

**Medina Valley Independent School District**  
**Board of Trustees**  
**Regular Meeting on Monday, October 28, 2024 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, October 28, 2024, beginning at 6:00 PM at/on Medina Valley ISD Central Office Board Room.**

**I. First Order of Business**

- A Call Meeting to Order
- B Establish a Quorum
- C Pledge of Allegiance to the 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**

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

**IV. Announcements/Communications/Presentations**

- A Board Committee Reports
  - Finance Committee
  - Construction Committee
  - Curriculum & Instruction Committee
  - Safety & Security Committee
- B Construction Briefing
  - High School #2
- C Financial Briefing 3
  - General Fund Financial Statement
  - Child Nutrition Financial Statement
  - Debt Service Fund Financial Statement
  - Bond 2023 Capital Projects Report
  - Fund Balance Report
  - Quarterly Investment Report
- D Superintendent Briefing 15
  - Student Achievements
  - Staff Achievements
  - District Enrollment Numbers
- E Military Connected Presentation 25
- F Measures of Academic Progress (MAP) Data Presentation 74
- G MVISD Police Department Update 88

**V. Discussion and Possible Action Items**

- A Consider Approval of Minutes for the Regular Board Meeting on September 24, 2024 and Special Board Meeting on October 7, 2024 94
- B Consider Approval of Low Attendance Days Waiver 100
- C Consider Approval of the 2024-2025 District Improvement Plan 108
- D Consider Approval of Medina Valley High School Portable Building Project Final Change Order to Marksmen General Contractors 209
- E Consider Approval of Budget Plan for the Medina Valley ISD Police Department 210
- F Consider Approval of Budget Amendment 212
- G Consider Approval of Resolution in Support of Legislative Action to Increase School Funding 214

**VI. Closed Session**

- A Consultation with Attorney (TX Govt. Code Section 551.071)
- B Personnel Matters: Resignations, Retirements, Leaves of Absence, Reassignments, New Employment, New Personnel Position, Duties/Responsibilities of Employees (TX Govt. Code Section 551.074)
  - Director of Transportation
  - Discuss possible pursuit of sanctions against a district certified educator for abandonment/untimely resignation of contract pursuant to Policy DFE (Legal) and (Local)
- C Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TX Govt. Code Section 551.076 and 551.089)

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

- A Consider possible action regarding pursuit of sanctions against a district certified educator Trisha Garcia for abandonment/untimely resignation of a contract pursuant to Policy DFE (Legal) and (Local) 1
- B Consider Approval of the Superintendent's Hiring Recommendation for the Director of Transportation

C Consideration of future meeting dates  
VIII. **Adjournment**

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

# Medina Valley Independent School District

## Monthly Financial Report

September 2024

### Executive Summary

Financial Highlights: In the general fund, the district has collected 11% of budgeted revenues and spent 8% of budgeted expenses. In September 2023-24, the district collected 10% of actual revenue and spent 9% of actual expenses. For September, most of the revenue received is from state aid as local collections are not anticipated until December. In the food service fund, the district has collected 15% of budgeted revenues and spent 10% of budgeted expenses. In September 2023-2024, the district collected 13% of actual revenue and spent 10% of actual expenses. Our federal reimbursement for September is up slightly due to starting school a week earlier in August. Minimal revenue and expenses have been recognized in the debt service fund as revenue is mostly sourced from local tax collections and debt payments are due in February and August of 2025.

### Fund Balance

	General Fund	Food Service	Debt Service
Unaudited Fund Balance as of August 31, 2024	\$ 30,823,205	\$ 2,783,364	\$ 6,184,109
Year-to-Date Revenue	\$ 10,296,090	\$ 1,098,215	\$ 14,178
Year-to-Date Expenditures	\$ (7,752,500)	\$ (881,586)	\$ (500)
<b>Fund Balance as of September 30, 2024</b>	<b>\$ 33,366,795</b>	<b>\$ 2,999,993</b>	<b>\$ 6,197,787</b>

### Budget Amendments

	General Fund	Food Service	Debt Service
Revenue	\$ -	\$ -	\$ -
Expenditures	\$ -	\$ -	\$ -

**SEPTEMBER 2024-2025  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$39,816,986	\$78,086	\$39,738,900
5800 - STATE PROGRAM REVENUES	\$54,664,591	\$10,218,004	\$44,446,587
5900 - FEDERAL REVENUES	\$690,000	\$0	\$690,000
<b>TOTAL REVENUES</b>	<b>\$95,171,577</b>	<b>\$10,296,090</b>	<b>\$84,875,487</b>
<b>PROPOSED APPROPRIATIONS</b>			
11 - INSTRUCTION	\$56,010,325	\$4,087,239	\$51,923,086
12 - INST. RESOURCES & MEDIA SVCS	\$572,427	\$51,515	\$520,913
13 - CURRICULUM DEV.& INST.STF DEV	\$1,699,465	\$95,995	\$1,603,469
21 - INSTRUCTIONAL LEADERSHIP	\$1,600,818	\$117,730	\$1,483,088
23 - SCHOOL LEADERSHIP	\$5,119,016	\$379,694	\$4,739,322
31 - GUIDANCE & COUNSELING	\$3,520,192	\$265,936	\$3,254,256
32 - SOCIAL WORK SERVICES	\$825,237	\$60,849	\$764,388
33 - HEALTH SERVICES	\$1,197,932	\$85,613	\$1,112,319
34 - PUPIL TRANSPORTATION	\$5,287,257	\$458,048	\$4,829,209
35 - FOOD SERVICES	\$261,796	\$0	\$261,796
36 - COCURR./EXTRACURR.ACTIVITIES	\$2,546,360	\$219,414	\$2,326,946
41 - GENERAL ADMINISTRATION	\$3,190,604	\$287,917	\$2,902,687
51 - PLANT MAINTENANCE & OPERATIONS	\$8,925,284	\$1,057,799	\$7,867,485
52 - SECURITY & MONITORING SERVICES	\$1,158,523	\$65,807	\$1,092,715
53 - DATA PROCESSING SERVICES	\$2,576,800	\$405,651	\$2,171,149
61 - COMMUNITY SERVICES	\$3,000	\$0	\$3,000
81 - FACILITIES ACQ. & CONSTRUCTION	\$25,044	(\$30,158)	\$55,202
95 - PYMTS.TO JJAEP PROGRAMS	\$5,000	\$0	\$5,000
99 - OTHER INTERGOVERNMENTAL CHARGE	\$646,500	\$143,452	\$503,048
<b>TOTAL APPROPRIATIONS</b>	<b>\$95,171,577</b>	<b>\$7,752,500</b>	<b>\$87,419,077</b>

2024-2025 FUND BALANCE = \$ 30,823,205

3 MONTH OPERATING CASH FLOW = \$ 23,792,894

**SEPTEMBER 2024-2025  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$1,822,875	\$191,030	\$1,631,845
5800 - STATE PROGRAM REVENUES	\$29,000	\$0	\$29,000
5900 - FEDERAL REVENUES	\$5,432,204	\$907,185	\$4,525,019
<b>TOTAL REVENUES</b>	<b>\$7,284,079</b>	<b>\$1,098,215</b>	<b>\$6,185,864</b>
<b>PROPOSED APPROPRIATIONS</b>			
35 - FOOD SERVICES	\$8,764,805	\$881,586	\$7,883,219
<b>TOTAL APPROPRIATIONS</b>	<b>\$8,764,805</b>	<b>\$881,586</b>	<b>\$7,883,219</b>

2024-2025 FUND BALANCE = \$ 2,783,364

3 MONTH OPERATING CASH FLOW = \$ 2,191,201

**SEPTEMBER 2024-2025  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$28,600,600	\$14,178	\$28,586,422
5800 - STATE PROGRAM REVENUES	\$2,756,580	\$0	\$2,756,580
<b>TOTAL REVENUES</b>	<b>\$31,357,180</b>	<b>\$14,178</b>	<b>\$31,343,002</b>
<b>PROPOSED APPROPRIATIONS</b>			
71 - DEBT SERVICES	\$31,357,180	\$500	\$31,356,680
<b>TOTAL APPROPRIATIONS</b>	<b>\$31,357,180</b>	<b>\$500</b>	<b>\$31,356,680</b>

2024-2025 FUND BALANCE = \$ 6,184,109

3 MONTH OPERATING CASH FLOW = \$ 7,839,295

# Medina Valley ISD

## Bond 2023 Summary

As of September 30, 2024

<i>2023 Bond Projects</i>	<i>Original Budget</i>	<i>Adjusted Budget</i>	<i>Cumulative Encumbrances</i>	<i>Cumulative Expenses</i>	<i>Balance</i>
High School #2	\$ 323,000,000	\$ 323,000,000	\$ 164,086,957	\$ 105,139,028	\$ 53,774,016
Traffic Improvements	\$ 4,000,000	\$ 4,000,000	\$ 196,249	\$ 1,141,958	\$ 2,661,793
Agricultural & Jr. ROTC Facility	\$ 14,000,000	\$ 14,000,000	\$ 884,000	\$ 32,500	\$ 13,083,500
Safety & Security Projects	\$ 5,000,000	\$ 5,000,000	\$ 756,170	\$ 525,165	\$ 3,718,664
Land	\$ 30,000,000	\$ 30,000,000	\$ 100,263	\$ 12,679,234	\$ 17,220,503
Project Savings	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Projects</b>	<b>\$ 376,000,000</b>	<b>\$ 376,000,000</b>	<b>\$ 166,023,639</b>	<b>\$ 119,517,885</b>	<b>\$ 90,458,476</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>\$ 166,023,639</b>	<b>\$ 120,347,923</b>	<b>\$ 90,458,476</b>
Bond Interest		\$ 20,713,651	\$ -	\$ -	\$ 20,713,651
Salaries	\$ -	\$ 248,868	\$ -	\$ 248,868	\$ -
<b>Total Interest Earnings</b>	<b>\$ -</b>	<b>\$ 20,962,519</b>	<b>\$ -</b>	<b>\$ 248,868</b>	<b>\$ 20,713,651</b>

*\*Unaudited*

# **2023-2024 Fund Balance Update**

# 2023-2024 Fund Balance Update

	General Fund	Child Nutrition	Debt Service
Audited 2022-2023 Fund Balance	\$29,969,909	\$2,953,438	\$7,195,244
2023-2024 Revenues	\$89,231,475	\$6,199,466	\$26,876,724
2023-2024 Expenses	-\$88,378,179	-\$6,369,441	-\$27,887,859
2023-2024 Projected Fund Balance at 8/31/2024	\$30,823,205	\$2,783,463	\$6,184,109
<b>% of 2024-2025 Budget</b>	<b>32%</b>	<b>32%</b>	<b>20%</b>
Net Change	+ \$853,296	-\$169,975	-\$1,011,135

\*General Fund Revenue includes an accrual of 2024-2025 state aid for the 14 instructional days that occurred in August - \$1,653,999

\*Debt Service Revenue includes an addition of \$394,200 for state hold harmless that was allocated on 10/8/24

# Medina Valley Independent School District

## INVESTMENT REPORT FOR THE QUARTER ENDING

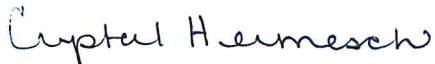
### May 31, 2024

In keeping with Board Policy CDA please find attached the 3rd Quarterly Investment report for fiscal year 2023-2024. This report describes the investment position of the school district for the referenced period. Investments are structured to be consistent with the school district's policy and in accordance with the investment strategies defined within the policy framework pursuant to Section 2256.023 of the Public Funds Investment Act.

Submitted by:



Dr. Scott Caloss  
Superintendent  
Investment Officer



Crystal Hermes  
Chief Financial Officer  
Investment Officer



Jennifer A. Garcia  
Director of Finance & Budget  
Investment Officer

**Medina Valley Independent School District  
Investment Report for the Quarter Ending May 31, 2024**

Depository Type	Account Name	Type of Account	Earned %	2/29/24		2/29/24			Changes			5/31/24	
				Book Value	Market Value	Market Value	Deposits	Withdrawals	Interest	Book Value	Market Value		
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	5.46%	\$ 14,278,496	\$ 14,278,312	\$ 289,340	\$ 199,374	\$ 14,767,210	\$ 14,764,473				
Lone Star Investment Pool	Capital Projects (Series 2019)	Corporate Overnight Plus	5.46%	\$ -	\$ -		\$ (0)	\$ (0)	\$ -				
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	5.46%	\$ 11,928,679	\$ 11,928,525		\$ (5,654,027)	\$ 6,413,709	\$ 6,412,521				
Lone Star Investment Pool	Capital Projects (Series 2022)	Corporate Overnight Plus	5.46%	\$ 11,091,678	\$ 11,091,535		\$ (3,794,294)	\$ 7,440,120	\$ 7,438,741				
Lone Star Investment Pool	Capital Projects (Series 2023)	Corporate Overnight Plus	5.46%	\$ 368,559,883	\$ 368,555,127		\$ (30,790,591)	\$ 342,659,795	\$ 342,596,293				
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	5.46%	\$ 41,696,530	\$ 41,695,992	\$ 24,707,222	\$ (37,000,000)	\$ 29,886,377	\$ 29,880,839				
Broadway Bank	General Operating	Public Funds Now	0.01%	\$ 4,481,799	\$ 4,481,799	\$ 62,819,239	\$ (61,205,070)	\$ 6,095,968	\$ 6,095,968				
Broadway Bank	Payroll	Public Funds Now	0.01%	\$ 694,167	\$ 694,167	\$ 18,706,978	\$ (18,860,047)	\$ 541,098	\$ 541,098				
Broadway Bank	Workers Compensation	Public Funds Now	0.01%	\$ 954,407	\$ 954,407	\$ 250	\$ (5,670)	\$ 948,988	\$ 948,988				
	<b>Total</b>			<b>\$ 453,685,640</b>	<b>\$ 453,679,864</b>	<b>\$ 106,523,028</b>	<b>\$ (157,309,698)</b>	<b>\$ 5,854,295</b>	<b>\$ 408,753,264</b>	<b>\$ 408,678,919</b>			

# Medina Valley Independent School District

## INVESTMENT REPORT FOR THE QUARTER ENDING

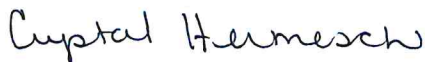
### August 31, 2024

In keeping with Board Policy CDA please find attached the 4th Quarterly Investment report for fiscal year 2023-2024. This report describes the investment position of the school district for the referenced period. Investments are structured to be consistent with the school district's policy and in accordance with the investment strategies defined within the policy framework pursuant to Section 2256.023 of the Public Funds Investment Act.


Submitted by:



Dr. Scott Caloss  
Superintendent  
Investment Officer



Crystal Hermes  
Chief Financial Officer  
Investment Officer

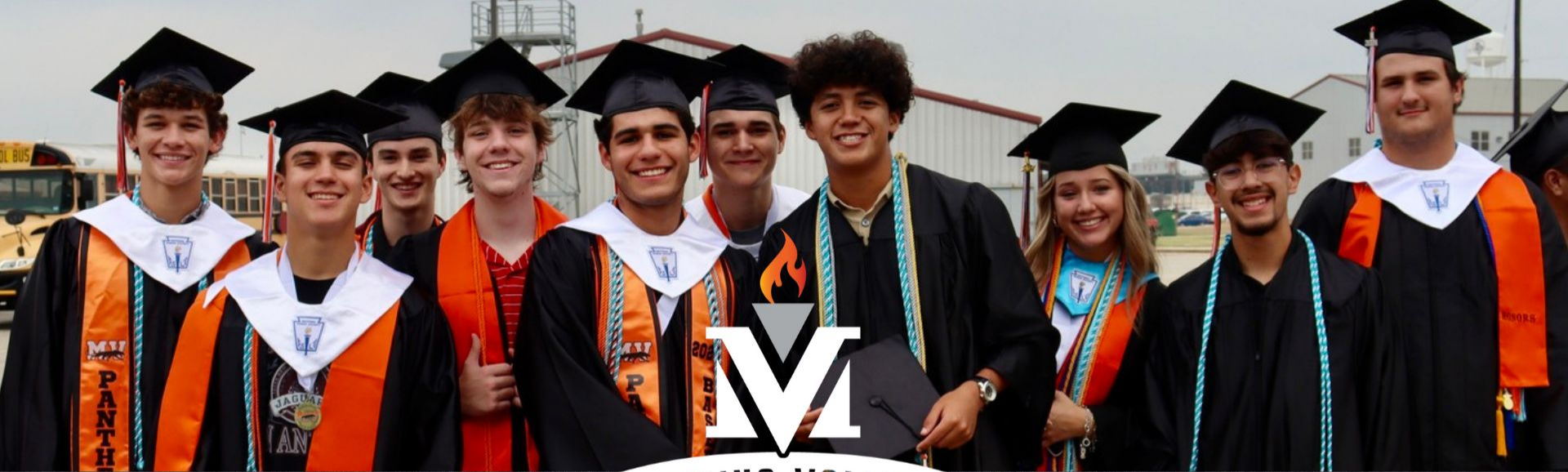


Jennifer A. Garcia  
Director of Finance & Budget  
Investment Officer

**Medina Valley Independent School District  
Investment Report for the Quarter Ending August 31, 2024**

Depository Type	Account Name	Account	Type of	%	5/31/24			Changes			8/31/24	
					Book Value	Market Value	Market Value	Deposits	Withdrawals	Interest	Book Value	Market Value
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ 14,767,210	\$ 14,764,473	\$ -	\$ 2,357,899	\$ (11,540,555)	\$ 158,508	\$ 5,743,061	\$ 5,743,981
Lone Star Investment Pool	Capital Projects (Series 2019)	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ (0)	\$ -	\$ -	\$ -	\$ (0)	\$ -	\$ (0)	\$ -
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ 6,413,709	\$ 6,412,521	\$ -	\$ -	\$ (989,012)	\$ 74,406	\$ 5,499,104	\$ 5,499,985
Lone Star Investment Pool	Capital Projects (Series 2022)	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ 7,440,120	\$ 7,438,741	\$ -	\$ -	\$ (2,605,147)	\$ 89,896	\$ 4,924,869	\$ 4,925,658
Lone Star Investment Pool	Capital Projects (Series 2023)	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ 342,659,795	\$ 342,596,293	\$ -	\$ -	\$ (43,765,338)	\$ 4,435,951	\$ 303,330,408	\$ 303,378,998
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ 29,886,377	\$ 29,880,839	\$ -	\$ 20,754,123	\$ (27,176,369)	\$ 364,742	\$ 23,828,873	\$ 23,832,690
Lone Star Investment Pool	Child Nutrition	Corporate Overnight Plus	Corporate Overnight Plus	5.44%	\$ -	\$ -	\$ -	\$ 3,242,315	\$ (700,127)	\$ 23,581	\$ 2,565,769	\$ 2,566,180
Broadway Bank	General Operating	Public Funds Now	Public Funds Now	0.01%	\$ 6,095,968	\$ 6,095,968	\$ -	\$ 36,727,131	\$ (40,643,633)	\$ -	\$ 2,179,466	\$ 2,179,466
Broadway Bank	Payroll	Public Funds Now	Public Funds Now	0.01%	\$ 541,098	\$ 541,098	\$ -	\$ 19,290,741	\$ (19,130,968)	\$ -	\$ 700,872	\$ 700,872
Broadway Bank	Workers Compensation	Public Funds Now	Public Funds Now	0.01%	\$ 948,988	\$ 948,988	\$ -	\$ -	\$ (2,983)	\$ -	\$ 946,005	\$ 946,005
Broadway Bank	Bond 622	Public Funds Now	Public Funds Now	0.01%	\$ -	\$ -	\$ -	\$ 328,751	\$ (328,648)	\$ -	\$ 103	\$ 103
Broadway Bank	Bond 623	Public Funds Now	Public Funds Now	0.01%	\$ -	\$ -	\$ -	\$ 2,141,272	\$ (2,141,170)	\$ -	\$ 102	\$ 102
Broadway Bank	Bond 624	Public Funds Now	Public Funds Now	0.01%	\$ -	\$ -	\$ -	\$ 32,304,169	\$ (32,302,966)	\$ -	\$ 1,203	\$ 1,203

