination date, as well as reasonable demobilization expenses. RK will terminate its services without waiving any claims against or incurring any liability to CLIENT.
22. **STATUTE OF LIMITATIONS.** Any applicable statute of limitations will commence to run and any cause of action shall be deemed to have accrued not later than the earlier of the following: (1) the date of the report issued by RK giving rise to the cause of action; (2) the date on which RK issues its last report under this Agreement; or (3) if RK is retained to perform construction observation, the date of substantial completion of the project.
23. **FORCE MAJEURE.** Neither party shall be liable in damages or have the right to terminate this Agreement for any delay or default in performing hereunder if such delay or default is caused by conditions beyond its control ("Force Majeure") including, but not limited to Acts of God, Government restrictions (including the denial or cancellation of any export or other necessary license), wars, insurrections and/or any other cause beyond the reasonable control of the party whose performance is affected. Force Majeure may not be claimed as a cause for delay in payment of money due and payable hereunder.

24. **NO ASSIGNMENT.** Neither RK nor CLIENT shall assign or transfer its interest in this Agreement without the express written consent of the other.
25. **SEVERABILITY.** Each provision of this Agreement is intended to be severable. If any terms or provisions of this agreement shall be held to be invalid, illegal, or unenforceable for any reason whatsoever, the validity, legality, and enforceability of the remaining provisions hereof shall remain in full force and effect and shall not in any way be affected or impaired thereby. Moreover, to the maximum extent allowed by law, the Parties hereto stipulate that any offending provisions will be modified or altered, as necessary, so as to give such provisions the maximum permissible effect and application intended.
26. **ENTIRE AGREEMENT.** This Agreement, and all of its attachments, constitutes the entire, integrated Agreement between the Parties to it, and this Agreement supersedes all other Agreements, oral or written between the Parties, concerning the subject set forth in this Agreement. This Agreement may not be amended except in writing, with that amendment being signed by both Parties.



**STATEMENT OF QUALIFICATIONS FOR:**  
Medina Valley ISD

**November 14, 2023**

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Information contained in this response to this RFQ and any supplemental information submitted during the selection, negotiation or contracting phases may contain confidential and proprietary information belonging to Raba Kistner. Disclosure of this information would reveal Raba Kistner's individual approach, including methods employed for investigation, examination, assessment and analysis, processes and procedures. Confidential and proprietary information should not be disclosed in response to a request for information submitted under Chapter 552, Texas Government Code. Raba Kistner has made all reasonable efforts to highlight, separate or otherwise indicate information to be excepted from disclosure due to its confidential and/or proprietary nature. Information not designated as proprietary or confidential may still be subject to an exception from disclosure.

# Section 1 Firm's Profile

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## RFQ Qualification Summary

Raba Kistner is locally-managed and operated by professionals in San Antonio, Texas and, as one of the largest engineering firms in the southwestern United States, has multiple offices in the Central Texas region to effectively serve Medina Valley ISD.

We offer one of the largest pools of resident engineers, architects, technicians, inspectors, and environmental professionals in Central Texas. With local offices and local staff, we are able to provide fast project deliverables, offer unparalleled responsiveness, and understand local community needs.

Raba Kistner is a firm that listens and commits to helping serve our clients. We have been serving education-related clients for more than 52 years, and those school districts and institutions of higher learning remain Raba Kistner's clients today because we understand their specific needs, we listen, and we help them accomplish their project objectives.

We coordinate our on-site work with campus leadership and District facilities staff to avoid disrupting classes and to provide a safe environment for students, staff and parents. Raba Kistner has worked for other school districts in the area, including New Braunfels ISD, Seguin ISD, San Antonio ISD, Northside ISD, Judson ISD, North East ISD, Boerne ISD, Hays ISD, Austin ISD, Bastrop ISD, Belton ISD, Del Valle ISD, Dripping Springs ISD, Florence ISD, Lago Vista ISD, Lake Travis ISD, Leander ISD, Lockhart ISD, Manor ISD, Marble Falls ISD, Pflugerville ISD, Rockdale ISD, Round Rock ISD, San Marcos CISD, Smithville ISD and Pleasanton ISD, as well as many others across the state. These projects include new campuses, additions and renovations at sports complexes; elementary, middle and high schools; as well as support facilities. We hope to assist in developing facilities that match the District's vision of providing the resources and opportunities for all students to achieve educational excellence.

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## Business Profile

Founded in 1968, Raba Kistner is a premier engineering consulting and program management firm. Our purpose is to provide professional consulting services with passion and integrity, to help build a better world for our employees, their families, our clients, and the communities we serve.

Raba Kistner has grown over our 52-year history, expanding from our headquarters in San Antonio, Texas, to an Engineering News-Record "Top 500 Firm" of more than 550 employees operating in twelve different markets in Texas, Utah, Nebraska, Arizona, New York, California and Mexico. In 2018, Raba Kistner joined Construction Sciences, Pty, Ltd, an Australian engineering firm.

## Section 1 Firm's Profile

Today we are a company of engineers, geologists, scientists and technologists providing project management and oversight services; forensics engineering; construction materials engineering, testing and observation; geotechnical engineering, testing and pavement consulting; building envelope consulting; and infrastructure oversight and quality management.

More than 75% of our team holds licensure or certifications in their areas of expertise. Furthermore, Raba Kistner's Geotechnical and Construction Materials Testing staff and laboratories are among the largest in the state. Raba Kistner's resources, manpower, and organizational structure allow for all of our employees to serve as seamless service providers for every project. Given our staff size and experience within each service, we can undertake the requirements of major projects or complement clients' existing in-house capabilities. Our commitment to protecting our clients' interests remains constant.

**1968**  
Bunhy and Carl Raba, and Ronald Tolson start Raba & Tolson Consulting Engineers, Inc., a geotechnical engineering firm, in San Antonio, Texas.

**1974**  
Richard Kistner joins firm and leads the expansion into construction materials engineering.

**1978**  
Name changes to Raba-Kistner Consultants, Inc. expands services to include geosciences and environmental sciences.

**1980**  
Office established in Reynosa, Tamaulipas, Mexico.

**1986**  
Office established in Austin, Texas.

**1991**  
Office established in McAllen, Texas followed with office in Brownsville, Texas in 1994.

**2001**  
Office established in Houston, Texas.

**2003**  
Services expanded to include Infrastructure and work begins on SH 130.

**2008**  
Office established in Dallas, Texas.

**2009**  
Office established in Utah.

**2013**  
Program management firm, Project Control, and its sports and entertainment division, PC Sports, are acquired.

**2015**  
Dallas-based firm, Red River Archaeology is acquired.

**2018**  
50 YEARS RABA KISTNER Building Better Tomorrows

**2018**  
Timber Creek Environmental, LLC becomes a part of Raba Kistner.

**2018**  
Construction Sciences 2018 Raba Kistner joins Australian engineering firm Construction Sciences, PTY, LTD (now Intega)

**2021**  
Drake Environmental, LLC joins Raba Kistner.

Raba Kistner's internal policies, procedures, and plans have been proven to ensure the delivery of high quality services to our clients, and include the following:

- Qualified Technical Staff and Continued Education Policy
- Quality Control/Quality Assurance Procedures
- Professional Development and Project Management Tools
- The very core of Raba Kistner: the importance we place on our most highly valued asset — our employees — and our culture of employee safety.

## Qualified Technical Staff

Raba Kistner provides a wide variety of professional consulting services throughout Texas and the Southwestern US. Our technical staff is uniquely qualified to perform a wide range of services that may be required for your projects and programs. Our staff hold professional licenses and specialized certifications in their areas of expertise and competency. This expertise, coupled with the efficient use of vast company resources and partnerships, enhances our ability to address complicated project issues and provide rapid response to client requests.

The Raba Kistner team employs staff who are qualified and degreed (Bachelors, Masters, and Doctorate), trained, or otherwise certified in Civil Engineering, Geotechnical Engineering, Geological Engineering, Structural Engineering, Architectural Engineering, Welding Inspection, Biological Sciences, Environmental Science, Environmental Planning, Geology, Anthropology, Archaeology, Historic Preservation, Geographic Information Systems (GIS), Urban and Regional Planning, and other disciplines.



## Geotechnical Engineering

Raba Kistner's goal is to improve our clients' project performance by putting our extensive geotechnical engineering experience to work. Since 1968, we have developed engineering solutions for complex surface and subsurface conditions.

Our professionals clearly understand the interrelationship between our geologic environment and the objectives of clients. Over the past 51 years, our geotechnical team has successfully and continuously tailored cost-effective scopes of service to fit individual project's unique requirements. We take advantage of advanced technology including geophysical surveys and pressure meter testing.

Raba Kistner's staff serves a broad market. Clients receive the advantage of our shared experience between markets and one of the largest archives of geotechnical data. We tackle site conditions ranging from coastal sands to expansive clay soils to rock formations. Raba Kistner's geotechnical footprint has marked distribution and retail centers, high rise structures, sports arenas, and convention centers. We have served numerous educational and healthcare campuses, military installations, and international airports. Our team has also worked closely with clients on regional water/wastewater utilities and energy transmission systems, first-in-the-state transportation initiatives, and major industrial and manufacturing facilities.

Raba Kistner's professionals strive to be responsive to our clients' schedules, comprehensive in our scoping, and realistic and cost conscious in our recommendations.



## Section 1 Firm's Profile

Identifying subsurface conditions and understanding their impact on construction and performance are critical issues on any project. Underground conditions represent risk, and Raba Kistner reduces those risks by putting our geotechnical engineering and geotechnical testing experience to work. Our expertise includes field exploration services, laboratory testing, and engineering evaluation and reporting. We have worked on large, significant projects, and have tailored cost-effective services for each.

Raba Kistner has one of the largest archives of geotechnical data in the Southwest. We tackle site conditions ranging from coastal sands to expansive clay soils to rock formations, and our geotechnical footprint has marked retail centers, sports arenas, convention centers, education and healthcare campuses, military installations, international airports, energy transmission systems, and much more. For each, we utilize our accredited and/or certified laboratories, innovative techniques and equipment, vast experience, and ingenuity to create effective solutions.

### Specialty Geotechnical Testing Services:

- Pressuremeter Studies
- Soil and Rock Instrumentation
- Conductivity Testing
- Resistivity Testing
- Refraction Microtremor (ReMi®)
- Ground Penetrating Radar
- Various Specialty Services

## Construction Materials Engineering & Testing Services

Private and public sector clients trust Raba Kistner for quality, reliable, timely Construction Materials Engineering and Testing services. Our team of trained, experienced professional engineers and field technicians partner with clients to minimize costly construction delays and future project performance problems.

Raba Kistner designs a Quality Assurance/Quality Control (QA/QC) program specific to each project that focuses on the quality and suitability of materials used in construction as well as the quality of workmanship. This attention to detail is reviewed by field representatives who earned certifications from the American Concrete Institute (ACI) and National Institute for Certification in Engineering Technologies (NICET).

Communicating with our clients, Materials Testing technicians operate on an agreed schedule and with minimal disruption to active sites. Our level of staffing and resources allow us to respond to projects with short deadlines. Because the accuracy of laboratory results depends upon quality samples being obtained in the field, samples are collected following standard procedures. In-house, seasoned professionals and technicians conduct the required tests.

### – SERVICES

- Concrete Strength Testing
- Soil and Aggregate Testing
- Post-Tensioned Concrete Testing
- Structural and Reinforcing Steel Testing
- Asphalt Laboratory and Field Testing
- Portland Cement and Fly Ash Testing
- Soils Characterization and Compaction Testing
- Reinforcing Steel Observation and Testing
- Alkali Silica Reactivity
- Failure and Causation Analyses of Materials
- Asphalt Concrete Mix Designs (including Super-Pave)
- High Performance Concrete Mix Designs
- Vibration and Blast Monitoring
- In-Place/Non-Destructive Testing of Concrete
- British Pendulum Aggregate Friction Testing
- Pile Load Testing
- Chloride Ion Permeability Testing
- Concrete Freeze-Thaw Testing
- Precast Structural Elements Testing
- Concrete Chemical Admixtures Testing
- Customized Testing, upon request

From elementary, middle and high schools to transportation buildings, Raba Kistner has provided a range of geotechnical engineering, construction materials engineering, testing, and observation services and environmental consulting services. Our engineers and technicians have provided foundation design and made construction materials recommendations for stadiums, running tracks, performance centers, maintenance facilities and other educational facility buildings.

## Section 1 Firm's Profile

Before and during construction, Raba Kistner has earned a reputation for timely service in several key areas including: Earthwork, Foundations, Structures, Pavements, Mechanical Systems, Roofs and Building Sciences.

### — LABORATORIES ACCREDITATION

Our materials laboratories meet rigorous standards for testing and analysis procedures and advanced equipment calibration. Additionally, we have extensive experience in establishing job site laboratory facilities. The American Association of State Highway and Transportation Officials (AASHTO), the U.S. Army Corps of Engineers (USACE), and the American Association for Laboratory Accreditation (A2LA) have accredited our facilities in asphalt, concrete, aggregate and soils—few laboratories in Texas have earned this distinction.