Depository Type	Account Name	Account	Type of % Earned	5/31/24		Changes			8/31/24	
				Book Value	Market Value	Deposits	Withdrawals	Interest	Book Value	Market Value
Broadway Bank	Child Nutrition	Public Funds Now	0.01%	\$ -	\$ -	\$ 895,563	\$ (828,654)		\$ 66,909	\$ 66,909
Broadway Bank	District Activity	Public Funds Now	0.01%	\$ -	\$ -	\$ 669,895	\$ (100,846)		\$ 569,049	\$ 569,049
Broadway Bank	Interest & Sinking	Public Funds Now	0.01%	\$ -	\$ -	\$ 11,496,142	\$ (11,496,042)		\$ 101	\$ 101
Broadway Bank	AP Clearing	Public Funds Now	0.01%	\$ -	\$ -	\$ 45,266,489	\$ (44,681,944)		\$ 584,545	\$ 584,545
	<b>Total</b>			\$ 408,753,264	\$ 408,678,919	\$ 175,474,491	\$ (238,434,401)	\$ 5,147,083	\$ 350,940,438	\$ 350,995,845



# SUPERINTENDENT BRIEFING

October 28, 2024

# MVHS Panther Band receives Superior Ratings



The Medina Valley HS Band received straight Superior Ratings at their UIL Region Marching Contest!

# Adaptive bikes donated to MVISD campuses



The Believe It Foundation donated adaptive bikes to Silos, Castroville and LaCoste Elementary campuses.

# 2024 Excel Award



Loma Alta Middle School Teacher, Mrs. Sonia Chapa, was awarded the Excel Award. She was surprised at a morning pep rally by KENS 5 Anchor, Sarah Forgany who presented her with the Excel Award and a check for \$2,000 provided by Credit Human.

# Loma Alta MS Cross Country wins District



Our Loma Alta Cross Country Team won District Champs for another year. They are led by Coach Chapa and Coach Stephens.

# Panthers win on Homecoming Night



The Panthers Football Team played in front of a huge crowd and won on homecoming night with a final score of 14 to 7. The MVHS King and Queen were also crowned.

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Aniston Stivors was named Homecoming Queen and Juan Ramirez was Homecoming King.

# Potranco Elementary wins attendance challenge



The teachers and staff at Potranco Elementary received a hamburger lunch catered by district administration as their award for winning the attendance challenge for the month of September!



# Families attend MVISD Open House



Open houses took place on all campuses where families viewed class projects and activities the students learned about in their classrooms.

# Employees of the Month

October 2024

- **Castroville Elementary**

- Professional - Shelbi Stein
- Paraprofessional - Ester Ortega

- **LaCoste Elementary**

- Professional - Brittany Davis
- Paraprofessional - Ashley Jones

- **Ladera Elementary**

- Professional - Samantha Sanchez
- Paraprofessional - Dulce Cazares

- **Luckey Ranch Elementary**

- Professional - Gracia Rojas
- Paraprofessional - Alejandra Medina

- **Silos Elementary**

- Professional - Ashton Braly
- Paraprofessional - Geraldine Tercero

- **Potranco Elementary**

- Professional - Pamela Flores
- Paraprofessional - Sharla Esquivel

- **Loma Alta Middle School**

- Professional - Mark Elmore
- Paraprofessional - Vanessa Blythe

- **Medina Valley Middle School**

- Professional - Candice Cofresi
- Paraprofessional - Maria Preciado De Monroy

- **Medina Valley High School**

- Professional - Sarah Young
- Paraprofessional - Priscilla Montemayor

# DISTRICT ENROLLMENT

<u>Campus</u>	<b>5/30/24</b>	<b>10/22/24</b>
Castroville Elementary	<b>634</b>	<b>586</b>
LaCoste Elementary	<b>937</b>	<b>600</b>
Ladera Elementary	<b>929</b>	<b>794</b>
Luckey Ranch Elementary	<b>1,003</b>	<b>938</b>
Potranco Elementary	<b>946</b>	<b>836</b>
Silos Elementary	<b>—</b>	<b>1,002</b>
Medina Valley Middle School	<b>1,094</b>	<b>1,161</b>
Loma Alta Middle School	<b>946</b>	<b>1,046</b>
Medina Valley High School	<b>2,358</b>	<b>2,631</b>
<b>DISTRICT</b>	<b>8,847</b>	<b>9,594</b>



LADERA ELEMENTARY

# MILITARY-CONNECTED FAMILIES



# It All Starts at Registration

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- [Enrollment Application](#)
- [Ladera Registration Appointments](#)
- Self-Identify as a Military-Connected Family at Registration
- [Enrollment Conferences](#)
  - Registrar
  - Front office team
  - Counselors (Campus Based Military Liaisons)
  - Administration
  - Teacher-Student Mentor
- [Child Nutrition Application and Process](#)
- Transportation Options
  - Parent Pick-Up
  - Walkers
  - [Bus Riders](#)
  - After School Program

# First Day of School on Campus

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- Campus Tour/Map
  - Safety Drills
  - Fire Drill Map
- Breakfast
- Walk to Classroom
- Meet the Teacher
- Meet Your Mentors
  - Teacher-Student Mentor Program with Military Connected Staff
  - Military Kids Club
    - Buddy Program (*older student*)
    - Lunch Buddy (*same grade-level student*)

# Ongoing Support and Services

- District: Medina Valley ISD
  - [MVISD Military-Connected Standards](#)
  - [MVISD Campus-Based Liaison Duties and Responsibilities](#)
- Campus Based Military Liaisons
  - [Ladera's Military-Connected Resolution](#)
  - Ladera Counselors: Ms. Barrera and Mrs. Johnson
    - Military Kids Club
      - Buddy Program (*older student partner*)
      - [Lunch Bunch Groups](#) (*grade-level lunches*)
      - Lunch Buddies (*same grade-level student*)
      - Crafts/Activities
      - Community Projects
      - Special Celebrations and Recognitions
- Campus Military Support Team
- Identifying Military-Connected Staff
  - Classroom doors designated by their respective Military Emblem so students are aware who they may turn to for additional support
  - Teacher-Student Mentorship Program
- Farewell Packages (withdrawal due to PCS Orders)

# Interstate Compact Shared with Families

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# MVISD Standards for Military-Connected Families

## Military-Connected MVISD Standards

These standards aim to provide stability, support, and continuity of education for military-connected children who often face frequent relocations and other challenges due to their parents' military service.

- Implement the Interstate Compact on Educational Opportunity for Military Children (MIC3), which provides a framework for consistent educational policies and practices across states. Ensure that military-connected students experience minimal disruptions when transferring between schools due to relocation.
- Orientation Programs: These programs can help students adjust to a new school environment and establish supportive networks. At a minimum, provide a "Student Welcome" packet containing contact information for pertinent school staff, available student supports and services, clubs and extracurricular activities. Click [here](#) for more ideas.
  - Peer Support Programs (Optional): Establish peer mentorship programs where experienced military-connected students can help newcomers adjust to the school and share their experiences and coping strategies, i.e. Student2Student; Anchored4Life
- Flexible Enrollment and Withdrawals and Graduation Requirements
- Counseling-Social Emotional and Academic Support:
  - Each campus has designated social workers equipped to address the unique emotional challenges faced by military-connected students.
  - Counselors also focus on the student's academic success and college/career readiness, i.e. Review of grades, Standardized Assessments, Academic Reviews
- Professional Dedicated Educators: Each campus has a campus military liaison and administrator designated to support and assist in implementing programs and systems that promote military-connected families, i.e. Student2Student, Anchored4Life, Meeting the requirement for Purple Star Recognition (reapply every 2 years).
  - Support the campus liaisons by providing periodic face-to-face training opportunities
- Family Engagement: Each Campus will actively engage military-connected families in decision-making processes, school events, and parent-teacher associations to foster a sense of belonging and community.
- Community Partnerships (Fostered at the District level and the Task Force Committee): Partnerships between schools, military installations, and local community organizations to provide additional support and resources for military-connected students and their families.

# Campus-Based Liaisons Duties & Responsibilities

## MEDINA VALLEY ISD CAMPUS MILITARY LIAISON DUTIES & RESPONSIBILITIES

### **Identify; Advocate; Connect; Support**

The Campus Military Family Liaison's role and responsibilities include:

- Serving as the point of contact and working collaboratively between military-connected students and their families and the campus;
- Maintaining familiarity with enrollment processes, records transfer, existing community resources, and student supports;
- Ensuring military-connected students are identified and properly coded through the Texas Student Data System Public Education Information Management System (TSDS PEIMS);
- Determining campus-based supports and services available to military-connected students based on their unique needs, including their high mobility;
- Assisting in coordinating campus-based programs relevant to military-connected students
- Attending professional development or training annually to learn and understand topics related to the transition of military-connected students and their families
- Offers professional development opportunities for staff members on issues related to military-connected students.
- Communicates with principal, teachers, students and family members.

Thank you for your service. Please reach out to your campus Military Family Liaison for support.

# Ladera's Resolution for the Support of Military Children and Families

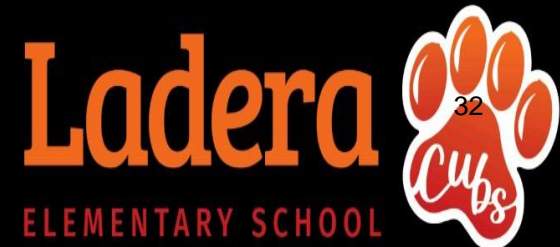
Ladera Elementary is committed to showing support for our military-connected students and families. Ladera has two School Liaisons who serve as the primary point of contact for PreK - 5th grade school-related matters. The School Liaisons offer an array of services and resources to support students, parents, and the surrounding community. They inform parents about the school environment, enrollment information, extracurricular opportunities for students, afterschool programs, student code of conduct, counseling services available and much more. By working together, the School Liaisons build a support network to provide the best possible education experience for military-connected students.

The School Liaisons goals are to:

- Identify barriers to academic success and develop solutions
- Promote parental engagement and educate others regarding the needs of military children
- Develop and coordinate partnerships in education
- Provide students, parents, and school personnel with the tools they need to overcome obstacles to education that stem from the military lifestyle

The School Liaisons:

- Serve as the primary point of contact for school-related matters
- Assist military families with educational issues
- Coordinate with other school systems as needed
- Forge partnerships between the military, community and our campus



# Local Websites for Support

---

- District Website: <https://www.mvisd.com/>
  - MVISD Military-Connected Families Website:  
<https://sites.google.com/mvisd.org/military-connected-families?usp=sharing>
- Campus Website: <https://ladera.mvisd.com/>
  - Ladera Military-Connected Families Website:  
[https://ladera.mvisd.com/apps/pages/index.jsp?uREC\\_ID=4360836&type=d&pREC\\_ID=2558696](https://ladera.mvisd.com/apps/pages/index.jsp?uREC_ID=4360836&type=d&pREC_ID=2558696)

# Community Support Services and Programs Shared

- MCEC: [Military Child Education Coalition](#)
- [National Military Family Association](#)
- [Military One Source](#)
- [Tutor.com](#)



**MILITARY**  
**ONE SOURCE**

# Local Partnerships that Support Our Military-Connected Families

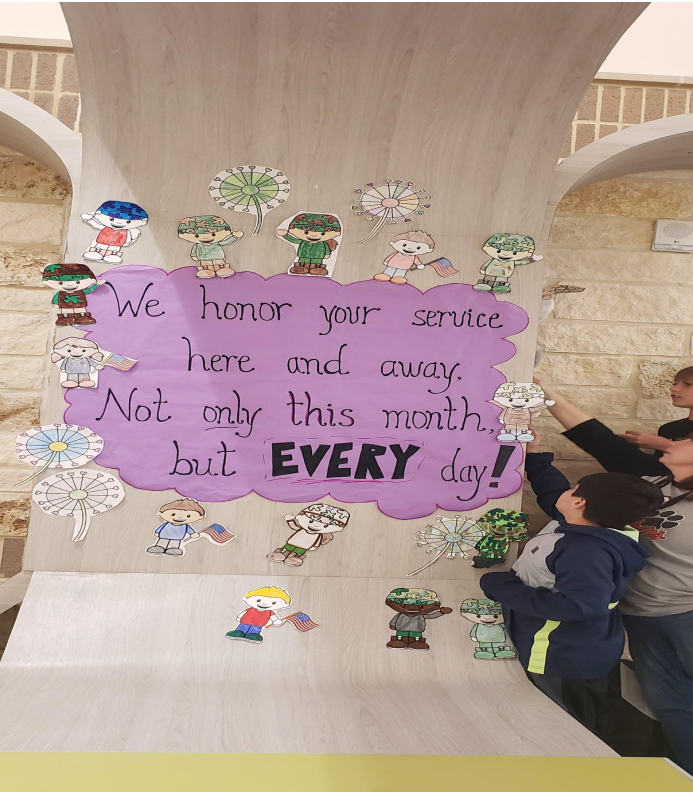
- Parent Workshops and Trainings
- Weekly Podcasts
- Parent Webinars
- School Liaison Specialists
- Free Online Tutoring and Homework Help: 24-7



**MCEC**<sup>®</sup>  
*SchoolQuest*<sup>™</sup>

# Ladera Supports Our Military Kids and Their Families in a Variety of Ways

## Throughout the Year



Ladera's 4th Grade Military-Connected Students



# MVISD Military Family Night: August 2024

Ladera Administration welcomed MVISD Military-Connected Families to our community



# MVHS Air Force JROTC Trained Ladera's Safety Patrol Crew

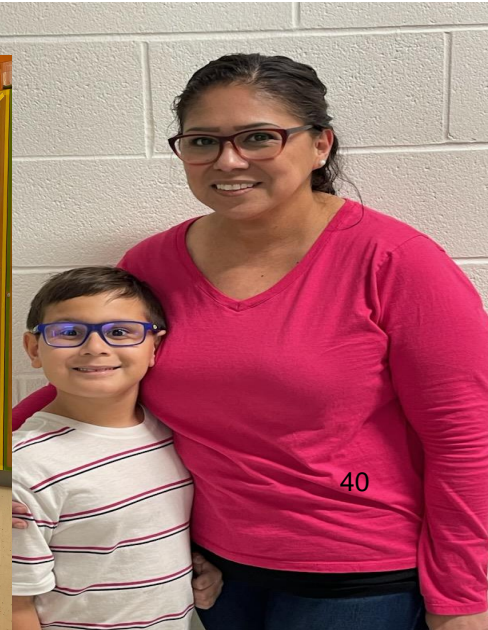
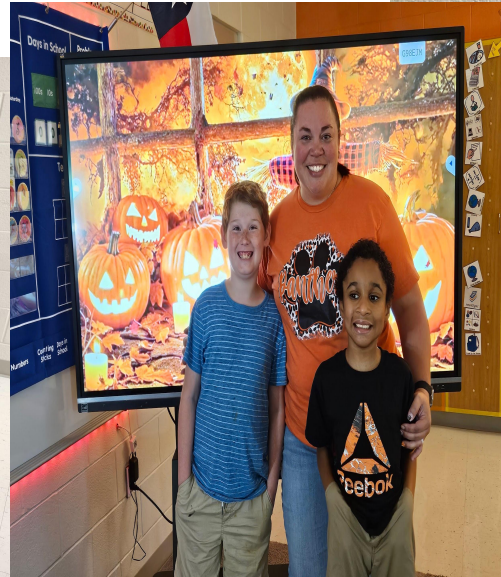
(September 2024)





# Teacher-Student Mentorship Program

## Military-Connected Staff Mentor Military-Connected Students



# Ladera's Military Kids Club

- Buddy Program
- Building Positive Relationships
- Arts & Craft Activities
- Support System
- Community Projects
- Tour Guides
- Lunch Buddies



# Ladera's Military Kids Club Supporting the Community for the Holidays

*Feeding the hungry for the holidays!*

*(November 2023)*



*Donating toys to kids who will appreciate them the most. . .*

*(December 2023)*



# Ladera's Military Kids Club Lunch Bunch Groups

Sharing of Experiences and Creating Crafts



# Military Kids Club Winter Celebration

(December 2023)



*Embracing New  
Friendships!*

# Military Kids Club End-of-Year Celebration

(May 2024)