### — STRUCTURAL STEEL AND PIPING INSPECTION AND TESTING

Our staff of Certified Welding Inspectors (CWIs) and Non-Destructive Testing Technicians (NDT) provide Structural Steel and Mechanical Piping Inspection and Testing. Raba Kistner Consultants provides our clients with qualified, knowledgeable professional and technical personnel to qualify welding procedures, to qualify project welders, and to perform required inspections and evaluations of both structural and piping welded connections by visual and non-destructive methods. Our experienced staff verifies that structural steel bolted connections have been properly installed. These services are performed for Buildings, Bridges, Precast Parking Garages, Mechanical Piping, Process Piping, Utility Pipelines, and Oil and Gas Pipelines.

Standard services include:

- Certified Welding Inspection (Weld Testing)
- Magnetic Particle Testing
- Ultrasonic Testing of Welds
- Dye Penetrant Testing of Welds
- Torque Testing of Structural Steel Connections
- Ultrasonic Thickness Evaluation
- Tensile and Hardness Testing of Steel
- HDPE Pipe Joint Fusion
- Quality Control Audits of Steel Fabricators



### — CONSTRUCTION MATERIALS RECYCLING

Raba Kistner's laboratory services also support reuse and recycling of recoverable materials from construction and/or demolition. Our concrete coring, sampling, and laboratory-testing services can be used to research and recommend the best use of materials initially planned for disposal.

## **Building Envelope/Roof Consulting Services**

During the life span of a facility, its structure, envelope, and internal operating systems will require maintenance, repair, capital improvements, and renovation. When and how these decisions are made impacts the property's operational safety and performance, and return on investment.

Raba Kistner delivers results. Our Facilities Engineering team responds to clients' needs with objective, timely, practical answers. Crossing multiple professional disciplines, we evaluate a property and then develop alternative management strategies. These strategies consider the type and age of the structure and existing or potential defects as well as occupant usage patterns, health and safety regulations, and clients' wishes. Property owners and managers, insurers, and prospective investors are positioned with options for directing funds to maintain and improve the value of their asset or to safely shut it down.

Our Facilities Engineering team addresses the asset as a whole while targeting clients' concerns. A Property Condition Assessment (PCA) can be conducted as part of a real estate transaction and due diligence process. Damage assessment and remediation scope development often prove invaluable following an emergency. Building code, occupancy, and regulatory compliance review and recommendations are typical necessities fulfilled by Raba Kistner. Maintenance evaluation and development of information management programs can assist short and long-term budgeting.

Because roof systems are one of the most expensive and replaceable elements of a facility, Raba Kistner has assembled a team of roofing specialists. Our licensed architects, structural and civil engineers, and registered roofing observers partner with clients to provide comprehensive, innovative consulting and testing services. From preventative maintenance to roof replacement, these specialists have served a diversity of projects including schools, hospitals, hotels, multi-family residential housing developments and condominiums, shopping centers, and high-rise offices.

## **Forensic Assessments**

When setbacks from accidental or failed construction occur, Raba Kistner's forensic assessments can provide valuable analysis and recovery expertise.

We diagnose the probable cause(s) of failure, assess the damage, and develop solutions to minimize exposure to future risks. We serve a broad range of clients from project owners and insurance companies to law firms. Our assessments give clients verifiable, objective analyses and balanced, straightforward remediation appraisals.

**Forensic Assessments services include:**

- Analysis of design documents, construction records, and monitoring data to clarify the sequence of events leading to and the conditions at the time of failure
- Design and supervision of site assessment, field testing, field sampling, and laboratory testing programs to gather additional, related data and evidence
- Litigation support and expert witness testimony
- Review and interpretation of facility condition data to identify suspect construction material properties

## Property Condition Assessment

Property investors, facility owners and managers, and financial institutions look to Raba Kistner to help them gain a competitive edge. Whether used for a proposed financial acquisition, development plan, or maintenance budget, a Property Condition Assessment (PCA) includes identification and management of a facility's operating performance.

In today's real estate market, maximizing the service life of a building and its components is key to realizing its investment potential. At the same time, health and safety, accessibility and compliance standards must be met. A PCA offers a comprehensive report on the current condition of the building's systems. It identifies property deficiencies and areas requiring repair, replacement, and/or upgrading. Local building authority and regulatory agency requirements are highlighted along with a recommended schedule for necessary capital improvements and tenant compliance. An assessment also typically evaluates the risks posed to the property's value resulting from deferred/non-repair/replacement tasks.

Raba Kistner's PCA services, spanning virtually all building types, includes in-depth due diligence inspections, single-issue assessments, general overview assessments, and feasibility analyses. We vary the project scope and report format to satisfy a wide range of client requirements.

**Property Condition Assessment - Acquisition/Maintenance Management services:**

- ADA/TDLR Compliance
- Building Interior Elements
- Civil/Site Development and Amenities - Pavements, Entrances and Sidewalks
- Document Review - Drawings, Specifications, Reports and Records
- Fire Protection, Regulations and Building Codes
- Mechanical, Electrical and Plumbing (MEP) Systems
- Roofing and Waterproofing
- Structure, Foundation and Exterior Wall Systems
- Preliminary Review and On-Site Observations
- Vertical Conveyance/Elevators

## Roofing/Waterproofing Consulting

As one of the most vulnerable elements of construction, every building's roof has its limitations. Raba Kistner is committed to maximizing our client's maintenance, repair, and replacement dollars. We offer evaluation, design, and installation monitoring of all types of roofing and waterproofing systems. Based on our extensive experience, recommendations are developed to meet our client's objectives and budget.

Raba Kistner's Roofing/Waterproofing consulting team is made up of registered professional engineers and roof designers and consultants, architects, and construction materials technicians. For almost four decades we have provided technical and design services to private sector clients as well as to municipal, state, and federal agencies throughout the Southwest. Projects have included steep and low-slope roof systems, from traditional to the specialized. Our services have met the needs, yet preserved the architectural intricacies, of some of our region's most unique and visible structures. We value the confidence placed in us, our clients' endorsement of our quality work, as demonstrated by our many Indefinite Delivery Quantity (IDQ) contracts and repeat clients.