*Celebrating Great Friendships!*

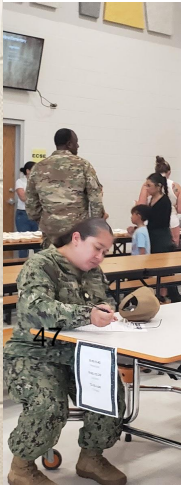
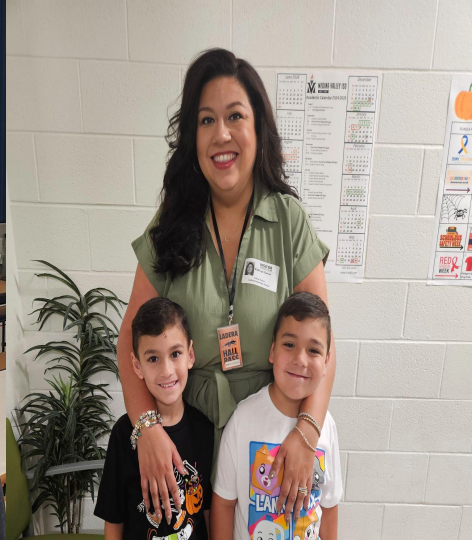
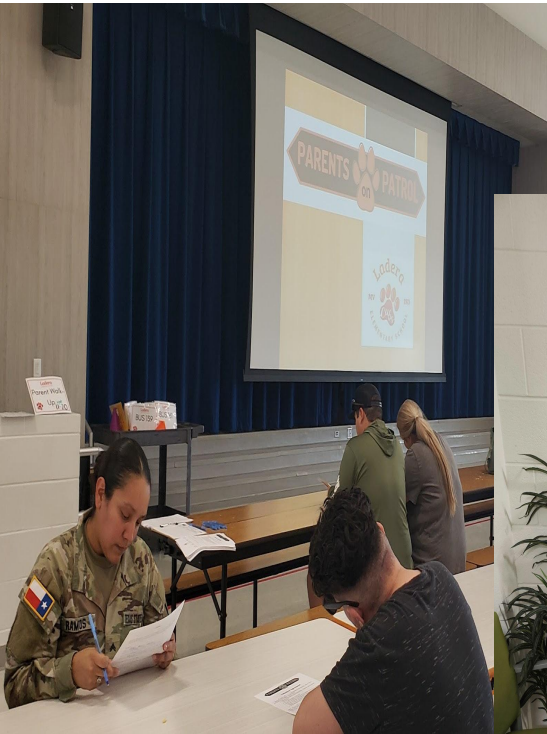


# Our Military Kids Club Enjoyed a Field Day with Military-Connected Volunteers

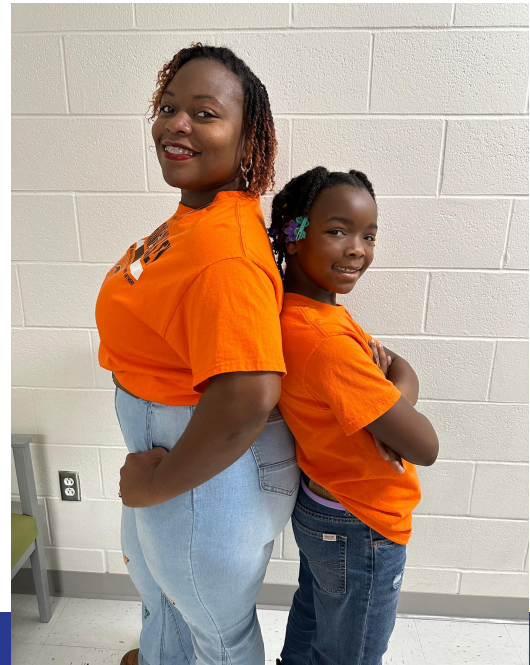
(May 2024)



# Our Military-Connected Families are Encouraged to Volunteer on Campus Daily with an Online Sign-Up

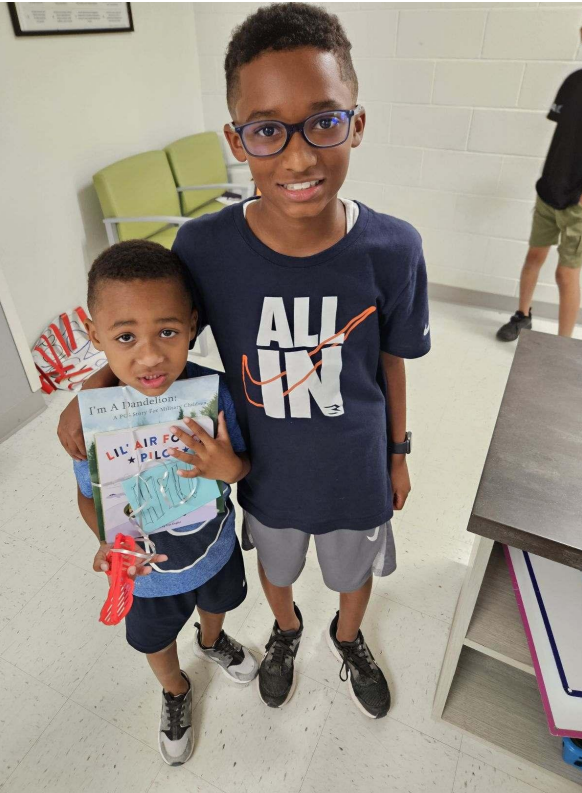


# Ladera Elementary



# Farewell Kits for Families Leaving Ladera due to PCS Orders

(Permanent Change of Station)



# Ladera Community Events Providing

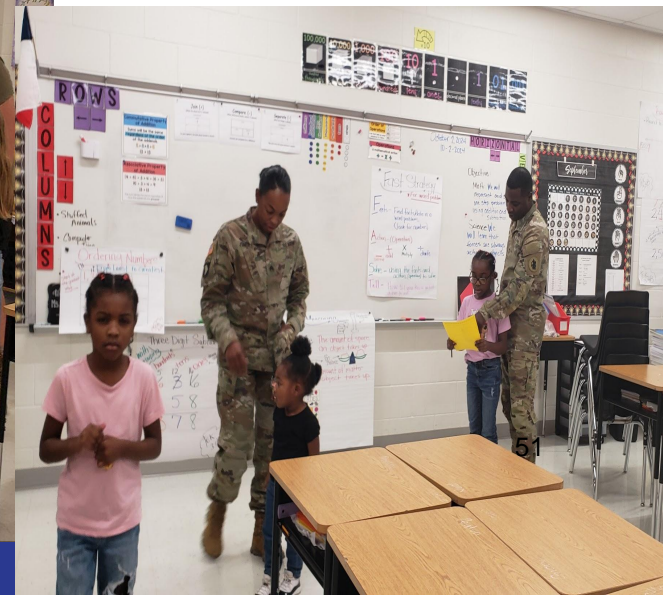
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# Campus Open House

(October 2024)

## Student-Led Campus Tours



# ★ Star Students ★

## Ladera Kicks Off Weekly Lunch with Our Heroes

*(October 2024)*

**Parents are invited  
by special invitation  
to have lunch with  
their child.**



# Special Performance by United States Air Force Band of the West

(October 2024)



# Ladera's Veterans Day Parade

(November 2023)



# Ladera's PTO Recognized Veterans with a Special Performance

(November 2023)

# Ladera Lyrics

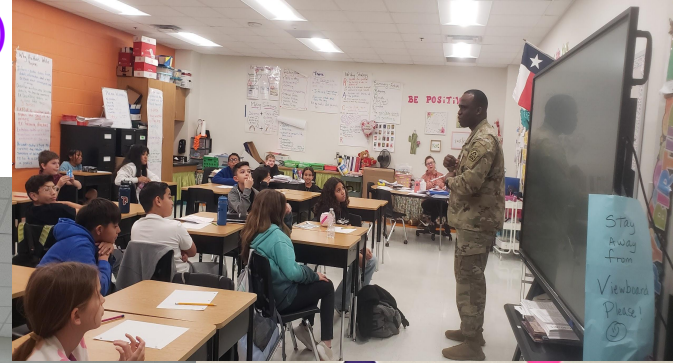


# College, Career and Military Ready: Presentations on Career Day!

(February 2024)



(MCEC Rep)

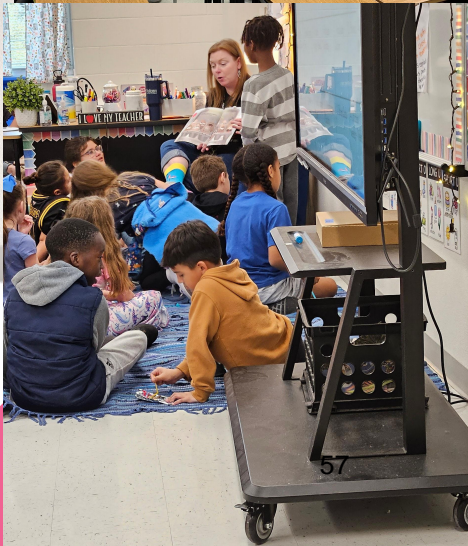
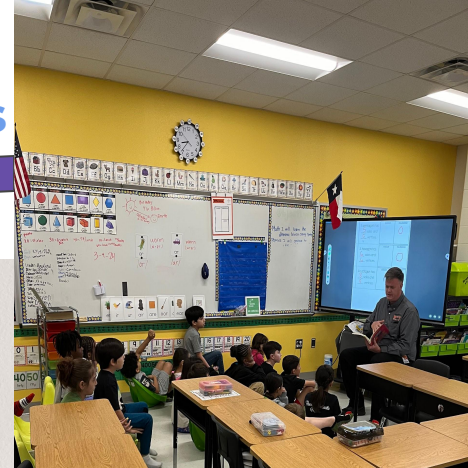
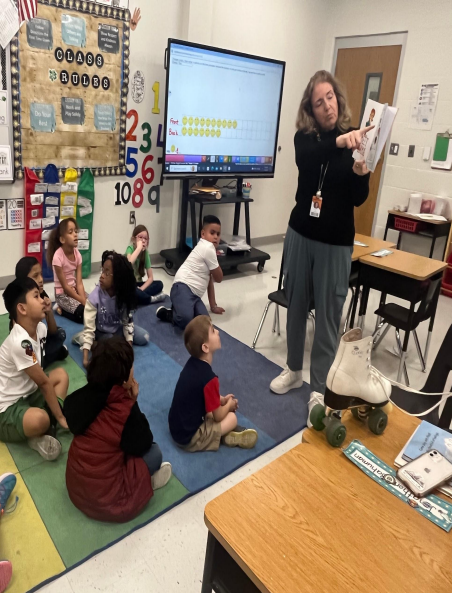


(Army Band)



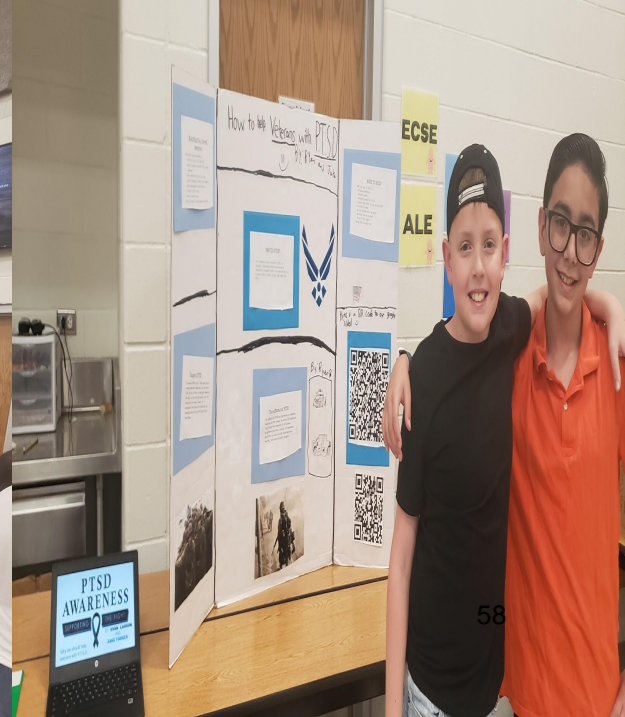
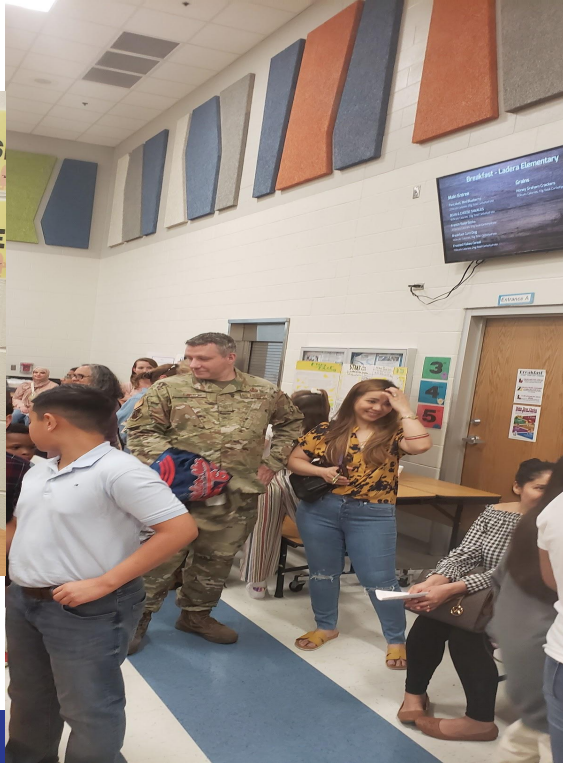
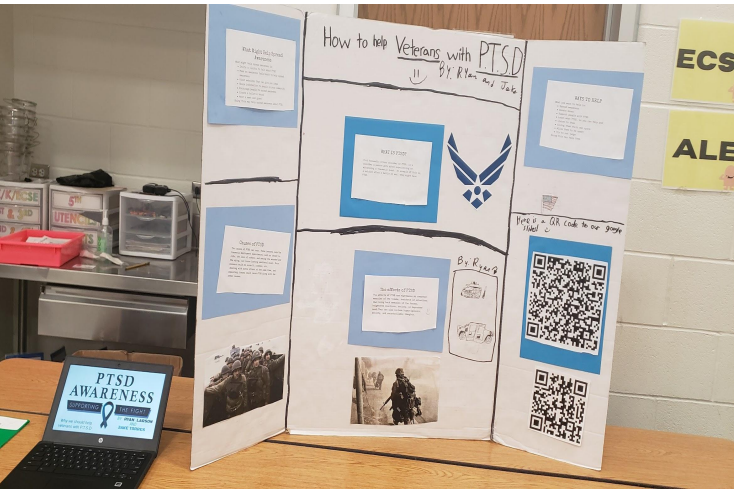
# Celebrating Read Across America With Military-Connected Guest Readers

(March 2024)



# Ladera's Gifted and Talented Showcase had a Special Project for Military-Connected Families

(March 2024)



# A Military Veteran Paid A Special Visit to Ladera and Helped Safety Patrol (March 2024)



# Spring Picnic

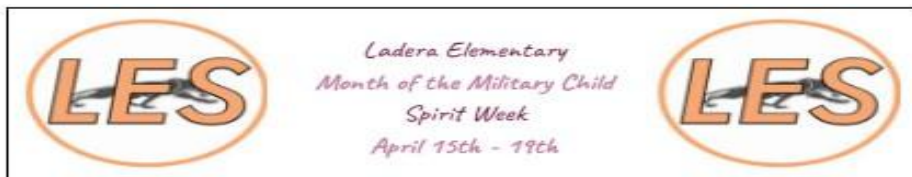
Bonding as a Military-Connected Community

(March 2024)



# PURPLE UP!

## Spirit Week in Honor of Military Kids



Monday  
4/15



Tuesday  
4/16



Wednesday  
4/17



*in Recognition of Child Abuse Prevention*

Thursday  
4/18



Friday  
4/19

Ladera Supports our  
Military Children:  
Wear your Orange!

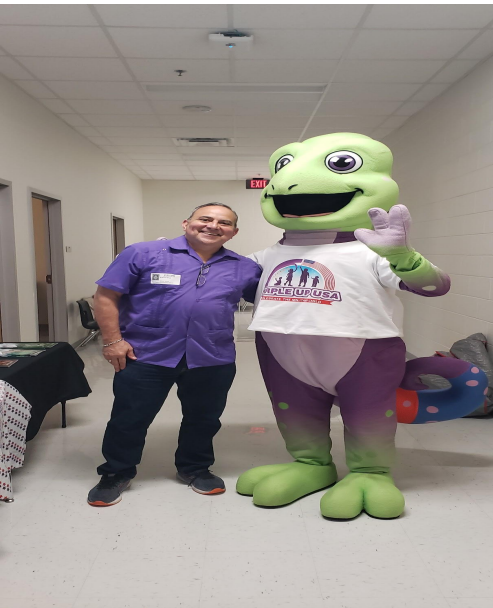


# CAMO:

## "Children Adapting to Military Operations" Visits Ladera's Military-Connected Students



*(April 2024)*



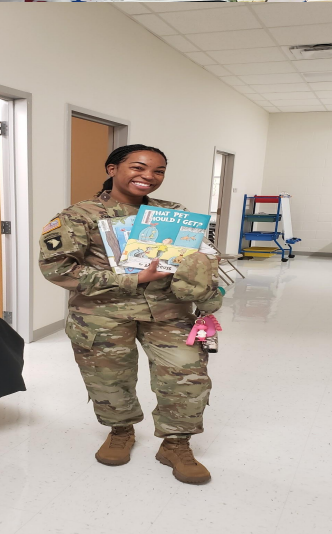
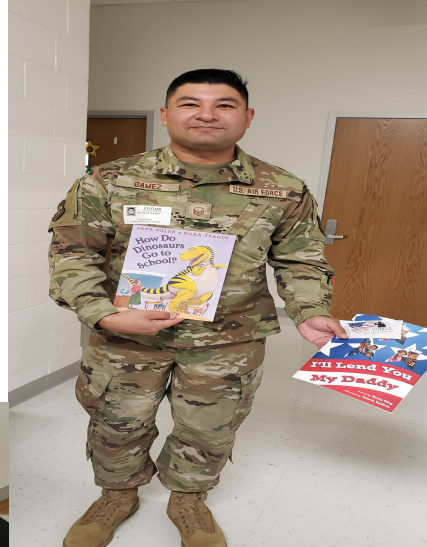


SCAN ME

# Books with the Brave

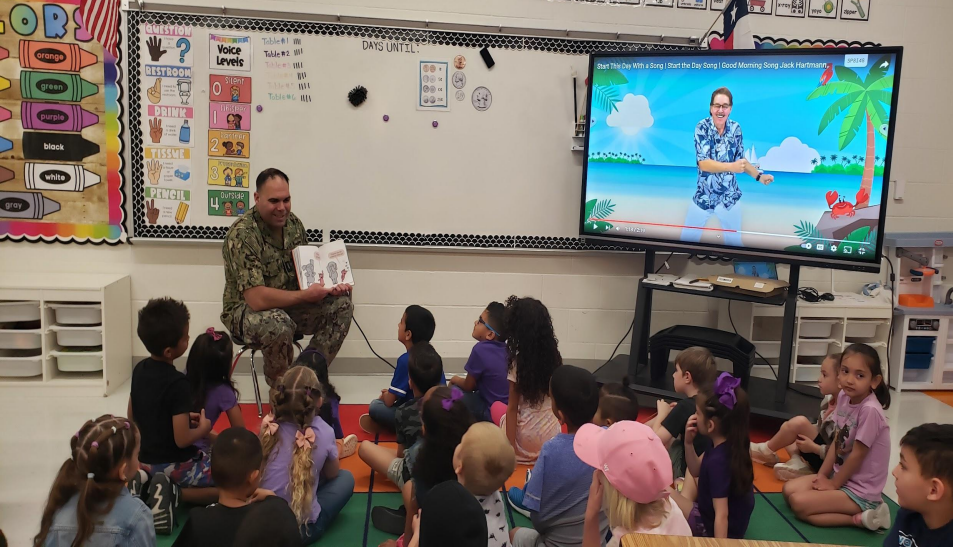
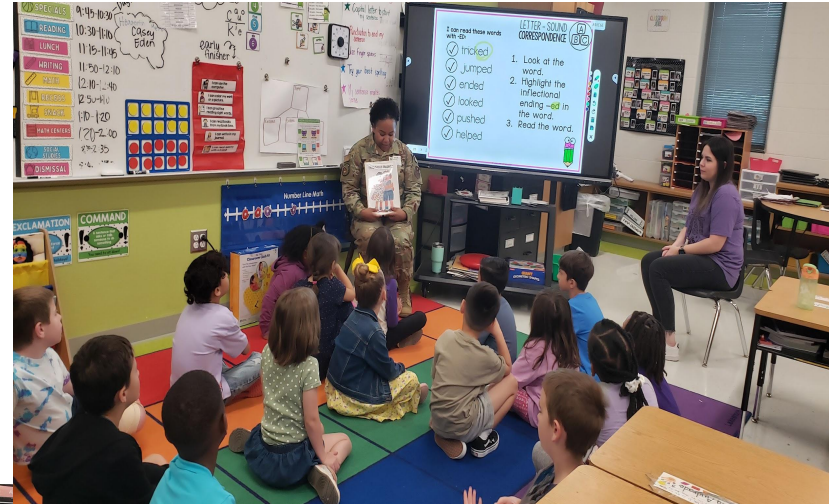
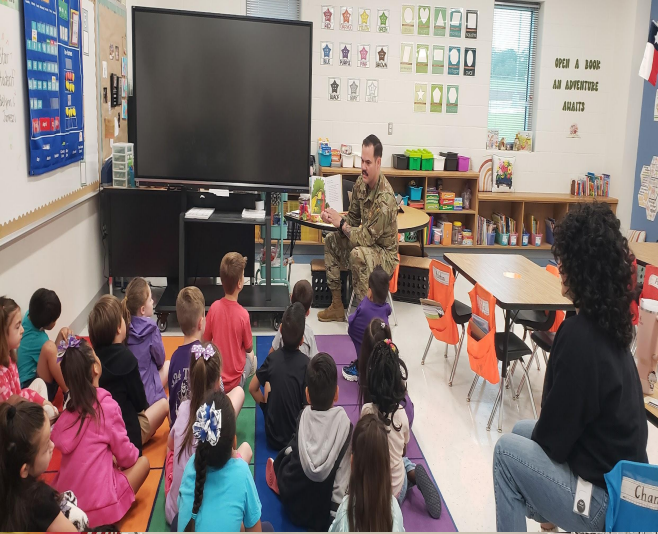
(April 2024)

Military-Connected Families signed up to read to students in classrooms and were gifted special Military-Connected Children's Books



# Books with the Brave in Classrooms

(April 2024)

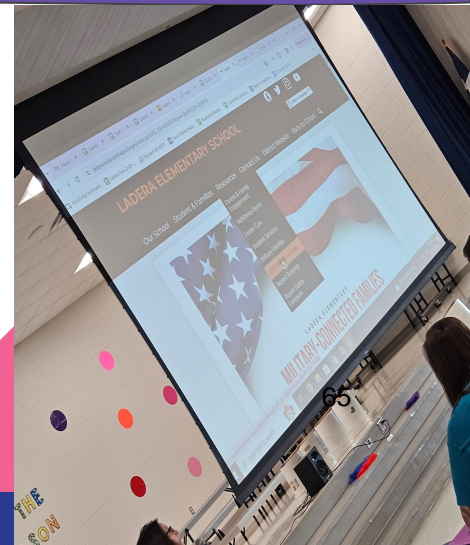




# PTO Meeting Dedicated to Our Military-Connected Families: Special Student Performance AND Presentation by MCEC



(April 2024)



# Military-Dedicated Fiesta Float Parade

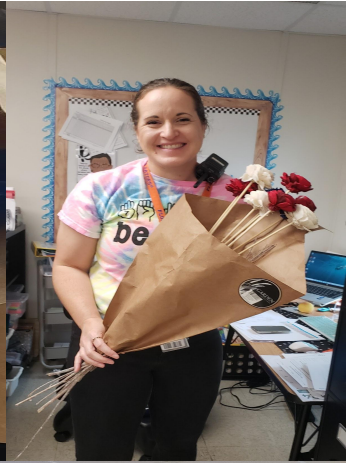
(April 2024)



# Recognizing Military Spouse's Day

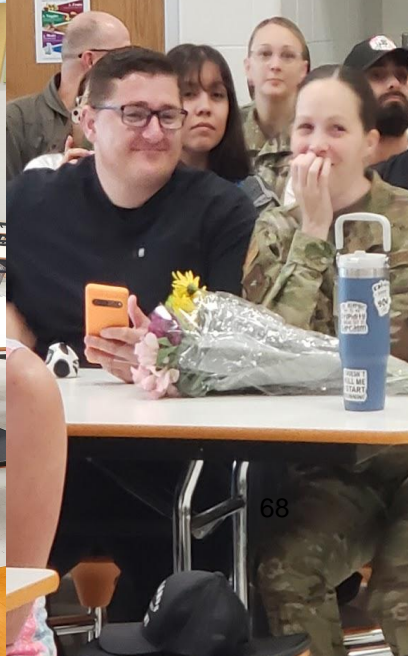


(May 2024)



# End of Year Celebration with Military-Connected Families

(May 2024)



# End of Year Picnic with Military-Connected Families

(May 2024)



# Volunteer Appreciation Breakfast to THANK everyone for their support during the school year!

(May 2024)



# Ladera Loves Their Military Community and We Value Their Feedback

📣 *Ladera wants your feedback!* 📣

*Parent and Family Engagement Survey*

*\*\*Shared with families March 2024  
and results reviewed during  
Campus Needs Assessment Meeting*

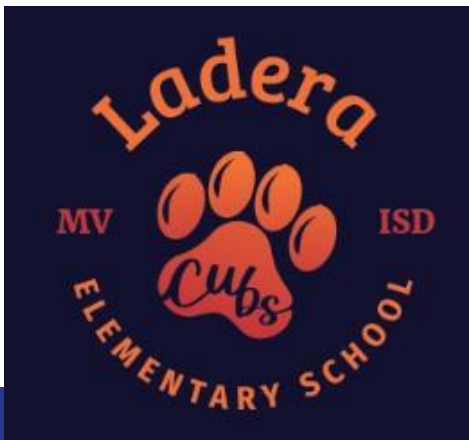
*April 2024\*\**



# Supporting Our



# Military-Connected Families





# 2024 MAP Data



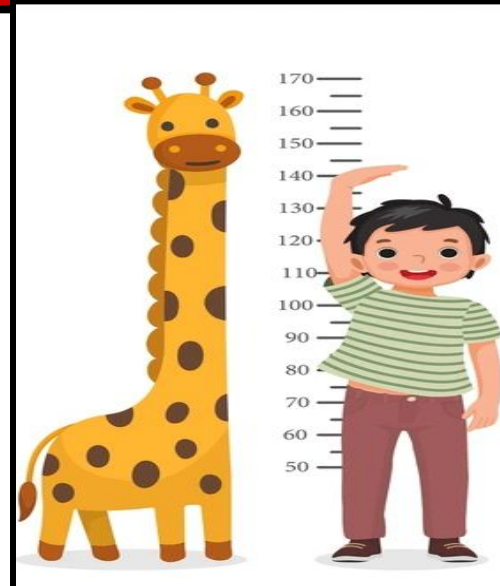
**MEDINA VALLEY ISD**

**EST. 1959**

# **MAP Overview Video**

## Things to know...

**Growth** is an inference about how student performance changes across two moments in time. You can use growth percentiles to understand how changes in student scores compare to changes in other US student scores.



## Things to know...

**Achievement comparisons** represent student performance at two different moments in time. You can use achievement comparisons to understand how a group of student scores have changed across two testing terms.

## Fall 2024 NWEA MAP Tests Administered

Math K-5	Kinder - 2nd: Math MAP K-2 3rd - 5th: Math MAP 2-5
Math 6-HS	MAP Test: Math 6+ Algebra 1: MAP Algebra
Reading 1-5	1st-2nd: Reading MAP K-2 3rd - 5th: Grades 2-5
Reading 6- English 2	MAP Test: Reading 6+
Science 5,8, Biology	5th & 8th: MAP Science K-12 Biology: MAP Life Sciences

## Overall Performance Key

**Low**

**Low-Average**

**Average**

**High-Average**

**High**

**%ile < 20**

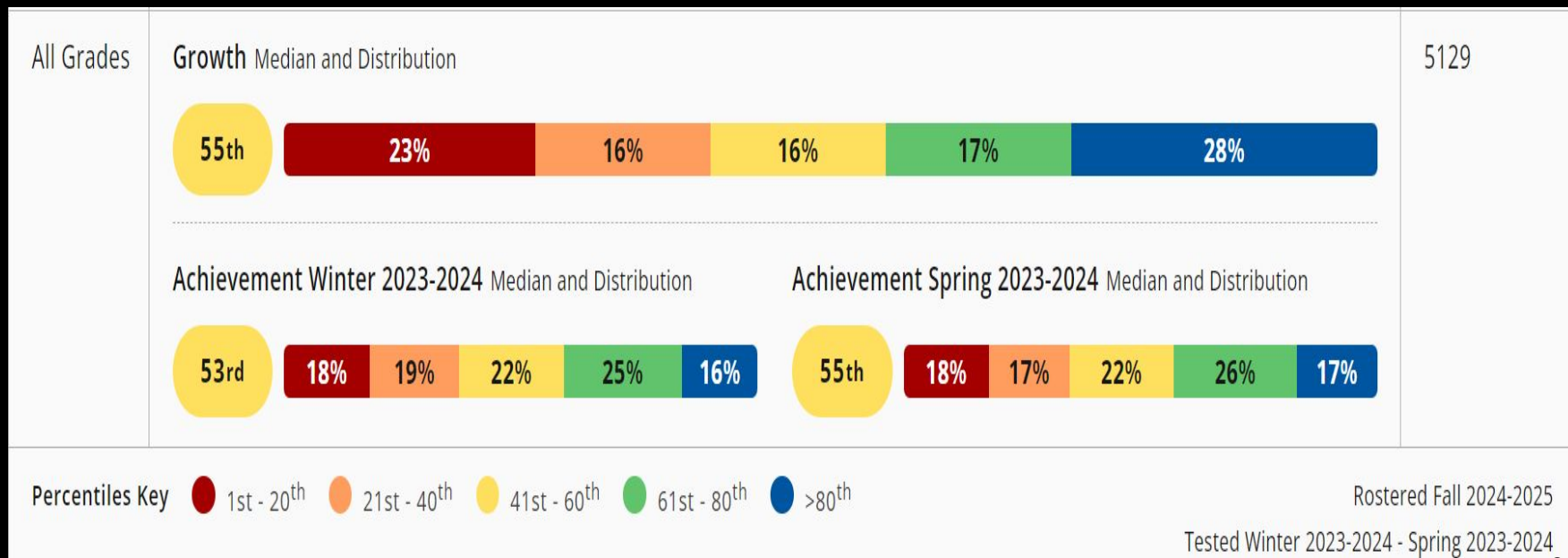
**%ile 21-40**

**%ile 41-60**

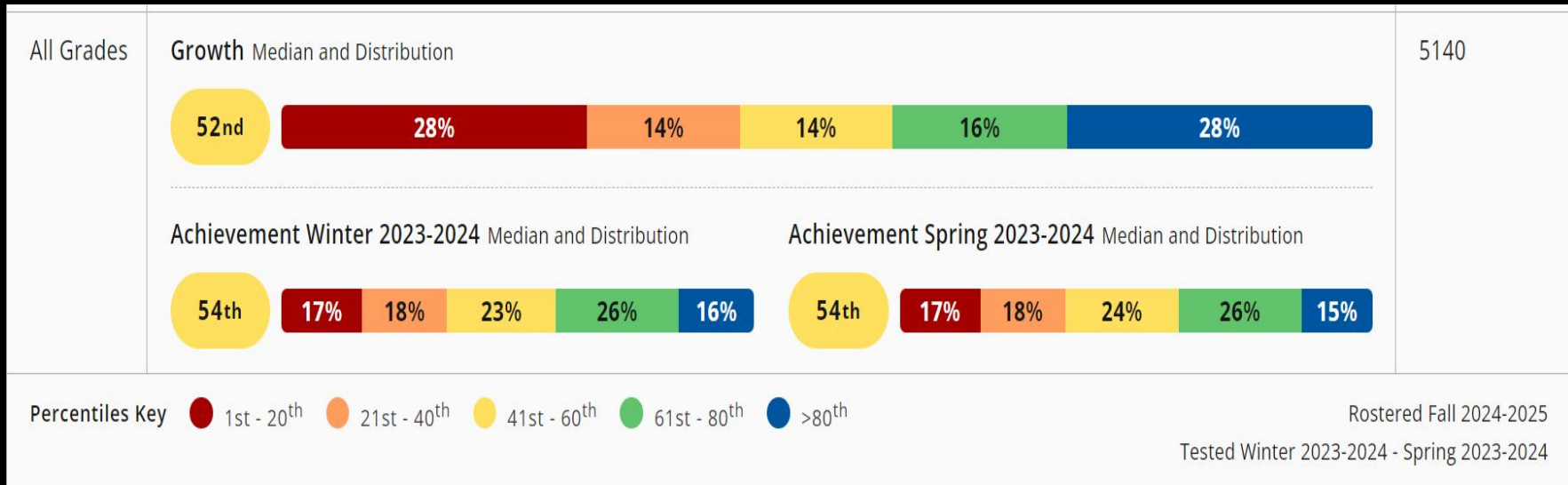
**%ile 61-80**

**%ile >80**

# District Growth & Achievement in Math 2023-2024



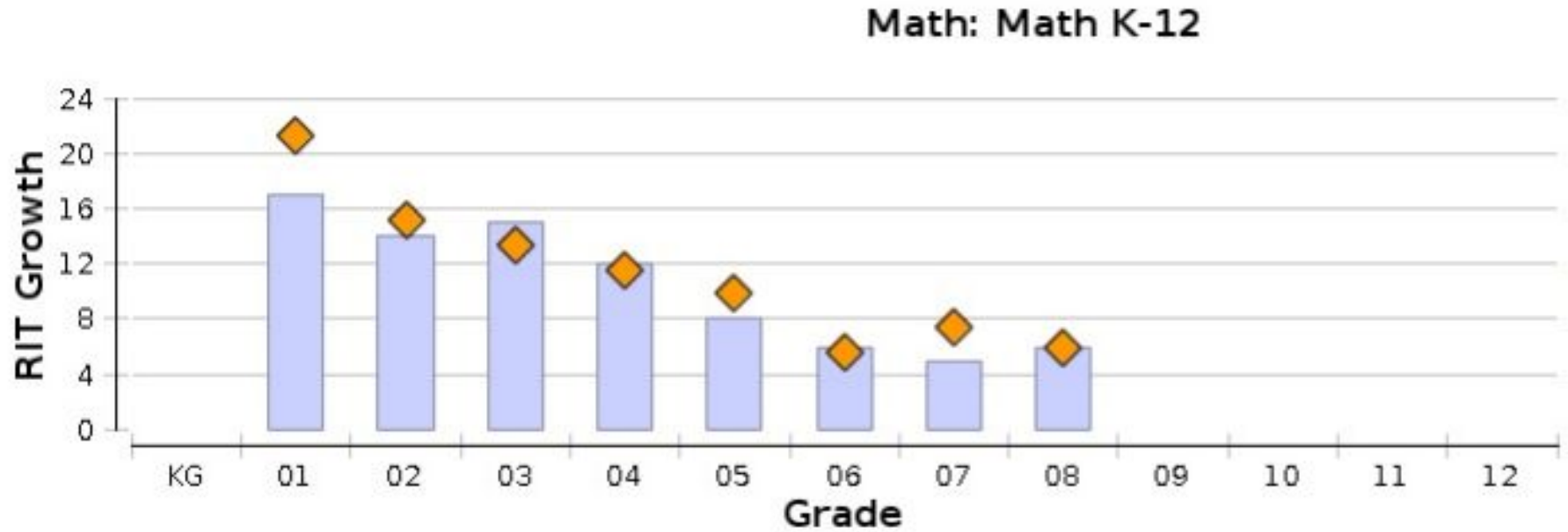
# District Growth & Achievement in Reading 2023-2024