### **Roofing/Waterproofing Consulting Services:**

- Building Envelope Assessments and Analysis
- Design of Repairs and Replacement Systems
- Moisture Surveys
- Roof Management and Life Cycle Cost Programs
- Roof Materials Testing
- Roof/Waterproofing

# Section 2 Firm's Experience

## K-12 Educational Projects

### Churchill High School CTE & Science Building Addition

SAN ANTONIO, TEXAS | NORTH EAST ISD

Geotechnical Engineering Study and Construction Materials Engineering and Testing for the Career & Technical Education and Science new addition which included 23 classroom/labs. Over 74,000 sq ft. additions and 12,650 sq. ft of renovations. A 62,593 sq. ft. addition for Career & Technical Education and Science houses 23 classroom/labs which consists of Business Marketing, Family & Consumer Science, Health Science, Technology Education, CTE Shared Computer Lab; Science classrooms with integrated lab areas and supporting preparation rooms; three teacher workroom/support areas. Other additions and renovations included a 8,231 sq. ft., Orchestra Facility, a 1,603 sq. ft. Dance Locker Room, and a 1,033 sq. ft. Band Hall Restroom), with additional campus renovations of approximately 12,650 sq. ft. and selected building demolition to support the phased construction plan.

The project also included demolition of the existing CTE Facility and replacement of this area with new campus parking. The phasing plan required construction of the new facility additions (specifically the Orchestra, Dance Locker Room, and Band Hall Restrooms) prior to the start of interior renovations at the Band and Dance Facilities. The project schedule included a 16-month design and 24-month construction phase.

#### CLIENT REFERENCE

North East ISD  
Mr. Garrett Sullivan  
210-407-0438  
gsulli@neisd.net

#### SERVICES

Geotechnical Engineering  
Construction Materials Engineering and Testing

#### PROJECT SIZE

73,460 sq. ft. Additions  
12,650 sq. ft. Renovations

#### COST

\$11,770 (Raba Kistner fee)



225

## Neff Middle School Cafeteria Upgrade

SAN ANTONIO, TEXAS | NORTHSIDE ISD

Geotechnical Engineering Study and Construction Materials Engineering and Testing for the administration replacement building and cafeteria upgrades at Pat Neff Middle School for Northside ISD.

Originally built in 1961, Pat Neff is the district's oldest middle school, and it was in need of a major modernization to address problems that had developed over years of ad hoc additions. A new security lobby improves safety and security by providing for centralized ingress and egress control. At the same time, this lobby and the new covered exterior walkways also create a new architectural focal point and identifying feature for the campus.

### CLIENT REFERENCE

Northside ISD  
Mr. Lee Roy San Miguel  
210-257-1240  
leeroy.sanmiguel@nisd.net

### SERVICES

Geotechnical Engineering  
Construction Materials Engineering and Testing

### PROJECT SIZE

14,100 sq. ft. Additions  
4,500 sq. ft. Renovations

### COST

\$61,629 (Raba Kistner fee)



## Hays High School

BUDA, TEXAS | HAYS CISD

Raba Kistner performed Geotechnical Engineering Services and Construction Materials Engineering and Testing for the new Hays High School located in Buda, Texas. Raba Kistner conducted Construction Materials Engineering and Testing for the new building which included soil proctors and soil density/compaction testing, asphalt and concrete field and laboratory testing services in accordance with project specification requirements.

**CLIENT REFERENCE**

Hays Consolidated ISD  
Mr. Rod Walls  
512-554-7394  
rod.walls@hayscisd.net

**SERVICES**

Geotechnical Engineering  
Construction Materials Testing

**PROJECT SIZE**

N/A

**COST**

\$120 million (Construction Cost)



## Weiss High School

PFLUGERVILLE, TEXAS | PFLUGERVILLE ISD

Raba Kistner conducted Construction Materials Engineering and Testing for the new building which included soil proctors and soil density/compaction testing, asphalt and concrete field and laboratory testing services in accordance with project specification requirements. The purpose of this study was to drill pavement exploratory borings within the project site, perform laboratory testing on selected samples to classify and characterize subsurface conditions, and prepare an engineering report presenting flexible pavement design and construction recommendations for the proposed building. In addition, performed a Geotechnical Engineering study on the project.

### CLIENT REFERENCE

Pflugerville ISD  
Mr. Gary Schulte  
512-251-4159  
gary.schulte@pfisd.net

### SERVICES

Geotechnical Engineering  
Construction Materials Testing

### PROJECT SIZE

390,000 sq. ft.

### COST

\$90 million (Construction Cost)



## Belton High School No. 2

BELTON, TEXAS | BELTON CISD

Raba Kistner performed a Geotechnical Engineering study and Construction Materials Engineering and Testing (CoMET) services for the new High School in Belton, Texas. Raba Kistner conducted CoMET services for the new building which included soil proctors and soil density/compaction testing, asphalt and concrete field and laboratory testing services in accordance with project specification requirements. The purpose of this study was to drill pavement exploratory borings within the project site, perform laboratory testing on selected samples to classify and characterize subsurface conditions, and prepare an engineering report presenting flexible pavement design and construction recommendations for the proposed building.

### CLIENT REFERENCE

Belton CISD  
David B. Bennett  
254-215-2177  
david.bennett@bisd.net

### SERVICES

Geotechnical Engineering  
Construction Materials Testing

### PROJECT SIZE

394,000 sq. ft.

### COST

\$106 million (Construction Cost)



## Crestview Elementary School Modernization and Improvements

CONVERSE, TEXAS | JUDSON ISD

Raba Kistner provided **Construction Materials Engineering and Testing (CoMET) Services** for the Modernization and Improvements to Crestview Elementary School located in Converse, Texas. The modernizations and improvements including site work, a new kitchen and minor cafeteria renovations, including the addition of a stage, a security vestibule addition, bathroom renovations, a gym roof replacement, and main entry accessibility improvements.

The CoMET scope of services included:

- Soils laboratory testing, in-place field nuclear density testing,
- Reinforcing steel observations,
- Concrete and masonry compressive strength specimen sampling, testing, and reporting,
- Through wall firestop caulking penetration observations,
- Spray-On fire resistive materials observations,
- Structural steel inspections,
- Asphalt aggregate sampling and observations and,
- Floor flatness testing

### PROJECT OWNER/CONTACT

Judson ISD  
Ms. Lori Wallace  
8205 Palisades Drive  
Live Oak, Texas 78233  
210.945.5538  
lwallace@judsonisd.org

### CONSTRUCTION COST

\$22,295 (Raba Kistner fee)

### SERVICES PROVIDED

Construction Materials Engineering and Testing



## Stevenson Middle School Athletic Upgrades

SAN ANTONIO, TEXAS | NORTHSIDE ISD

Raba Kistner provided **Geotechnical Engineering and Construction Materials Engineering and Testing (CoMET) Services** for the Athletic Upgrades to Coke R. Stevenson Middle School in San Antonio, Texas.

Raba Kistner performed a geotechnical subsurface exploration for the addition to the existing Coke R. Stevenson Middle School campus. The improvements included demolishing a portion of the existing structure to the north and the adjacent basketball court, constructing a new approximately 197 ft by 163 ft building addition, and a new outdoor basketball court further to the north. The purpose of this study was to drill borings within or near the building addition and new outdoor basketball court, to perform laboratory testing to evaluate and characterize subsurface conditions, and to prepare an engineering report presenting foundation design and construction recommendations, as well as to provide pavement design and construction guidelines.

The CoMET scope of services included:

- Soils laboratory testing, in-place field nuclear density testing,
- Reinforcing steel observations,
- Concrete and masonry compressive strength specimen sampling, testing, and reporting,
- Drilled pier observations,
- Through wall firestop caulking penetration observations,
- Structural steel inspections,
- Asphalt aggregate sampling and observations, and
- Wood framing observations

### PROJECT OWNER/CONTACT

Northside ISD  
Mr. Leroy San Miguel  
5900 Evers Road, Bldg. C  
San Antonio, Texas 78238  
210.397.1215  
leroy.sanmiguel@nisd.net

### CONSTRUCTION COST

Over \$60,000 (Raba Kistner fees)

### START/FINISH DATES

Geotechnical - December 2020 - June 2021  
CoMET - September 2021 - Ongoing  
Proposed Completion Sept. 2023

### SERVICES PROVIDED

Geotechnical Engineering  
Construction Materials Engineering and Testing



## NISD Natatorium & Swim Center

SAN ANTONIO, TEXAS | NORTHSIDE ISD

Raba Kistner served as the lead designer and project manager for the replacement of the metal roof system at NISD's Natatorium & Swim Center. Raba Kistner provided architectural roofing design and specifications for the roofing, structural, mechanical, electrical and plumbing (roof drainage systems) construction. Raba Kistner also submitted to the owner; probable construction costs based on current area, volume and other unit costs, prepared documents related to bidding forms, the conditions of the construction contract and the construction contract between the Owner and the Contractor as outlined in AIA Documents A101 and A201.

After the design phase of the project, Raba Kistner issued bidding documents, assisting the owner in both obtaining proposals and evaluating them and preparing the draft Owner/Contractor set of Contract Documents.

We performed weekly site visits to observe the progress of construction and check on any potential deviations from the Construction Documents and ensure that the final outcome of this project meets NISD's goals and stayed within the allocated budget and time frame that Owner needed.

### CLIENT REFERENCE

Northside ISD  
Leroy San Miguel  
5900 Evers Rd.  
San Antonio, Texas 78238  
210-397-85000

### SERVICES

Roofing Consulting/Building Envelope Consulting

### PROJECT SIZE

N/A

### COST

\$74,000 (Raba Kistner fee)



## Bonham Elementary School

SAN ANTONIO, TEXAS | SAN ANTONIO ISD

Need Project Write Up Raba Kistner was retained by San Antonio ISD because of our experience providing re-roofing design and construction administration for school districts and higher education Owners. Raba Kistner worked with the Owner to develop what type of re-roofing system would meet the requirements of the historical commission as well as benefit the school district and be installed during the tight summer construction timetable. Raba Kistner provided the investigation and pre-design services of the existing shingle roof system and built-up roof system at Bonham Elementary School. After the pre-design services were completed, a plan of action with milestones was discussed with the school district. Raba Kistner then proceeded with developing the construction documents, meeting with the school district at the 35%, 65% and 95% phases to keep the Owner aware of the progress of the design package and to get input from the Owner at the different phases of design. Next, Raba Kistner assisted the school district with the bid procurement by conducting the pre-proposal meeting and evaluating proposals and helping the owner select the contractor.

Construction administration services were provided by Raba Kistner to the Owner. Raba Kistner reviewed contractor's submittals, processed pay applications and provided quality assurance observations for the school district. Raba Kistner also assisted with processing close-out documents at the completion of the project.

### CLIENT REFERENCE

San Antonio ISD  
Mr. Kamal ElHabr, PE,  
Assistant Superintendent for  
Construction and Development Services  
141 Lavaca St.  
San Antonio, Texas 78210  
210-554-2200  
kelhabr@saisd.net

### SERVICES

Building Envelope Consulting

### PROJECT SIZE

N/A

### COST

\$75,000 (Raba Kistner fee)



## John Jay High School

SAN ANTONIO, TEXAS | NORTHSIDE ISD

Raba Kistner served as the lead designer and project manager for the replacement of the built-up roof system at John Jay High School. Raba Kistner provided architectural roofing design and specifications for the roofing, structural, mechanical, electrical and plumbing (roof drainage systems) construction. Raba Kistner also submitted to the owner; probable construction costs based on prevalent construction cost in the area, prepared documents related to bidding forms, the conditions of the construction contract and the construction contract between the Owner and the Contractor as outlined in AIA Documents A101 and A201.

After the design phase of the project, Raba Kistner issued bidding documents, assisted the owner in both obtaining proposals and evaluating them and preparing the draft Owner/Contractor set of Contract Documents.

The project is currently under construction. We are presently performing weekly site visits to observe the progress of construction and check on any potential deviations from the Construction Documents and ensure that the final outcome of this project meets NISD's goals and stays within the allocated budget and time frame that Owner needs.

### CLIENT REFERENCE

Northside Independent School District  
Jacob Villarreal, PE  
5900 Evers Rd.  
San Antonio, Texas 78238  
210-397-1290

### SERVICES

Building Envelope Consulting (Roofing/  
Waterproofing) for a Design/Bid/Build  
Construction Project

### PROJECT SIZE

N/A

### COST

\$210,554.80 (fee)



## Section 2 Firm's Experience

Raba Kistner has completed projects for schools throughout Texas, many of which have been in or around the San Antonio area. Below is a list of districts where we have provided services.