## ***Student Summary***

### ***Growth Comparison to Similar Schools***

# Student Growth Summary Comparison to Similar Schools

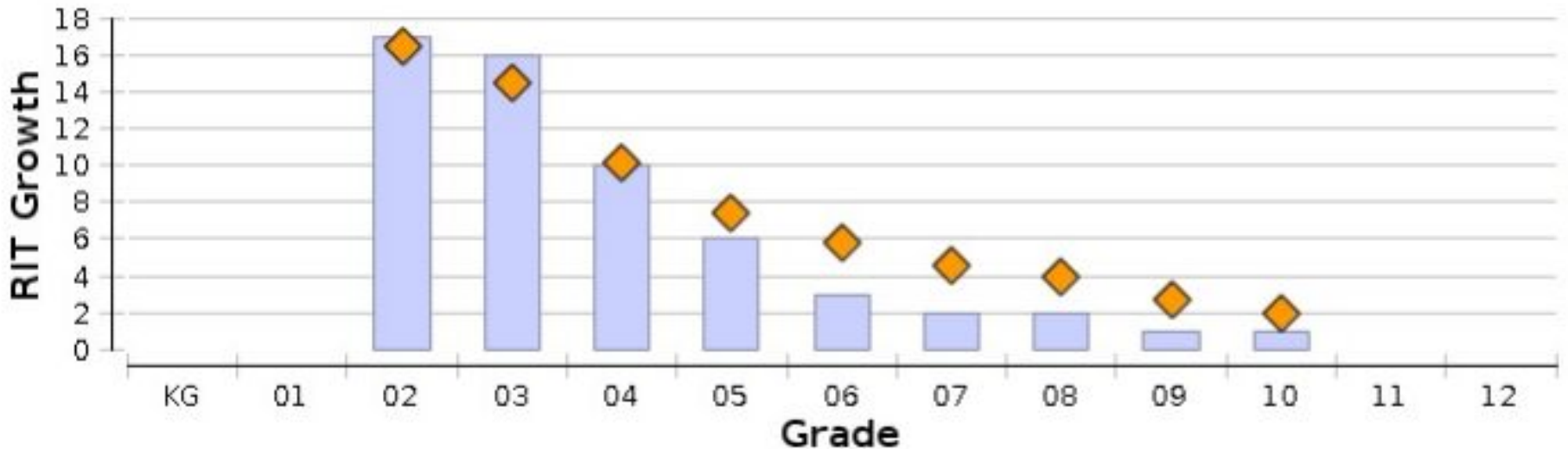


Observed Growth

Grade-Level Norms Projected Growth

# Student Growth Summary Comparison to Similar Schools

## Language Arts: Reading

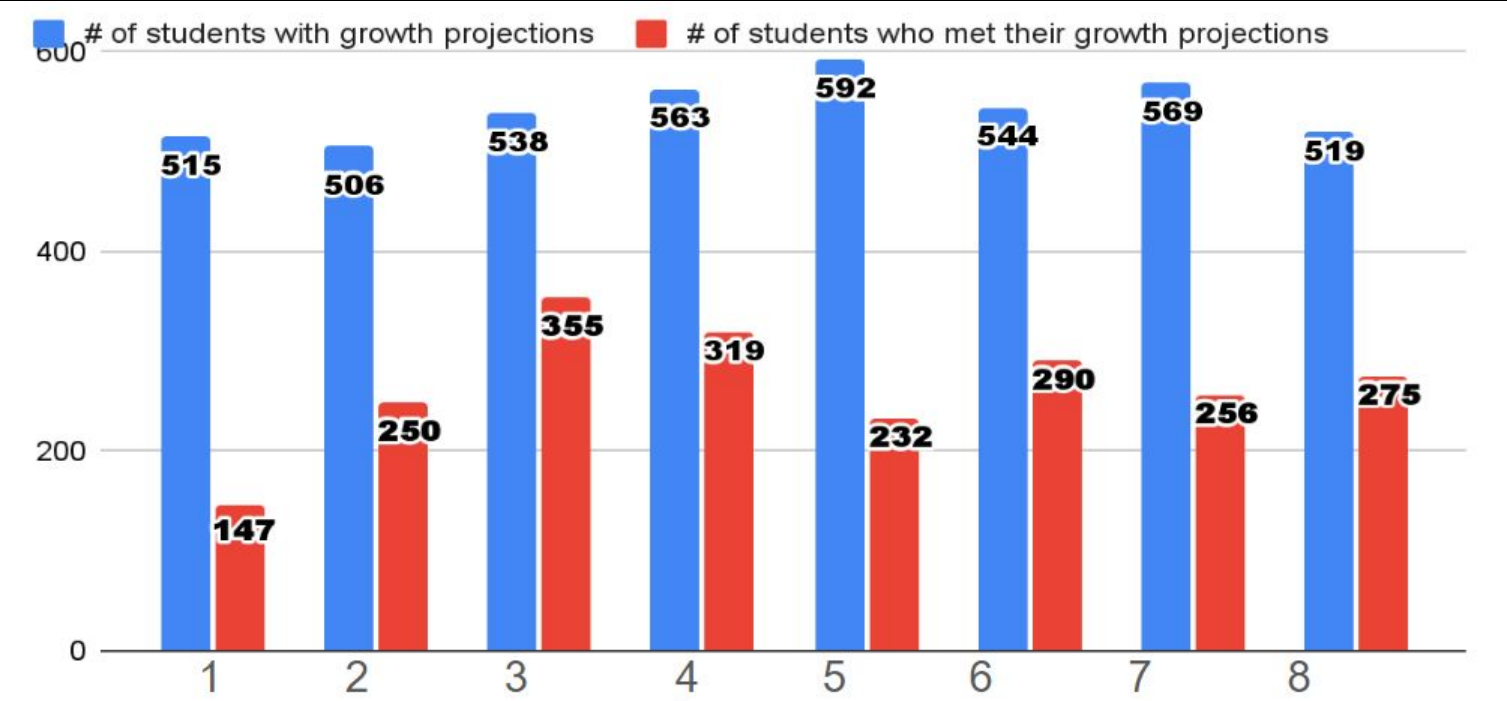


Observed Growth

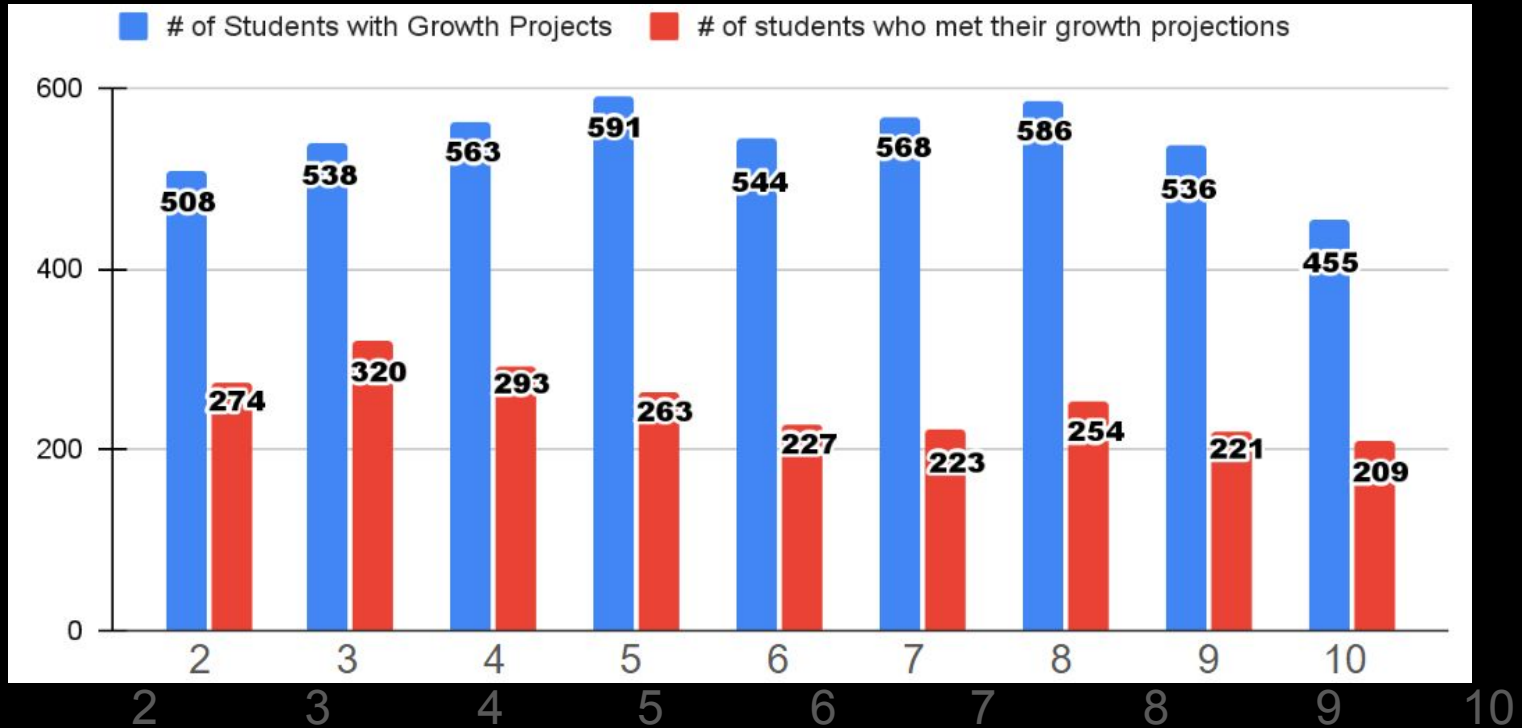
Grade-Level Norms Projected Growth

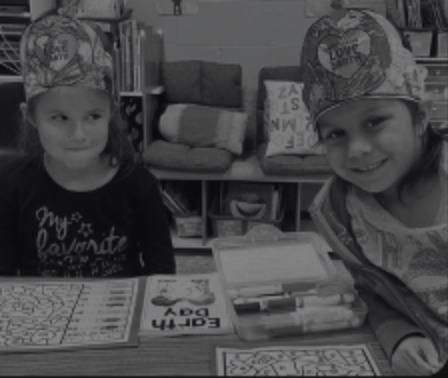
***Are we growing our students to their  
potential?***

# Math: # of students with growth projections vs. # who met their growth projections



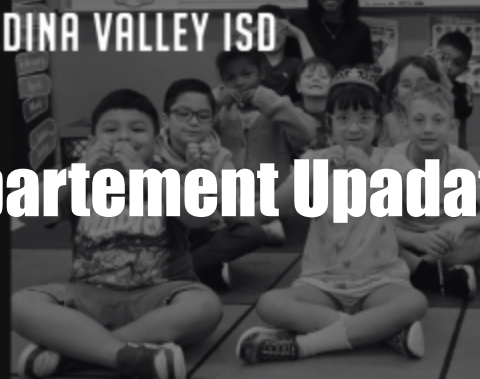
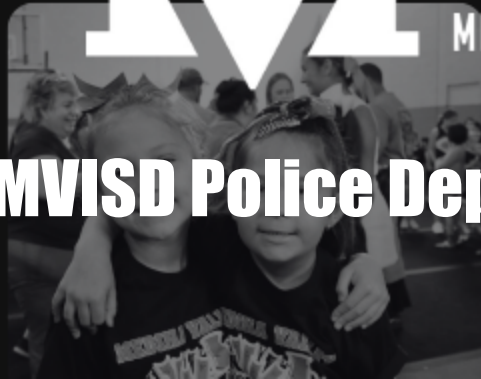
# Reading: # of students with growth projections vs. # who met their growth projections





**EVERY  
STUDENT  
MATTERS**

MEDINA VALLEY ISD



# MVISD Police Departement Upadate

# MVISD PD & Marshal Blended Program

Plans to be fully operational for the 2025-2026 school year.

## Proposed Officers:

Chief of Police

Sgt. - Investigator/K9

High Schools—2 Officers at each High School

Middle Schools—1 Officer at each Middle School

Elementary Schools – 1 Marshal each Elementary

DAEP—1 Officer

# Current Marshall Update

MVISD Marshals (6) attended TCOLE Certification Training (80 hours of training) in San Marcos and received their certifications.

Currently all Marshals are required to participate in district led firearm training monthly.

Elementary campuses (6) currently have Marshals on staff.

The Luckey Ranch SRO transitioned to Medina Valley High School. MVHS now has 3 SROs.

# Completed Requirements

- Public Benefit and Justification for the Agency - Submitted to and Approved by TCOLE
- Board Approved Resolution Authorizing the Creation of the Department- with supporting minutes
- Established Administrative Structure and Organizational Chart for PD
  
- Sustainable Funding Sources and 3 year Budget Plan – *for consideration later on the agenda*

# Outstanding Requirements

## MVISD PD Written Policies (per guidelines)

## Signed MOUs with local PDs and County Sheriff Offices

- Medina County Dispatch

## Resources Needed:

- Officer Cell Phones
- Firearms, handcuffs, less than lethal force weapons, etc.
- Body Armor
- Uniforms—Including District PD Badge and Patch
- Vehicle(s)—fully equipped with MVISD PD Design
- Liability Insurance for Agency and Vehicles
- Specialized Canine Equipment and K9 Dog

## Facilities Needed:

- Evidence Room/Storage Area
- Criminal Investigations Area
- Private Office for Chief of Police
- Public Meeting Area
- Report Writing Area
- Canine Containment Area(s)



# Status of MOU Agreements

## MOUs under consideration by entities

Over lapping Jurisdiction MOU between the MVISD PD and the Bexar County Sheriff's Office

Over lapping Jurisdiction MOU between the MVISD PD and the LaCoste PD

Over lapping Jurisdiction MOU between the MVISD PD and the Castroville PD

Over lapping Jurisdiction and Dispatch Services MOU between the MVISD PD and the Medina County Sheriff's Office

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

Board Minutes

September 24, 2024, 6:00 PM

Medina Valley ISD Central Office Board Room

A **Regular Board Meeting** of the Board of Trustees was held Tuesday, September 24, 2024, beginning at 6:00 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Call Meeting to Order**

Nathan Fillinger, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:00 pm on September 24, 2024.

**B Establish a Quorum**

A quorum of the Board Members were present, Jennilea Campbell, Matt Castiglione, Jason Bonney, Joe Biediger, Ben Juarez, Blane Nash and Nathan Fillinger.

**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. Student/Staff Recognition**

**A Star Students - Potranco Elementary**

**B Above & Beyond Service Staff Recognition - Potranco Elementary**

**\*The Board took a short break.**

**III. Public Comment - none**

**IV. Announcements/Communications/Presentations**

**A Board Committee Reports**

- Finance Committee presented by Blane Nash, Committee Chair
- Construction Committee presented by Joe Biediger, Committee Chair
- Curriculum & Instruction Committee presented by Jason Bonney, Committee Chair
- Safety & Security Committee presented by Ben Juarez, Committee Chair

**B Construction Briefing presented by Rafael Barajas**

- High School #2
- AG/JROTC Building

**C Financial Briefing presented by Crystal Hermes**

- Bond 2023 Capital Projects Report

**D Superintendent Briefing presented by Dr. Caloss**

- Student Achievements
- Staff Achievements
- District Enrollment Numbers
- Accountability Update

**E MVISD High School #2 Naming Process Update presented by Selena Viera**

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

Board Minutes

September 24, 2024, 6:00 PM

Medina Valley ISD Central Office Board Room

**V. Discussion and Possible Action Items**

- A** Consider Approval of Minutes for Regular Board Meeting on August 26, 2024 and Special Board Meeting on September 11, 2024

Matt Castiglione made a Motion, seconded by Jason Bonney, to approve the Board Minutes for the August 26, 2024 Regular Meeting and September 11, 2024 Special Meeting as presented. All of the Board Members voted for and the Motion passed.

- B** Consider Approving Foreign Exchange Student Waiver

Jason Bonney made a Motion, seconded by Ben Juarez, to approve the Foreign Exchange Student Waiver as presented. All of the Board Members voted for and the Motion passed.

- C** Consider Approval of District Initiated MVISD Board Policy Revisions for FNG (Local), GF (Local), and DGBA (Local)

Blane Nash made a Motion, seconded by Joe Biediger, to approve the district initiated MVISD Board Policy revisions for FNG (Local), GF (Local), and DGBA (Local) as presented. All of the Board Members voted for and the Motion passed.

- D** Consider Approval of the Inter-Local Agreement with the Medina County Sheriff's Office for SRO Services

Matt Castiglione made a Motion, seconded by Ben Juarez, to approve the Inter-Local Agreement with the Medina County Sheriff's Office for SRO Services as presented. All of the Board Members voted for and the Motion passed.

- E** Consider Approval for the selection of Digital Air Control, Inc. (DAC) for the Access Controls Project from RFCSP #2024-003

Joe Biediger made a Motion, seconded by Ben Juarez, to approve the selection of Digital Air Control, Inc. (DAC) for the Access Controls Project from RFCSP #2024-003, and authorize the Superintendent to execute the agreement. All of the Board Members voted for and the Motion passed.

- F** Consider Approval for Architectural Firms from RFQ #24-004

Blane Nash made a Motion, seconded by Matt Castiglione, to approve the list of Architectural Firms from the RFQ #24-004 as presented. All of the Board Members voted for and the Motion passed.

- G** Consider Approval of Substantial Completion for the MVHS Stadium Turf Project

Matt Castiglione made a Motion, seconded by Jason Bonney, to approve the Substantial Completion for the MVHS Stadium Turf Project as presented. All of the Board Members voted for and the Motion passed.

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

Board Minutes

September 24, 2024, 6:00 PM

Medina Valley ISD Central Office Board Room

**H Consider Approval of Substantial Completion for the Medina Valley HS Portable Buildings Project**

Matt Castiglione made a Motion, seconded by Jason Bonney to approve the Substantial Completion for the Medina Valley HS Portable Buildings Project as presented. All of the Board Members voted for and the Motion passed.

**VI. Closed Session**

Nathan Fillinger, Board President announced at 7:22 pm that the Board of Trustees would convene in closed session as authorized by Section 551.071, 551.072, 551.076, and 551.089 of the Texas Open Meetings Act to consider agenda item VI - A, B, and C. No action took place in closed session.