Alamo Heights ISD	Galveston ISD	North East ISD	Spring ISD
Alice ISD	Georgetown ISD	Northside ISD	Spring Branch ISD
Austin ISD	Gonzales ISD	Palacios ISD	Stockdale ISD
Bandera ISD	Goose Creek CISD	Pearsall ISD	Taylor ISD
Belton ISD	Harlandale ISD	Pettus ISD	Three Rivers ISD
Blanco ISD	Harlingen CISD	Pflugerville ISD	Tidehaven ISD
Boerne ISD	Hays CISD	Pharr- San Juan-Alamo ISD	Tornillo ISD
Brackett ISD	Hidalgo ISD	Pleasanton ISD	Troy ISD
Brenham ISD	Hitchcock ISD	Port Isabel ISD	United ISD
Brooks County ISD	Hondo ISD	Premont ISD	Valentine ISD
Brownsville ISD	Hunt ISD	Presidio ISD	Valley View ISD
Burleson ISD	Ingram ISD	Progreso ISD	Weslaco ISD
Burnet CISD	Jim Hogg County ISD	Raymondville ISD	Wichita Falls ISD
Caldwell ISD	Jourdanton ISD	Rice CISD	Wimberley ISD
Canutillo ISD	Judson ISD	Rio Grande City CISD	Woodsboro ISD
Carrizo Springs ISD	Katy ISD	Rio Hondo ISD	Ysleta ISD
Charlotte ISD	Kerrville ISD	Robstown ISD	Zapata County ISD
Clint ISD	Killeen ISD	Rock Springs ISD	
Comfort ISD	La Feria ISD	Rockdale ISD	
Copperas Cove ISD	La Joya ISD	Roma ISD	
Cotulla ISD	La Pryor ISD	Round Rock ISD	
Crystal City ISD	La Vernia ISD	Salado ISD	
Culberson County ISD	La Villa ISD	San Angelo ISD	
Cypress Fairbanks ISD	Lackland ISD	San Antonio ISD	
Dayton ISD	Lago Vista ISD	San Benito CISD	
Deer Park ISD	Lake Travis ISD	San Elizario ISD	
Del Rio ISD	Lampasas ISD	San Felipe Del Rio CISD	
Del Valle ISD	Laredo ISD	San Isidro ISD	
Devine ISD	Lasara ISD	San Marcos CISD	
Donna ISD	Leander ISD	Santa Gertrudis ISD	
Dripping Springs ISD	Liberty ISD	Santa Maria ISD	
Eagle Pass ISD	Liberty Hill ISD	Santa Rosa ISD	
East Central ISD	Lockhart ISD	Sealy ISD	
Edcouch-Elsa ISD	Los Fresnos CISD	Seguin ISD	
Edgewood ISD	Lyford CISD	Sharyland ISD	
Edinburg CISD	Lytle ISD	Sheldon ISD	
Edna ISD	Manor ISD	Sinton ISD	
El Campo ISD	Marion ISD	Smithville ISD	
El Paso ISD	McAllen ISD	Socorro ISD	
Fabens ISD	McMullen County ISD	Somerset ISD	
Floresville ISD	Medina Valley ISD	Sonora ISD	
Flour Bluff ISD	Mercedes ISD	South San Antonio ISD	
Fort Bend ISD	Mission CISD	South Texas ISD	
Fort Hancock ISD	Monte Alto ISD	Southside ISD	
Fort Sam Houston ISD	Navarro ISD	Southwest ISD	
Fredericksburg ISD	New Braunfels ISD		

## K-12 Educational Project Awards & Recognitions

- 2018 Engineering Excellence Award from the Association of Builders and Contractors, Inc - South Texas Chapter
- International Organization for Standardization (ISO) ISO 9001:2015 Certification for Engineering Consulting; Geotechnical; Building Sciences; Materials Engineering and Testing; Civil Infrastructure; Construction Engineering and Inspection; Project Software Design
- Raba Kistner ranks in the ENR Top 500 Design Firms



## Section 3 Key Personnel



### AREAS OF EXPERTISE

Construction Materials Engineering and Testing  
Project Management

### YEARS OF EXPERIENCE

25 years

### REGISTRATIONS

Professional Engineer:  
Texas No. 95834

Project Management Professional  
No. 1317599

### EDUCATION

B.S. Engineering Geology  
Texas A&M University, 1996

## Preston Parker, PE, PMP

SENIOR VICE PRESIDENT, DIVISION PRACTICE LINE LEADER,  
CONSTRUCTION MATERIALS ENGINEERING & TESTING

**PROJECT ROLE: CONSTRUCTION MATERIALS TESTING TASK LEADER**

As Senior Vice President, Division Practice Line Leader, Construction Materials Engineering and Testing of Raba Kistner Consultants, Mr. Parker brings more than 20 years of experience in Construction Materials Engineering and Testing to Raba Kistner and is responsible for overseeing Construction Materials Engineering and Testing projects in the San Antonio area. He has technical and managerial expertise in soils testing and inspection, foundation inspection, reinforcing steel placements, post-tensioning stressing inspection, structural steel inspection, asphalt pavements, and concrete plant and placement inspection. He works closely with architects, engineers, contractors, owners, and developers on various types of projects including distribution centers, schools, energy-related facilities, military facilities, parking garages, airports, dams, retail centers, restaurants, medical facilities, and landfills throughout the San Antonio/South Texas area.

Mr. Parker performs engineering investigations and studies dealing with construction related issues including analyzing and providing solutions to engineering problems and preparing forensic, engineering and testing/inspection reports.

### RELATED PROJECT EXPERIENCE

- Comalander Stadium, Northeast ISD
- Bulverde Green Elementary School, Northeast ISD
- William J. Brennan High School, Northside ISD
- Rayburn Middle School, Northside ISD
- Laurel Mountain Ranch, Northside ISD
- Kallison Ranch Elementary School, Northside ISD
- Bandera North Elementary School, Northside ISD
- West Transportation Station, Northside ISD
- Madla Elementary School, South San ISD
- Medina Valley Fine Arts Complex, Medina Valley ISD
- Lanier High School Running Track, San Antonio ISD
- Edison High School, San Antonio ISD



**AREAS OF EXPERTISE**

Geotechnical Engineering  
Construction Materials Engineering & Testing

**YEARS OF EXPERIENCE**

15 years

**REGISTRATIONS**

Professional Engineer:  
Texas No. 11753

**EDUCATION**

Master of Civil Engineering  
University of Texas at San Antonio,  
2013

B.S., Civil Engineering  
University of Texas at San Antonio,  
2011

B.A., Psychology  
Texas A&M University, 2002

**PROFESSIONAL MEMBERSHIPS**

American Society of Civil Engineers  
Texas Society of Professional  
Engineers

**Blake Wright, PE**

**ASSOCIATE, CONSTRUCTION MATERIALS ENGINEERING & TESTING DEPARTMENT MANAGER**

**PROJECT ROLE: CONSTRUCTION MATERIALS SUPPORT**

Mr. Wright is the Construction Materials Engineering and Testing Department Manager for San Antonio, where he is responsible for developing new and enhancing existing client relationships. He also oversees all aspects of Construction Materials Engineering and Testing projects including scope development and financial management, while taking an active role in mentoring staff engineers.