- A Consultation with Attorney (TX Govt. Code Section 551.071)
- B Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TX Govt. Code Section 551.076 and 551.089)
- C Deliberation Regarding Real Property (TX Govt. Code Section 551.072), deliberation regarding the purchase, exchange, lease or value of real property

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on September 24, 2024 at 8:52 pm.

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

- A Consider approval of resolution authorizing purchase of approximately 46.4 acres out of the Robert Lewis Survey No. 63, Abstract No. 422, County Block 4341, Bexar County, Texas, and in Document Number 20240004273 of the Official Public Records of Bexar County, Texas, with all improvements, if any, from HDC Hwy 211, LLC for a purchase price of \$4,625,000.00 (approximately \$99,677.00 per acre).

Blane Nash made a Motion to adopt the resolution authorizing purchase of approximately 46.4 acres out of the Robert Lewis Survey No. 63, Abstract No. 422, County Block 4341, Bexar County, Texas, and in Document Number 20240004273 of the Official Public Records of Bexar County, Texas, with all improvements, if any, from HDC Hwy 211, LLC for a purchase price of \$4,625,000.00 (approximately \$99,677.00 per acre), and authorize the Superintendent to negotiate and sign a real estate sales contract with the seller and authorize the Superintendent to tender the purchase price and other costs and execute closing documents on behalf of the District, including a Development and Escrow Agreement for infrastructure and improvements not to exceed 2.3 million, as presented. All of the Board Members voted for and the Motion passed.

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

Board Minutes

September 24, 2024, 6:00 PM

Medina Valley ISD Central Office Board Room

**B Consideration of future meeting dates**

The next Regular Board Meeting is scheduled for Monday, October 28, 2024 at 6pm.

**VIII. Adjournment**

Matt Castiglione made a Motion, seconded by Joe Biediger, to adjourn the Regular Board Meeting at 8:53 pm on September 24, 2024. All of the Board Members voted for and the Motion passed.

\_\_\_\_\_  
Nathan Fillinger, Board President

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

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

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

Board Minutes

October 7, 2024, 8:00 AM

Medina Valley ISD Central Office Board Room

A **Special Board Meeting** of the Board of Trustees was held Monday, October 7, 2024, beginning at 8:00 am at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Call Meeting to Order**

Nathan Fillinger, Board President, called the Medina Valley ISD Special Board Meeting to order at 8:00 am on October 7, 2024.

**B Establish a Quorum**

A quorum of the Board Members were present, Matt Castiglione, Joe Biediger, Blane Nash and Nathan Fillinger. Jennilea Campbell, Jason Bonney and Ben Juarez were 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**

Nathan Fillinger, Board President announced at 8:01 am that the Board of Trustees would convene in closed session as authorized by Section 551.071 of the Texas Open Meetings Act to consider agenda item III - A.

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

- Consultation with Legal Counsel Regarding the Level Three Grievance Process and Procedures

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on October 7, 2024 at 8:08 am. No action took place in closed session.

**IV. Discussion and Possible Action Items**

**A Conduct Level Three Grievance Hearing of V.R.**

The Level Three Grievance Hearing of V.R. was conducted.

**V. Closed Session**

Nathan Fillinger, Board President announced at 8:01 am that the Board of Trustees would convene in closed session as authorized by Section 551.071 and 551.074 of the Texas Open Meetings Act to consider agenda item V – A and B.

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

- Consultation with Legal Counsel Regarding Grievance Hearing of V.R.

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

- Director of Transportation

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

Board Minutes

October 7, 2024, 8:00 AM

Medina Valley ISD Central Office Board Room

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on October 7, 2024 at 8:46 am. No action took place in closed session.

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

A Discussion and Possible Action Regarding Level Three Grievance of V.R. Blane Nash made a Motion, seconded by Matt Castiglione, to uphold the District Administrations lower level decision and direct Administration to provide the CPS and Sheriffs Office Case Numbers to the parent. All of the Board Members voted for and the Motion passed.

B Consider Approving the Superintendent's Recommendation regarding Administrator to be Assigned as the Transportation Director  
No Action will be taken on this Agenda Item.

**VII. Adjournment**

Matt Castiglione made a Motion, seconded by Joe Biediger, to adjourn the Special Board Meeting at 8:47 am on October 7, 2024. All of the Board Members voted for and the Motion passed.

\_\_\_\_\_  
Nathan Fillinger, Board President

\_\_\_\_\_  
Matt Castiglione, Board Vice President

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



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** 10/28/2024

**Agenda Item:** Consider approving Application for Low Attendance Days Waiver

### **Background Information:**

The state allows school districts to request attendance waivers when low attendance is recorded due to weather, health, or safety issues. On September 18, 2024, our attendance rate dropped to 81.53% due to the threats of a school shooting and the hoax threats that were circulating on social media. We would like to apply for a waiver on this day.

### **Supporting Document(s):**

- 2024-2025 Application for Low Attendance Days Waiver
- Average Daily Attendance report for 09/18/2024
- District ADA report for 2023-2024 School Year

### **Recommendation:**

It is recommended that the Board of Trustees approve the application for Low Attendance Days Waiver as presented.



# Waivers

## 2024-2025 Application for Low Attendance Days Waiver

Waiver ID: 78461

### Application Information

Category: Attendance

Creator: Brandi Hendrix, District Editor

Status: Draft

Creation Date: 9/24/2024

Approving Superintendent:

Assigned To: Brandi Hendrix

### LEA Contact

Full Name: Brandi Hendrix

Phone: (830) 931-2243 Ext: 1101

Email: brandi.hendrix@mvisd.org

### LEA Information

LEA: MEDINA VALLEY ISD (163908)

Address: 8449 F M 471 S, CASTROVILLE, TX 78009-9531

Phone: (830) 931-2243

### Date of LEA Board of Trustees Approval

Date:

### Special Instructions

Please complete this waiver for Low Attendance Due to Weather or Health or Safety issues. Your district must include as attachments, documentation of low attendance for the day (including the reason for the low attendance rate and an ADA or PEIMS report showing the attendance rate on the date of low attendance) and the prior year's attendance report (PEIMS summary report showing the average for the year) for the district or applicable campus. See Student Attendance Accounting Handbook 3.8.1.4. This application is due by the end of July for the current school year. Please direct questions to the State Waiver Unit at <http://tea.texas.gov/index2.aspx?id=6635>.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district wide attendance was at least 10 percentage points below your prior year average, you may select "All Campuses". If the number of minutes of operation varies by campus on the date of low attendance for "All Campuses", please report the greatest number of minutes on the date of low attendance in the "Number of Min on the Low Attendance Day". Please note that in PEIMS you will claim the actual number of minutes in operation on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

### LEA Summary

Date	Campus Name	Reason(s)	% of Attendance	Avg. % Attendance for Previous Year	Minutes
2024-09-18	ALL CAMPUSES	Safety	81.53	94	270

### LEA Attachments (0)

There are no LEA attachments.

## Average Daily Attendance (District)

09/18/2024 - 09/18/2024

2024-2025

10/07/2024 10:22:40 AM

MEDINA VALLEY ISD

### 001 - MEDINA VALLEY H S

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	09	1	741.00	120.00	621.00	0.00	621.00	0.00	0.00	621.00	0.00	0.00	83.81
00	10	1	691.00	124.00	567.00	0.00	567.00	0.00	0.00	567.00	0.00	0.00	82.05
00	11	1	625.00	96.00	529.00	0.00	529.00	0.00	0.00	529.00	0.00	0.00	84.64
00	12	1	562.00	74.00	488.00	0.00	488.00	0.00	0.00	488.00	0.00	0.00	86.83
<b>TOTAL (Track 00):</b>			<b>2,619.00</b>	<b>414.00</b>	<b>2,205.00</b>	<b>0.00</b>	<b>2,205.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,205.00</b>	<b>0.00</b>	<b>0.00</b>	<b>84.19</b>
03	09	1	1.00	0.00	1.00	0.00	1.00	0.00	0.00	1.00	0.00	0.00	100.00
03	10	1	13.00	4.00	9.00	0.00	9.00	0.00	0.00	9.00	0.00	0.00	69.23
03	11	1	8.00	1.00	7.00	0.00	7.00	0.00	0.00	7.00	0.00	0.00	87.50
03	12	1	7.00	2.00	5.00	0.00	5.00	0.00	0.00	5.00	0.00	0.00	71.43
<b>TOTAL (Track 03):</b>			<b>29.00</b>	<b>7.00</b>	<b>22.00</b>	<b>0.00</b>	<b>22.00</b>	<b>0.00</b>	<b>0.00</b>	<b>22.00</b>	<b>0.00</b>	<b>0.00</b>	<b>75.86</b>
<b>TOTAL (ALL Tracks):</b>			<b>2,648.00</b>	<b>421.00</b>	<b>2,227.00</b>	<b>0.00</b>	<b>2,227.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,227.00</b>	<b>0.00</b>	<b>0.00</b>	<b>84.10</b>

### 042 - MEDINA VALLEY MIDDLE

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	06	1	380.00	93.00	287.00	0.00	287.00	0.00	0.00	287.00	0.00	0.00	75.53
00	07	1	381.00	120.00	261.00	0.00	261.00	0.00	0.00	261.00	0.00	0.00	68.50
00	08	1	402.00	134.00	268.00	0.00	268.00	0.00	0.00	268.00	0.00	0.00	66.67
<b>TOTAL (Track 00):</b>			<b>1,163.00</b>	<b>347.00</b>	<b>816.00</b>	<b>0.00</b>	<b>816.00</b>	<b>0.00</b>	<b>0.00</b>	<b>816.00</b>	<b>0.00</b>	<b>0.00</b>	<b>70.16</b>
03	07	1	1.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	08	1	1.00	0.00	1.00	0.00	1.00	0.00	0.00	1.00	0.00	0.00	100.00
<b>TOTAL (Track 03):</b>			<b>2.00</b>	<b>1.00</b>	<b>1.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>	<b>50.00</b>
<b>TOTAL (ALL Tracks):</b>			<b>1,165.00</b>	<b>348.00</b>	<b>817.00</b>	<b>0.00</b>	<b>817.00</b>	<b>0.00</b>	<b>0.00</b>	<b>817.00</b>	<b>0.00</b>	<b>0.00</b>	<b>70.13</b>

## Average Daily Attendance (District)

09/18/2024 - 09/18/2024

2024-2025

10/07/2024 10:22:40 AM

MEDINA VALLEY ISD

### 043 - MEDINA VALLEY LOMA ALTA MIDDLE

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	06	1	345.00	47.00	298.00	0.00	298.00	0.00	0.00	298.00	0.00	0.00	86.38
00	07	1	340.00	54.00	286.00	0.00	286.00	0.00	0.00	286.00	0.00	0.00	84.12
00	08	1	348.00	68.00	280.00	0.00	280.00	0.00	0.00	280.00	0.00	0.00	80.46
<b>TOTAL (Track 00):</b>			<b>1,033.00</b>	<b>169.00</b>	<b>864.00</b>	<b>0.00</b>	<b>864.00</b>	<b>0.00</b>	<b>0.00</b>	<b>864.00</b>	<b>0.00</b>	<b>0.00</b>	<b>83.64</b>
03	08	1	5.00	0.00	5.00	0.00	5.00	0.00	0.00	5.00	0.00	0.00	100.00
<b>TOTAL (Track 03):</b>			<b>5.00</b>	<b>0.00</b>	<b>5.00</b>	<b>0.00</b>	<b>5.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5.00</b>	<b>0.00</b>	<b>0.00</b>	<b>100.00</b>
<b>TOTAL (ALL Tracks):</b>			<b>1,038.00</b>	<b>169.00</b>	<b>869.00</b>	<b>0.00</b>	<b>869.00</b>	<b>0.00</b>	<b>0.00</b>	<b>869.00</b>	<b>0.00</b>	<b>0.00</b>	<b>83.72</b>

### 103 - CASTROVILLE ELEMENTARY

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	5.50	0.00	5.50	0.00	5.50	0.00	0.00	5.50	0.00	0.00	100.00
00	KG	1	77.00	7.00	70.00	0.00	70.00	0.00	0.00	70.00	0.00	0.00	90.91
00	01	1	80.00	6.00	74.00	0.00	74.00	0.00	0.00	74.00	0.00	0.00	92.50
00	02	1	83.00	3.00	80.00	0.00	80.00	0.00	0.00	80.00	0.00	0.00	96.39
00	03	1	95.00	12.00	83.00	0.00	83.00	0.00	0.00	83.00	0.00	0.00	87.37
00	04	1	100.00	8.00	92.00	0.00	92.00	0.00	0.00	92.00	0.00	0.00	92.00
00	05	1	109.00	7.00	102.00	0.00	102.00	0.00	0.00	102.00	0.00	0.00	93.58
<b>TOTAL (Track 00):</b>			<b>549.50</b>	<b>43.00</b>	<b>506.50</b>	<b>0.00</b>	<b>506.50</b>	<b>0.00</b>	<b>0.00</b>	<b>506.50</b>	<b>0.00</b>	<b>0.00</b>	<b>92.17</b>
04	PK	1	18.00	2.00	16.00	0.00	16.00	0.00	0.00	16.00	0.00	0.00	88.89
<b>TOTAL (Track 04):</b>			<b>18.00</b>	<b>2.00</b>	<b>16.00</b>	<b>0.00</b>	<b>16.00</b>	<b>0.00</b>	<b>0.00</b>	<b>16.00</b>	<b>0.00</b>	<b>0.00</b>	<b>88.89</b>
<b>TOTAL (ALL Tracks):</b>			<b>567.50</b>	<b>45.00</b>	<b>522.50</b>	<b>0.00</b>	<b>522.50</b>	<b>0.00</b>	<b>0.00</b>	<b>522.50</b>	<b>0.00</b>	<b>0.00</b>	<b>92.07</b>

## Average Daily Attendance (District)

09/18/2024 - 09/18/2024

2024-2025

10/07/2024 10:22:40 AM

MEDINA VALLEY ISD

### 104 - LACOSTE EL

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	5.00	2.00	3.00	0.00	3.00	0.00	0.00	3.00	0.00	0.00	60.00
00	KG	1	90.00	23.00	67.00	0.00	67.00	0.00	0.00	67.00	0.00	0.00	74.44
00	01	1	91.00	13.00	78.00	0.00	78.00	0.00	0.00	78.00	0.00	0.00	85.71
00	02	1	89.00	14.00	75.00	0.00	75.00	0.00	0.00	75.00	0.00	0.00	84.27
00	03	1	87.00	19.00	68.00	0.00	68.00	0.00	0.00	68.00	0.00	0.00	78.16
00	04	1	107.00	15.00	92.00	0.00	92.00	0.00	0.00	92.00	0.00	0.00	85.98
00	05	1	94.00	19.00	75.00	0.00	75.00	0.00	0.00	75.00	0.00	0.00	79.79
<b>TOTAL (Track 00):</b>			<b>563.00</b>	<b>105.00</b>	<b>458.00</b>	<b>0.00</b>	<b>458.00</b>	<b>0.00</b>	<b>0.00</b>	<b>458.00</b>	<b>0.00</b>	<b>0.00</b>	<b>81.35</b>
04	PK	1	23.00	4.50	18.50	0.00	18.50	0.00	0.00	18.50	0.00	0.00	80.43
<b>TOTAL (Track 04):</b>			<b>23.00</b>	<b>4.50</b>	<b>18.50</b>	<b>0.00</b>	<b>18.50</b>	<b>0.00</b>	<b>0.00</b>	<b>18.50</b>	<b>0.00</b>	<b>0.00</b>	<b>80.43</b>
<b>TOTAL (ALL Tracks):</b>			<b>586.00</b>	<b>109.50</b>	<b>476.50</b>	<b>0.00</b>	<b>476.50</b>	<b>0.00</b>	<b>0.00</b>	<b>476.50</b>	<b>0.00</b>	<b>0.00</b>	<b>81.31</b>

### 105 - POTRANCO EL

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	10.00	2.00	8.00	0.00	8.00	0.00	0.00	8.00	0.00	0.00	80.00
00	PK	1	4.00	0.50	3.50	0.00	3.50	0.00	0.00	3.50	0.00	0.00	87.50
00	KG	1	77.00	11.00	66.00	0.00	66.00	0.00	0.00	66.00	0.00	0.00	85.71
00	01	1	120.00	13.00	107.00	0.00	107.00	0.00	0.00	107.00	0.00	0.00	89.17
00	02	1	128.00	21.00	107.00	0.00	107.00	0.00	0.00	107.00	0.00	0.00	83.59
00	03	1	146.00	15.00	131.00	0.00	131.00	0.00	0.00	131.00	0.00	0.00	89.73
00	04	1	135.00	12.00	123.00	0.00	123.00	0.00	0.00	123.00	0.00	0.00	91.11
00	05	1	166.00	13.00	153.00	0.00	153.00	0.00	0.00	153.00	0.00	0.00	92.17
<b>TOTAL (Track 00):</b>			<b>786.00</b>	<b>87.50</b>	<b>698.50</b>	<b>0.00</b>	<b>698.50</b>	<b>0.00</b>	<b>0.00</b>	<b>698.50</b>	<b>0.00</b>	<b>0.00</b>	<b>88.87</b>
04	EE	1	2.00	0.00	2.00	0.00	2.00	0.00	0.00	2.00	0.00	0.00	100.00
04	PK	1	18.00	4.00	14.00	0.00	14.00	0.00	0.00	14.00	0.00	0.00	77.78
<b>TOTAL (Track 04):</b>			<b>20.00</b>	<b>4.00</b>	<b>16.00</b>	<b>0.00</b>	<b>16.00</b>	<b>0.00</b>	<b>0.00</b>	<b>16.00</b>	<b>0.00</b>	<b>0.00</b>	<b>80.00</b>
<b>TOTAL (ALL Tracks):</b>			<b>806.00</b>	<b>91.50</b>	<b>714.50</b>	<b>0.00</b>	<b>714.50</b>	<b>0.00</b>	<b>0.00</b>	<b>714.50</b>	<b>0.00</b>	<b>0.00</b>	<b>88.65</b>

## Average Daily Attendance (District)

09/18/2024 - 09/18/2024

2024-2025

10/07/2024 10:22:40 AM

MEDINA VALLEY ISD

### 106 - LUCKEY RANCH EL

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	8.50	2.50	6.00	0.00	6.00	0.00	0.00	6.00	0.00	0.00	70.59
00	KG	1	110.50	24.00	86.50	0.00	86.50	0.00	0.00	86.50	0.00	0.00	78.28
00	01	1	141.00	34.00	107.00	0.00	107.00	0.00	0.00	107.00	0.00	0.00	75.89
00	02	1	142.00	36.00	106.00	0.00	106.00	0.00	0.00	106.00	0.00	0.00	74.65
00	03	1	159.00	25.00	134.00	0.00	134.00	0.00	0.00	134.00	0.00	0.00	84.28
00	04	1	138.00	31.00	107.00	0.00	107.00	0.00	0.00	107.00	0.00	0.00	77.54
00	05	1	145.00	35.00	110.00	0.00	110.00	0.00	0.00	110.00	0.00	0.00	75.86
<b>TOTAL (Track 00):</b>			<b>844.00</b>	<b>187.50</b>	<b>656.50</b>	<b>0.00</b>	<b>656.50</b>	<b>0.00</b>	<b>0.00</b>	<b>656.50</b>	<b>0.00</b>	<b>0.00</b>	<b>77.78</b>
04	PK	1	43.00	7.50	35.50	0.00	35.50	0.00	0.00	35.50	0.00	0.00	82.56
<b>TOTAL (Track 04):</b>			<b>43.00</b>	<b>7.50</b>	<b>35.50</b>	<b>0.00</b>	<b>35.50</b>	<b>0.00</b>	<b>0.00</b>	<b>35.50</b>	<b>0.00</b>	<b>0.00</b>	<b>82.56</b>
<b>TOTAL (ALL Tracks):</b>			<b>887.00</b>	<b>195.00</b>	<b>692.00</b>	<b>0.00</b>	<b>692.00</b>	<b>0.00</b>	<b>0.00</b>	<b>692.00</b>	<b>0.00</b>	<b>0.00</b>	<b>78.02</b>

### 107 - LADERA EL

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	4.00	1.50	2.50	0.00	2.50	0.00	0.00	2.50	0.00	0.00	62.50
00	KG	1	122.50	32.00	90.50	0.00	90.50	0.00	0.00	90.50	0.00	0.00	73.88
00	01	1	132.50	19.00	113.50	0.00	113.50	0.00	0.00	113.50	0.00	0.00	85.66
00	02	1	121.00	21.00	100.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	82.64
00	03	1	117.00	20.00	97.00	0.00	97.00	0.00	0.00	97.00	0.00	0.00	82.91
00	04	1	109.00	16.00	93.00	0.00	93.00	0.00	0.00	93.00	0.00	0.00	85.32
00	05	1	120.00	14.00	106.00	0.00	106.00	0.00	0.00	106.00	0.00	0.00	88.33
<b>TOTAL (Track 00):</b>			<b>726.00</b>	<b>123.50</b>	<b>602.50</b>	<b>0.00</b>	<b>602.50</b>	<b>0.00</b>	<b>0.00</b>	<b>602.50</b>	<b>0.00</b>	<b>0.00</b>	<b>82.99</b>
04	PK	1	26.50	4.00	22.50	0.00	22.50	0.00	0.00	22.50	0.00	0.00	84.91
<b>TOTAL (Track 04):</b>			<b>26.50</b>	<b>4.00</b>	<b>22.50</b>	<b>0.00</b>	<b>22.50</b>	<b>0.00</b>	<b>0.00</b>	<b>22.50</b>	<b>0.00</b>	<b>0.00</b>	<b>84.91</b>
<b>TOTAL (ALL Tracks):</b>			<b>752.50</b>	<b>127.50</b>	<b>625.00</b>	<b>0.00</b>	<b>625.00</b>	<b>0.00</b>	<b>0.00</b>	<b>625.00</b>	<b>0.00</b>	<b>0.00</b>	<b>83.06</b>

## Average Daily Attendance (District)

09/18/2024 - 09/18/2024

2024-2025

10/07/2024 10:22:40 AM

MEDINA VALLEY ISD

### 108 - SILOS ELEMENTARY

Track	Grade	Number of Days	Membership Days	Absent Days	Present Days	Ineligible Days	Eligible Days	RA Eligible Days	RS Eligible Days	Refined ADA	RA Refined ADA	RS Refined ADA	Attendance Percent
00	EE	1	13.00	2.50	10.50	0.00	10.50	0.00	0.00	10.50	0.00	0.00	80.77
00	PK	1	0.50	0.00	0.50	0.00	0.50	0.00	0.00	0.50	0.00	0.00	100.00
00	KG	1	174.00	42.00	132.00	0.00	132.00	0.00	0.00	132.00	0.00	0.00	75.86
00	01	1	167.00	40.00	127.00	0.00	127.00	0.00	0.00	127.00	0.00	0.00	76.05
00	02	1	142.50	33.00	109.50	0.00	109.50	0.00	0.00	109.50	0.00	0.00	76.84
00	03	1	135.00	28.00	107.00	0.00	107.00	0.00	0.00	107.00	0.00	0.00	79.26
00	04	1	150.00	37.00	113.00	0.00	113.00	0.00	0.00	113.00	0.00	0.00	75.33
00	05	1	125.00	28.00	97.00	0.00	97.00	0.00	0.00	97.00	0.00	0.00	77.60
<b>TOTAL (Track 00):</b>			<b>907.00</b>	<b>210.50</b>	<b>696.50</b>	<b>0.00</b>	<b>696.50</b>	<b>0.00</b>	<b>0.00</b>	<b>696.50</b>	<b>0.00</b>	<b>0.00</b>	<b>76.79</b>
04	PK	1	45.50	20.00	25.50	0.50	25.00	0.00	0.00	25.00	0.00	0.00	56.04
<b>TOTAL (Track 04):</b>			<b>45.50</b>	<b>20.00</b>	<b>25.50</b>	<b>0.50</b>	<b>25.00</b>	<b>0.00</b>	<b>0.00</b>	<b>25.00</b>	<b>0.00</b>	<b>0.00</b>	<b>56.04</b>
<b>TOTAL (ALL Tracks):</b>			<b>952.50</b>	<b>230.50</b>	<b>722.00</b>	<b>0.50</b>	<b>721.50</b>	<b>0.00</b>	<b>0.00</b>	<b>721.50</b>	<b>0.00</b>	<b>0.00</b>	<b>75.80</b>
<b>Grand Totals:</b>			<b>9,402.50</b>	<b>1,737.00</b>	<b>7,665.50</b>	<b>0.50</b>	<b>7,665.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,665.00</b>	<b>0.00</b>	<b>0.00</b>	<b>81.53</b>

Entity	Name	Cal	Operational Days	Grade Level	Total Days Membership	Total Ineligible Days Present	Total Eligible Days Present	Refined ADA	Percentage Of Attendance
001	MEDINA VALLEY H S	001	165	ALL	365781.0	0.0	343369.0	2081.02	93.87
		AEP	172	ALL	4725.0	0.0	4212.0	24.49	89.14
		TR2	172	ALL	25127.0	0.0	22092.0	128.44	87.92
042	MEDINA VALLEY MIDDLE	042	172	ALL	184282.0	0.0	171331.0	996.11	92.97
		AEP	172	ALL	949.0	0.0	873.0	5.08	91.99
043	MEDINA VALLEY LOMA A	043	172	ALL	158482.0	0.0	150436.0	874.63	94.92
		AEP	172	ALL	614.0	0.0	556.0	3.23	90.55
103	CASTROVILLE ELEMENTA	103	172	ALL	101074.5	0.0	95232.5	553.68	94.22
		AEP	172	ALL	23.0	0.0	23.0	0.13	100.00
		PK4	172	ALL	3032.5	39.5	2723.0	15.83	91.10
104	LACOSTE EL	104	172	ALL	141105.0	0.0	130357.0	757.89	92.38
		AEP	173	ALL	25.0	0.0	25.0	0.14	100.00
		PK4	172	ALL	6268.0	0.0	5653.0	32.87	90.19
105	POTRANCO EL	105	172	ALL	149533.0	0.0	140359.0	816.04	93.86
		AEP	172	ALL	345.0	0.0	344.0	2.00	99.71
		PK4	172	ALL	3110.0	0.0	2845.5	16.54	91.50
106	LUCKEY RANCH EL	106	172	ALL	155240.0	0.0	144621.0	840.82	93.16
		AEP	172	ALL	36.0	0.0	26.0	0.15	72.22
		PK4	172	ALL	6981.0	163.5	6154.5	35.78	90.50
107	LADERA EL	107	172	ALL	139444.0	0.0	130518.5	758.83	93.60
		AEP	172	ALL	3.0	0.0	3.0	0.02	100.00
		PK4	173	ALL	7067.0	30.5	6460.5	37.34	91.85

REPORT TOTALS:					1453247.0	233.5	1358214.5	7981.06	93.48
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## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** 10/28/24

**Agenda Item:** Consider approving the 2023-2024 District Improvement Plan

### **Background Information:**

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2024-2025 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 2024-2025 District Improvement Plan

### **Recommendation:**

It is recommended that the Board of Trustees approve the District Improvement Plan as presented.



## EXECUTIVE SUMMARY

### District Improvement Plan: School Year 2024-2025

**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 9500 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 2024-2025 school year, 5,366 Medina Valley students took the state-mandated STAAR 2.0 exam in RLA. Of these 5,366 students, 78% of students assessed approached grade level, while 58% met grade standard, and 21% of students achieved Masters Level performance. In Mathematics, 4,629 students were assessed. Of these 4,629 students, 74% approached grade level, 45% met grade level, and 14% performed at a Masters Level. Fifth Grade, eighth grade, and Biology students were assessed in Science. 2,472 STAAR 2.0 exams were administered. 85% approached grade level, 55% met grade level, and 19% achieved Masters Level status. US History and eighth grade students also took STAAR 2.0 History Exams. This accounted for 1,198 tests given. In History, 85% of MVISD students approached grade level, 55% met grade level, and 19% were at a Masters level. MVISD provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 510 students, 40% earned an industry based certification, 44% 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 Curriculum & Instruction Division oversees 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 2024-2025 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 Sheriff's dept., Bexar County Sheriff's dept., the Texas Department of Public Safety, and the Texas School Safety Commission.

# Medina Valley Independent School District

## District Improvement Plan

2024-2025



**Public Presentation Date:** October 24, 2024

# 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:**

**Citizenship    Communications    Academics    Problem-Solver    Well-Rounded**

## 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

Revised/Approved: April 30, 2024

## Demographics

### Demographics Summary

Medina Valley ISD serves approximately 9500 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.

### Demographics Strengths

The District is a fast growth district growing by around a thousand students per year, creating a diverse school community. The District has a proud school community that supports academic and extracurricular activities.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Incoming students from other districts are placed in upper lever CTE Courses without the recommended prerequisites. **Root Cause:** Campus administration, counselors, and support staff have not been trained in the TEA revisions of CTE Programs of Study and CCRM requirements, allowing incoming students needing electives to select advanced CTE courses out of sequence.

**Problem Statement 2 (Prioritized):** 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

# Student Learning

## Student Learning Summary

During the 2024-2025 school year, 5,366 Medina Valley students took the state-mandated STAAR 2.0 exam in RLA. Of these 5,366 students, 78% of students assessed approached grade level, while 58% met grade standard, and 21% of students achieved Masters Level performance. In Mathematics, 4,629 students were assessed. Of these 4,629 students, 74% approached grade level, 45% met grade level, and 14% performed at a Masters Level. Fifth Grade, eighth grade, and Biology students were assessed in Science. 2,472 STAAR 2.0 exams were administered. 85% approached grade level, 55% met grade level, and 19% achieved Masters Level status. US History and eighth grade students also took STAAR 2.0 History Exams. This accounted for 1,198 tests given. In History, 85% of MVISD students approached grade level, 55% met grade level, and 19% were at a Masters level. MVISD provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 510 students, 40% earned an industry based certification, 44% earned dual credit hours for college credit, and \_\_\_\_\_% met TSI requirements in both RLA and Mathematics for college preparation.

## Student Learning Strengths

Medina Valley has a diverse student population that is very connected to the school community through co-curricular and extracurricular activities. Many of our students choose to challenge themselves academically, by taking advanced courses, including honors, advanced placement, and dual credit courses.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. **Root Cause:** A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.

**Problem Statement 2 (Prioritized):** Staff continue to encounter challenges with discipline and behaviors that require removals from the classroom, including placements in the Disciplinary Alternate Education Program, DAEP. **Root Cause:** Lack of systemic social emotional supports and interventions.

**Problem Statement 3 (Prioritized):** We have a low percentage of students graduating as CTE Concentrators or Completers. **Root Cause:** CTE courses are viewed as electives rather than a coherent sequence of courses within a program of study, allowing students to take a variety of CTE courses from different programs of study offerings.

**Problem Statement 4 (Prioritized):** We have a low number of earned IBCs. **Root Cause:** CTE was viewed as electives and the master schedule did not have comprehensive programs of study.

**Problem Statement 5 (Prioritized):** Incoming students from other districts are placed in upper lever CTE Courses without the recommended prerequisites. **Root Cause:** Campus administration, counselors, and support staff have not been trained in the TEA revisions of CTE Programs of Study and CCRM requirements, allowing incoming students needing electives to select advanced CTE courses out of sequence.

**Problem Statement 6 (Prioritized):** When experiencing disruptive behaviors, teachers defer to placements in more restrictive settings rather than intensifying interventions to ensure success in the least restrictive environment. **Root Cause:** Teachers lack the skills and/or tools to manage students with disruptive behaviors and historical practices within the district do not support an inclusive model of service delivery.

**Problem Statement 7 (Prioritized):** Teachers face barriers to the implementation of research-based collaborative teaching models. **Root Cause:** Teachers lack understanding of collaborative teaching models, or the implementation of those models. Special and general education teachers do not collaboratively plan instruction. Master Schedules do not provide flexibility to meet the needs of students requiring special education services and do not facilitate collaborative planning.

**Problem Statement 8 (Prioritized):** 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 9 (Prioritized):** Services in student IEPs, including location of services, are not consistent with performance data, or lack supporting data. Data may not inform specific intervention, resulting in changes in frequency and duration of services rather than instructional practices or interventions. **Root Cause:** Lack of access to, or understanding of, student performance data Lack of clear baseline data in the development of IEP goals Lack of effective, data-based progress monitoring Misinterpretation of data resulting in misalignment of instructional strategies

**Problem Statement 10 (Prioritized):** Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy **Root Cause:** Colleges stopped requiring these exams for entrance due to COVID

**Problem Statement 11 (Prioritized):** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. **Root Cause:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

# District Processes & Programs

## District Processes & Programs Summary

The MVISD Curriculum & Instruction Division 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.

## District Processes & Programs Strengths

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 2024-2025 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 Sheriff's dept., Bexar County Sheriff's dept., the Texas Department of Public Safety, and the Texas School Safety Commission.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 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 currently enrolls students whose first language is other than English.

**Problem Statement 2 (Prioritized):** 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 currently enrolls students whose first language is other than English and is not Spanish.

**Problem Statement 3 (Prioritized):** Emergent bilinguals encounter challenges transitioning into a post-secondary education. **Root Cause:** Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.

**Problem Statement 4 (Prioritized):** Inability to retain paraprofessional staff. **Root Cause:** Onboarding paraprofessional staff to meet the demands of the position and continuing professional development

**Problem Statement 5 (Prioritized):** Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy **Root Cause:** Colleges stopped requiring these exams for entrance due to COVID

**Problem Statement 6 (Prioritized):** We need to build the capacity of our staff members for advancement opportunities in MVISD. **Root Cause:** Lack of opportunities for staff to understand that they can develop leadership skills.

# Priority Problem Statements

**Problem Statement 1:** 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 1:** MVISD currently enrolls students whose first language is other than English and is not Spanish.

**Problem Statement 1 Areas:** District Processes & Programs

**Problem Statement 2:** 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 2:** MVISD currently enrolls students whose first language is other than English.

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

**Problem Statement 3:** Emergent bilinguals encounter challenges transitioning into a post-secondary education.

**Root Cause 3:** Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.

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

**Problem Statement 4:** Inability to retain paraprofessional staff.

**Root Cause 4:** Onboarding paraprofessional staff to meet the demands of the position and continuing professional development

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

**Problem Statement 5:** Require instructional technology professional development

**Root Cause 5:** As MVISD continues to grow and newer technology programs/software are introduced current and periodic training is paramount

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Increase/provide or support technology hardware and software.

**Root Cause 6:** 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 6 Areas:** Perceptions

**Problem Statement 7:** Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences.

**Root Cause 7:** A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Staff continue to encounter challenges with discipline and behaviors that require removals from the classroom, including placements in the Disciplinary Alternate Education Program, DAEP.

**Root Cause 8:** Lack of systemic social emotional supports and interventions.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** We have a low percentage of students graduating as CTE Concentrators or Completers.

**Root Cause 9:** CTE courses are viewed as electives rather than a coherent sequence of courses within a program of study, allowing students to take a variety of CTE courses from different programs of study offerings.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Services in student IEPs, including location of services, are not consistent with performance data, or lack supporting data. Data may not inform specific intervention, resulting in changes in frequency and duration of services rather than instructional practices or interventions.

**Root Cause 10:** Lack of access to, or understanding of, student performance data Lack of clear baseline data in the development of IEP goals Lack of effective, data-based progress monitoring Misinterpretation of data resulting in misalignment of instructional strategies

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** We have a low number of earned IBCs.

**Root Cause 11:** CTE was viewed as electives and the master schedule did not have comprehensive programs of study.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Incoming students from other districts are placed in upper level CTE Courses without the recommended prerequisites.

**Root Cause 12:** Campus administration, counselors, and support staff have not been trained in the TEA revisions of CTE Programs of Study and CCRM requirements, allowing incoming students needing electives to select advanced CTE courses out of sequence.

**Problem Statement 12 Areas:** Demographics - Student Learning

**Problem Statement 13:** When experiencing disruptive behaviors, teachers defer to placements in more restrictive settings rather than intensifying interventions to ensure success in the least restrictive environment.