Mr. Wright began his career at Raba Kistner in 2007 as a Geotechnical Technician while pursuing his studies in civil engineering. Mr. Wright then became a Graduate Engineer in Raba Kistner’s Engineering Services Department. As a Geotechnical Technician and Graduate Engineer, Mr. Wright navigated many diverse assignments on a daily basis. A sampling of his responsibilities included scheduling and coordinating drilling activities, on-site project visits, assigning applicable laboratory testing of soil and/or rock samples, site characterization, and interpretation of laboratory testing results. He also performed engineering calculations and prepared written geotechnical engineering reports. These duties enabled Mr. Wright to gain extensive knowledge and understanding of geotechnical engineering concerns and considerations common to South/Central Texas.

Prior to joining Raba Kistner, Mr. Wright was a Project Engineer, where he served as a liaison between company staff, architects, consultants, subcontractors, and other project team members to ensure conformance with project requirements. He also managed project budgets and negotiated change orders with the project owner, design team, and subcontractors.

**RELATED PROJECT EXPERIENCE**

- Burbank High School Additions, San Antonio ISD
- Administration Building, San Antonio ISD
- Fox Tech High School Pavements, San Antonio ISD
- Hardin Athletic Center, Northside ISD
- Brandeis High School Turf & Tracks, Northside ISD
- Galm Road Elementary School, Northside ISD
- Natatorium Pool, Northside ISD
- Crestview Elementary School Improvements, Judson ISD
- Northern Hills Elementary School, North East ISD



**AREAS OF EXPERTISE**

Construction Materials Engineering and Testing  
Geotechnical Engineering  
Pavement Engineering

**YEARS OF EXPERIENCE**

15 years

**REGISTRATIONS**

Professional Engineer:  
Texas No. 109600  
Utah No. 8017861-2202

ACI Concrete Field and Laboratory Technician – Grade 1  
No. 01128151

WAQTC Certification,  
Embankments, Sampling, Reduction

**EDUCATION**

M.S., Civil and Environmental Engineering Brigham Young University, 2007

B.S., Civil and Environmental Engineering Brigham Young University, 2006

**G. Ben Reese, PE**

**ASSOCIATE, CONSTRUCTION MATERIALS ENGINEERING & TESTING**

**PROJECT ROLE: CONSTRUCTION MATERIALS SUPPORT**

Mr. Reese brings fifteen years of experience in inspection management to Raba Kistner. He is responsible for overseeing Construction Materials Engineering and Testing projects in the San Antonio area. He has technical and managerial expertise in soils testing and inspection, foundation inspection, reinforcing steel placements, structural steel inspection, asphalt pavements, and concrete plant and placement inspection. He works closely with architects, engineers, contractors, owners, and developers on various types of projects including schools, military facilities, parking garages, airports, dams, retail centers, restaurants, medical facilities, and landfills throughout the San Antonio/South Texas area.

Mr. Reese performs engineering investigations and studies dealing with construction related issues including analyzing and providing solutions to engineering problems and preparing forensic, engineering and testing/ inspection reports. He assists his team members by analyzing field data and laboratory test results, performing engineering calculations, and providing opinions and recommendations for the completion of engineering reports. He is also responsible for the training and monitoring of construction materials technicians.

**RELATED PROJECT EXPERIENCE**

- Transportation Facility, San Antonio ISD
- Brackenridge High School, San Antonio ISD
- Davis Middle School, San Antonio ISD
- CTE Expansion, North East ISD
- Churchill High School CTE & Science Building, North East ISD
- Northern Hills Elementary School, North East ISD
- Glass Elementary School, Northside ISD
- Allen Elementary School Additions, Northside ISD
- Holmes High School Fine Arts/Auditorium, Northside ISD

# Section 4 Certifications & Accreditations

## Certifications & Accreditations

### American Association of State Highway and Transportation Officials (AASHTO)

The Raba Kistner San Antonio laboratory is accredited by the American Association of State Highway and Transportation Officials (AASHTO) in the disciplines of Portland Cement Concrete Testing, Aggregate Testing, Soils, and Hot Mix Asphalt. AASHTO is a nonprofit, nonpartisan association representing highway and transportation departments in the 50 states, the District of Columbia, and Puerto Rico. It represents all five transportation modes: air, highways, public transportation, rail, and water. The primary goal of AASHTO is to foster the development, operation, and maintenance of an integrated national transportation system. The accreditation is based upon an onsite assessment of our quality assurance/quality control (QA/QC) program. This assessment verifies the training of employees, calibration of equipment, and adherence to testing procedures.



### U.S. Army Corps of Engineers Inspections

Raba Kistner's laboratory is validated for construction materials testing and inspection on U.S. Army Corps of Engineers' projects. Representatives of the U.S. Army Corps of Engineers inspect the Raba Kistner laboratories and review our Quality Assurance Programs and documentation.



### ASTM E 329 Compliance

Raba Kistner meets the requirements, basic and supplemental, of ASTM E 329, "Standards of Recommended Practice for Inspection and Testing Agencies for Concrete and Steel as Used in Construction." We participate in the development of standards for ASTM, and have team members who actively participate on committees applicable to their industry.



### National Institute for Standards and Technology (NIST)

The Materials Reference Laboratory of the NIST periodically inspects Raba Kistner's facilities. We participate in the CCRL cement and concrete reference sample program and the AASHTO soil reference sample program of the NIST. Raba Kistner's testing equipment is calibrated annually, using test equipment with accuracy traceable to the National Institute of Standards and Technology equipment.



## Geoprofessional Business Association (GBA) Peer Review

Raba Kistner is active in GBA and its peer review program. A team of 3 to 4 experienced professionals from other member firms conducts this review over an intensive 2 to 3 day period.



The team examines documents and practices related to the firm's organization, staff, work product, and professional activities. It visits and examines physical facilities, reviews manuals, reports, proposals and observes daily operations. GBA's peer review program has been used as a model for other professions and is highly regarded on a national basis. It improves the quality of geotechnical engineering practice by GBA member firms to better serve their clients and thus better protect public safety and welfare.

## Corporate PE License



# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVISD Board of Trustees

Date: 11-27-2023

*RE: Consider approving the purchase of up to six portables.*

- To accommodate our growing student populations, we are seeking approval for the purchase of up to six new portables. The purchase for each 24 x 64 portable building with restrooms is inclusive of furniture, fixtures, and equipment required.
- Four portable buildings will be purchased for Medina Valley High School.
- Two portables will be placed at an elementary campus to be determined based on student enrollment.
- The opinion of cost for six portable building is \$1,829,760.00 to be funded out of General Operating Fund Balance.



October 30, 2023

Via e-mail: Hra.lla@gmail.com

Mr. Henry Acosta

Re: Proposal Portable Classroom Buildings - MVISD Specification

Mr. Acosta:

Ramtech appreciates your continued interest and the opportunity to provide you with a pricing proposal for portable classroom buildings. The BuyBoard price (contract #637-21) is based on new state approved commercial grade buildings constructed to Medina Valley ISD specifications.

**Purchase 24x64 double classrooms buildings:**

Buildings without restrooms: \$122,750.00 per bldg.

Buildings with restrooms: \$126,660.00 per bldg.

**Optional:**

Aluminum landing and ramp: Add: \$18,900.00 per assembly

**Pricing Includes:**

- Delivery & Installation - San Antonio, TX
- C.M.U. block pad on grade foundation
- Metal exterior and roof
- Lay-in acoustical ceiling
- Anchor type tie-downs (additional cost will be incurred for buildings set on concrete or asphalt due to anchoring requirements)
- Skirting to grade on all sides
- Gutters
- Interior walls to be vinyl covered gypsum panels
- Vct flooring
- Exterior wall hung HVAC - ducted
- Exterior emergency egress light above each exterior door shall be remote head wired into exit light
- Main Distribution Panel; 1 phase, indoor flush mount with 200 AMP main breaker
- Service to be 208/120
- 2 each future data outlet boxes n wall with double gang box 18" AFF with 3/4" conduit to above ceiling
- 1 each future thermostat outlet box in wall with single gang box 48" AFF with 1/2" conduit to above ceiling
- 1 each future fire alarm pull outlet box in wall with single gang box 48" AFF with 1/2" conduit to above ceiling

Page 2 of 3- Proposal Portable Classroom Buildings - MVISD Specification

**Pricing Includes:**

- 1 each future intercom outlet box n wall with single gang box 8" AFF with 1/2" conduit to above ceiling
- 2x2 ceiling tiles
- Interior communication door
- Door closers all exterior doors
- Insulated windows
- Interior lights will be 2x4 lay-in LED fixtures - dual switched
- Marker - tack board each classroom
- State approved engineered drawings

**Pricing does not include:**

- Site preparation (including grading, compaction or demolition, landscaping, or irrigation)
- Building permits (Any fees charged by the city or county agencies for the movement of mobile office or modular buildings over local roads are considered as part of the local building permit cost.)
- Furniture, window coverings, window security film,
- Canopies
- Entry assemblies (Quoted as an additional cost)
- Fire alarm/sprinkler system
- Performance and payment bond
- Permanent foundation
- Plumbing manifold
- Poured concrete
- Ramtech's Builders Risk Insurance excludes flood coverage in Flood Zones A, V, or D as defined by FEMA
- Taxes (if applicable)
- Utility extension/connections
- Waxing or sealing of vct
- Wind certification (may be required in designated catastrophe coastal areas)
- The scope of this design does not include accessibility elements required for the site. It is the owner's responsibility to have these designs developed and to make submittal as required by the Texas Architectural Barriers Act, through their design professional. This submittal should be made to: Texas Department of Licensing and Regulations, Architectural Barriers Section, P.O. Box 12157, Austin, TX 78711.



Page 3 of 3 – Proposal Portable Classroom Buildings - MVISD Specifications

I will contact you to discuss any questions you might have or please feel free to contact me via email at [squeen@ramtechgroup.com](mailto:squeen@ramtechgroup.com) or by calling 800-568-9376 ext. 145.

Sincerely,  
Sabrina Queen  
Education Representative

**Note: Given the volatility of material prices and supply chain challenges, Ramtech's price is valid for 14 days. Please contact Ramtech prior to issuance of a p.o. or award to verify pricing as well as open production availability.**

**Pricing is based on a level, accessible site.**

**Freight, setup, and other finish-out scopes are priced based on Ramtech's ability to manufacture the building in Q4 2023/Q2 2024, and deliver and complete the project in a timely manner thereafter. Should any unforeseen delay occur in the permitting or site work process, or due to any other cause outside of Ramtech's control, these scopes may need to be repriced and a Change Order executed prior to building delivery.**

**Typical payment terms are 25% upon issuance of a p.o. or execution of a contract, 70% prior to delivery and installation of the building(s) and 5% on completion and acceptance.**

## New Portable Classroom Opinion of Cost

New Portable Classroom		
Item		Cost
Portable Building		\$ 126,660.00
Metal Decks		\$ 18,900.00
Concrete Pad		\$ 9,500.00
Electrical		\$ 35,000.00
Plumbing		\$ 15,000.00
Tech.		\$ 25,000.00
FA		\$ 5,000.00
PA		\$ 2,500.00
Mechanical		\$ 5,000.00
Security		\$ 6,000.00
Hardware		\$ 2,500.00
FF&E		\$ 26,500.00
Permitting/Fees		\$ 15,000.00
Contingency		\$ 12,400.00
		<b>\$ 304,960.00</b>

Total Cost		
MV High School	4	\$ 1,219,840.00
Elementary School	2	\$ 609,920.00
		<b>\$ 1,829,760.00</b>

# Medina Valley Independent School District

## Agenda Item Memorandum

To: MVIDS Board of Trustees Date:

Date: November 27, 2023

RE: Consideration and possible approval of a Budget Amendment

The 2023-2024 budget has been approved by the Board of Trustees according to Texas property Tax Code, section 26.09 (e). Amendments to that budget must also be Board approved. The administration recommends an increase to the General Fund budget of \$1,829,760 for the purchase, installation, technology and FF&E for 6 portable buildings to be placed in service for the 2024-2025 school year. To receive the portables in time for the start of school they need to be ordered as soon as possible.

# Medina Valley Independent School District

## BUDGET AMENDMENT REQUEST FORM

Board Meeting Presentation Date: November 27, 2023

Fund Name & Number: General Fund - 199

Person Requesting Budget Amendment: Rafael Barajas

### PURPOSE OF AMENDMENT:

Increase in Funds from Original Budget

\$ 1,829,760 Total Amount of Increase

Function Distribution	81	\$ 1,520,760
	53	\$ 150,000
	11	\$ 159,000

### EXPLANATION FOR AMENDMENT:

Function 81: Purchase and installation of 6 portables

Function 53: Technology needed for 6 portables

Function 11: Furniture, fixtures, and equipment needed for 6 portables