**Root Cause 13:** Teachers lack the skills and/or tools to manage students with disruptive behaviors and historical practices within the district do not support an inclusive model of service delivery.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Teachers face barriers to the implementation of research-based collaborative teaching models.

**Root Cause 14:** Teachers lack understanding of collaborative teaching models, or the implementation of those models Special and general education teachers do not collaboratively plan instruction Master Schedules do not provide flexibility to meet the needs of students requiring special education services and do not facilitate collaborative planning.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy

**Root Cause 15:** Colleges stopped requiring these exams for entrance due to COVID

**Problem Statement 15 Areas:** Student Learning - District Processes & Programs

**Problem Statement 16:** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students.

**Root Cause 16:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** Parents and community members want to feel better connected and more involved within our school district.

**Root Cause 17:** Lack of events and opportunities for parents and community members to spend time on campuses.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** Our stakeholders want to feel better informed on all of the things happening throughout our district.

**Root Cause 18:** As communication tools, channels and techniques evolve we must stay on the forefront of communications and find innovative ways to reach various audiences.

**Problem Statement 18 Areas:** Perceptions

**Problem Statement 19:** Stakeholders do not always receive the best customer service.

**Root Cause 19:** Training for staff on how to maintain a customer-service focused culture and mentality is not provided frequently and effectively.

**Problem Statement 19 Areas:** Perceptions

**Problem Statement 20:** We need to build the capacity of our staff members for advancement opportunities in MVISD.

**Root Cause 20:** Lack of opportunities for staff to understand that they can develop leadership skills.

**Problem Statement 20 Areas:** District Processes & Programs

**Problem Statement 21:** 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 21:** 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 21 Areas:** Demographics - Student Learning

# 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
- RDA data

## 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
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## 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

**Goal 1:** Every student Grows every year.

**Performance Objective 1:** CURRICULUM & INSTRUCTION: Strengthen Professional Learning Communities (PLC) and Instructional Leadership Teams (ILT) at each campus and the district level to improve student achievement in Reading and Math.

**Evaluation Data Sources:** NWEA Map Growth  
STAAR Growth Measure  
TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solution Tree Conference/training for teacher leaders to build capacity of campus grade level and department/subject level PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher teams work together in PLCs to analyze data, create intervention groups, and inform instruction to increase student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, C&amp;I Department, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> PLC Conference - Title II-Fund 255 - \$10,000</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> PLC Presentation for all teachers to build capacity in the PLC process at the campus level. PLC training for District Instructional Team to refine leadership in a PLC district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and teacher efficacy at the campus level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Solution Tree Trainer - Title II-Fund 255 - \$7,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Weekly IC Meeting with Coaches and Academic Deans to build leadership capacity and consistency throughout the district <b>Strategy's Expected Result/Impact:</b> Consistency in the delivery and support of instruction throughout the district. <b>Staff Responsible for Monitoring:</b> C&I Department  <b>Problem Statements:</b> Student Learning 1, 11 <b>Funding Sources:</b> PLC books and supplies - Title II-Fund 255 - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monthly Principal Collab Meetings to build leadership capacity and consistency across all campuses. <b>Strategy's Expected Result/Impact:</b> Consistency in leadership expectations and support on all campuses <b>Staff Responsible for Monitoring:</b> Executive Director of Schools  <b>Problem Statements:</b> Student Learning 1, 11 <b>Funding Sources:</b> Books and Training Supplies - Title II-Fund 255 - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Instructional Coaches at elementary and middle school campuses to shift the instructional focus from teaching to learning by using student data to drive instructional practices. <b>Strategy's Expected Result/Impact:</b> Improvement in student mastery and engagement <b>Staff Responsible for Monitoring:</b> C&I and I&A Departments  <b>Problem Statements:</b> Student Learning 1, 11 <b>Funding Sources:</b> Instructional Coaches - Title I, Part A -Fund 211, Instructional Coaches - State Comp Ed-Fund 199 PIC 24/30	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. <b>Root Cause</b> : A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.
<b>Problem Statement 11:</b> Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. <b>Root Cause:</b> Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

**Goal 1:** Every student Grows every year.

**Performance Objective 2:** CURRICULUM & INSTRUCTION: Utilize Data from multiple sources to improve instructional practices and student mastery of essential TEKS in all subjects.





**Evaluation Data Sources:** NWEA MAP Growth  
District Common Assessments (grades 2-12)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize NWEA MAP Growth in grades K-10th grade to improve student mastery in reading, math and science by providing district, campus, and student growth data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> every student grows every year</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> NWEA MAP Growth Software - IMA-Fund 410 - \$130,000</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> Provide training on unpacking TEKS and formative assessment writing to ICs and Curriculum Design Teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide data to monitor student mastery of TEKS throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I and I&amp;A Departments</p> <p><b>Problem Statements:</b> Student Learning 1, 11</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> Fundamental 5 Learning Walks to provide feedback on instructional delivery at all campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the delivery of instruction in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> Fundamental 5 Books - Title II-Fund 255 - \$5,000</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> Purchase speech-enabled headphones to improve reading fluency (MAP Screening) in grades 1 &amp; 7 and MAP fluency intervention in grades K-2.</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> Student Learning 1, 11</p> <p><b>Funding Sources:</b> Speech-Enabled Headphones - IMA-Fund 410 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement districtwide phonics instruction(95% Phonics/Estrellita) in all K-3 classes to increase foundational reading skills to increase the number of students reading on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in the number of students reading on grade level</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> 95% Phonics - IMA-Fund 410 - \$40,000, Estrellita - IMA-Fund 410 - \$15,000, Flyleaf Decodables - IMA-Fund 410 - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide Kindergarten classroom teachers with ESGI software/resources to strengthen literacy and numeracy skills and provide progress monitoring of student mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve foundational skills in reading and math in grades PK-2</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> ESGI Software - Early Education-Fund 199 PIC 36 - \$8,388</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</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> C&amp;I Department, I&amp;A Department, Instructional Coaches Classroom Teachers, CDT Team Members, Administration</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Curriculum Design Team Extra Duty Pay - Title II-Fund 255 - \$45,950, Substitutes for during school trainings - Title II-Fund 255 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All K-3 grade teachers will attend and successfully complete Reading Academy Training.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance reading in the early grades of K-3 and to comply with HB3</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and Assessment; Curriculum Coordinators/ Specialists, Campus Administrators and teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> 2024-2025 Texas Reading Academy Fees - Early Education-Fund 199 PIC 36 - \$24,000, Substitutes and travel costs for training - Early Education-Fund 199 PIC 36 - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Implement adaptive learning software (Age of Learning) for grades PK - 2nd grade to build a foundation of early literacy and numeracy skills with progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase early literacy and numeracy mastery</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> Age of Learning Software - Title I, Part A -Fund 211 - \$85,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Implement Progress Learning software in grades 3 -8 to increase mastery of math and reading TEKS and provide progress monitoring for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved mastery of TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> Progress Learning software and training - State Comp Ed-Fund 199 PIC 24/30 - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Develop Summer Learning Plan based on identified teacher needs/interests and required trainings that is differentiated and relevant for all teacher groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> Supplies and Materials for Trainings - Title II-Fund 255 - \$14,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Provide Andi McNair Training for secondary teachers on implementing high expectations and differentiation strategies in the secondary classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased differentiation in secondary classrooms</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> PD cost - Gifted &amp; Talented-Fund 199 PIC 21 - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Implement NEWSELA and Formative in grades 6-12 to increase student engagement and agency on secondary campuses by providing relevant content and monitoring student mastery of essential TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student engagement and mastery of essential TEKS</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I and I&amp;A Departments</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> NEWSELA and Formative Online Software and Training - General-Fund 199 PIC 11 - 429, - Online Learning Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Join the PK and Early Childhood Coop through Region 20 to provide training, support and Resources for teachers of PK-2 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in teacher effectiveness Dimension 3.1</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department, Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> PK &amp; Early Childhood Coop - Title II-Fund 255 - \$10,340</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Implement Blended Learning Cohort to differentiate the delivery of instruction and increase student engagement and agency in all schools.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in student agency and engagement increase in student mastery of essential TEKS</p> <p><b>Staff Responsible for Monitoring:</b> I&amp;A Department</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Implement No Red Ink software in grades 6-12 to practice writing and grammar skills through interactive activities.</p> <p><b>Strategy's Expected Result/Impact:</b> improved grammar skills</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30 - \$40,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Utilize Eduphoria Platform for assessments, to desegregate data, and to individualize learning based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> data desegregation</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director I&amp;A Director</p> <p><b>Problem Statements:</b> Student Learning 1, 11</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30 - \$29,250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. <b>Root Cause</b> : A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.</p>

## Student Learning

**Problem Statement 11:** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. **Root Cause:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

**Goal 1:** Every student Grows every year.

**Performance Objective 3: CURRICULUM & INSTRUCTION:** Ensure district-wide systemic processes are in place to serve our special population, focusing on bilingual and special education.





**Evaluation Data Sources:** Results Driven Accountability  
 TELPAS  
 STAAR Results  
 NWEA MAP Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consultation with The New Teacher Project (TNTP) to develop plan to move from Bilingual Program to a Dual Language Program by Fall of 2027.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of 3 Year Plan with Action Steps for transition to Dual Language Program</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> TNTP - Title III-Fund 263 - \$12,000</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> Purchase instructional materials that complement trainings offered to Bilingual and ESL teachers 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 translation device.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent</p> <p><b>Results Driven Accountability</b></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</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> Provide 7 Steps to Language-Rich Interactive Classroom training to all bilingual and ESL-certified (or designated to be) 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 translating device.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent for Curriculum, Instruction, and Assessment; Curriculum &amp; Instruction Department; District Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Consultants, Training Facilities, Funding to cover for substitutes - Title III-Fund 263</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide content-based language instruction (CBLI) strategies training for supporting emergent bilinguals' access to core content instruction at any English language proficiency level.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilinguals progressing through English language proficiency levels as rated on the Texas English Language Proficiency Assessment System (TELPAS) will have comprehensible access to core content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent for Curriculum, Instruction, and Assessment; Curriculum &amp; Instruction Department; District Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 11 - District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Instructional Materials - Title III-Fund 263</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional learning specific to the State of Texas, as provided by regional consultants and the Texas Education Agency, to foundational grade level (Pre-K - 5) bilingual educators in support of biliteracy, English acquisition, and transitional strategies (i.e., attendance of the Texas Association for Bilingual Educators 2024 Conference).</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K - 5 educators will have 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> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent for Curriculum, Instruction, and Assessment; Curriculum &amp; Instruction Department</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 11 - District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> TABE Conference - Title II-Fund 255, - Bilingual Education Allotment Fund 199 PIC 25</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Engage services with a consultant for a half day, a virtual event for training Pre-K - 1st-grade 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> Pre-K - 1st-grade teachers, who shall have a targeted focus for emergent bilinguals with a stronger foundation in Spanish, will have the resources and training for teaching Spanish Language Arts via a research-based scope and sequence.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent for Curriculum, Instruction, and Assessment; Curriculum &amp; Instruction Department</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Estrellita PD - Title II-Fund 255, - Bilingual Education Allotment Fund 199 PIC 25</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide classroom teachers access to activities through the SummitK12 platform to engage students in supplemental listening, speaking, reading, and writing practice for improving academic English proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilinguals progressing through English language proficiency levels as rated on the Texas English Language Proficiency Assessment System (TELPAS) will have comprehensible access to core content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent for Curriculum, Instruction, and Assessment; Curriculum &amp; Instruction Department; Campus Administration, ESL-Certified ELAR teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Access to SummitK12; PLC time - Title III-Fund 263 - \$9,452.50</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue to provide support materials and services to our At-Risk and Highly Mobile students.</p> <p><b>Strategy's Expected Result/Impact:</b> Help this 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 Administrators.</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Staff, instructional materials, Summer School - State Comp Ed-Fund 199 PIC 24/30, Instructional Supplies, materials, emergency food, clothing - TEHCY ARP II-Fund 280, Emergency Food, Clothing, Gas - Title I, Part A -Fund 211, Instructional supplies, materials, Emergency food, clothing - TEHCY ARP I-Fund 278, Field Trips, Cap/Gown, Brochures/Flyers Non-Personalized, Summer Reading, Right At School - TEHCY-Homeless-Fund 206</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide management programs for Title I Campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Assist with documentation, tracking, and keeping with compliance</p> <p><b>Staff Responsible for Monitoring:</b> Special Funding Coordinator, Campus Administrators, and Campus Points-of-Contact</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Program Management System - Title I, Part A -Fund 211</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Join the Bilingual/ESL Cooperative with Region 20 to provide support for Bilingual/ESL Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity to support emergent bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ ESL Clerk; Assistant Superintendent</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> - Bilingual Education Allotment Fund 199 PIC 25 - \$5,407</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide resources such as Beast Academy and training for teachers and instructional leaders in strategies to increase growth in high achieving and G/T students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in NWEA MAP growth for students in the achievement 80th percentile and above.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I, I&amp;A, G/T Specialist</p> <p><b>Problem Statements:</b> Student Learning 7, 11</p> <p><b>Funding Sources:</b> - Gifted &amp; Talented-Fund 199 PIC 21</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> 95% Phonics training and intervention resources for all SPED teachers and Instructional Coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Give targeted intervention to special education students who are struggling with reading skills.</p> <p><b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> - Special Education-Fund 199 PIC 23</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Train special and general education teachers in collaborative teaching models. Provide resources and exemplars of effective implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the use of research-based collaborative teaching models.</p> <p><b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 7, 9</p> <p><b>Funding Sources:</b> - Special Education-Fund 199 PIC 23</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Provide training to special education teachers and campus administrators in data-based placement decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> ARD committees will make appropriate placement and intervention decisions resulting in improve instructional outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6, 7, 9</p> <p><b>Funding Sources:</b> - Special Education-Fund 199 PIC 23</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Develop an expanded continuum of specialized behavior support for students receiving special education services. Provide training to special education staff and campus administrators on service models and data-based decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in recommendations for more restrictive placements due to behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - Special Education-Fund 199 PIC 23</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 3 Problem Statements:**

## Student Learning

**Problem Statement 6:** When experiencing disruptive behaviors, teachers defer to placements in more restrictive settings rather than intensifying interventions to ensure success in the least restrictive environment. **Root Cause:** Teachers lack the skills and/or tools to manage students with disruptive behaviors and historical practices within the district do not support an inclusive model of service delivery.

**Problem Statement 7:** Teachers face barriers to the implementation of research-based collaborative teaching models. **Root Cause:** Teachers lack understanding of collaborative teaching models, or the implementation of those models. Special and general education teachers do not collaboratively plan instruction. Master Schedules do not provide flexibility to meet the needs of students requiring special education services and do not facilitate collaborative planning.

**Problem Statement 9:** Services in student IEPs, including location of services, are not consistent with performance data, or lack supporting data. Data may not inform specific intervention, resulting in changes in frequency and duration of services rather than instructional practices or interventions. **Root Cause:** Lack of access to, or understanding of, student performance data. Lack of clear baseline data in the development of IEP goals. Lack of effective, data-based progress monitoring. Misinterpretation of data resulting in misalignment of instructional strategies.

**Problem Statement 11:** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. **Root Cause:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

## 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 currently enrolls students whose first language is other than English.





**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 currently enrolls students whose first language is other than English and is not Spanish.

**Problem Statement 3:** Emergent bilinguals encounter challenges transitioning into a post-secondary education. **Root Cause:** Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.

**Goal 1:** Every student Grows every year.

**Performance Objective 4:** CURRICULUM & INSTRUCTION: Strengthen MTSS Process with district-wide procedures and interventions.

**Evaluation Data Sources:** NWEA Map  
STAAR Growth Measure

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a process for grade-level teams to provide interventions during focus time.  <b>Strategy's Expected Result/Impact:</b> Increased number of student receiving Tier 2 interventions during master scheduled embedded intervention time. Lower number of students progressing to Tier 3.  <b>Staff Responsible for Monitoring:</b> District MTSS   <b>Problem Statements:</b> Student Learning 1</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> Implement systematic fluency progress monitoring for Math and Reading at elementary and utilize data to improve literacy and numeracy skills at all elementary campuses.  <b>Strategy's Expected Result/Impact:</b> Reduction in the number of students requiring TIER 3 Interventions  <b>Staff Responsible for Monitoring:</b> District MTSS Team   <b>Problem Statements:</b> Student Learning 1, 7</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> Universal Screeners and monitoring tools are utilized to identify students' academic needs.  <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.  <b>Staff Responsible for Monitoring:</b> Curriculum, Instruction, &amp; Assessment; Teachers; Campus Administration   <b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 7, 11  <b>Funding Sources:</b> MAP Growth - General-Fund 199 PIC 11, MAP Fluency - General-Fund 199 PIC 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 4 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. **Root Cause** : A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.

**Problem Statement 7:** Teachers face barriers to the implementation of research-based collaborative teaching models. **Root Cause:** Teachers lack understanding of collaborative teaching models, or the implementation of those models Special and general education teachers do not collaboratively plan instruction Master Schedules do not provide flexibility to meet the needs of students requiring special education services and do not facilitate collaborative planning.





**Problem Statement 11:** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. **Root Cause:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.

**Goal 1:** Every student Grows every year.

**Performance Objective 5:** CCMR: Implement a K-12 College, Career & Military Readiness Program.

**Evaluation Data Sources:** Guidance Lessons  
 Career Day Sign In Sheets  
 Course Selection Guides and Master Schedules

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 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, District Bilingual/ESL Clerk, Campus Designee</p> <p><b>Funding Sources:</b> Coordination to sites, background/expectations, language, and understanding of available resources., Permissions 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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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 fairs, 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 &amp; Instruction; Director of CTE; Director of Innovation &amp; Accountability; Student Support Services Director; Campus Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3</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</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchasing, implementation, and training for teachers on Project Lead the Way curriculum for STEAM labs in Elementary Campuses to support Middle Schools. <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. <b>Staff Responsible for Monitoring:</b> STEAM Lab Teachers; Campus Administration; Instructional Technology Coordinator; Director of Curriculum, Instruction & Assessment  <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Project Lead the Way (3 Labs/ Access to Curriculum) - General-Fund 199 PIC 11	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Providing ASVAB Testing for all students classified as Juniors and Seniors.  <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 10 - District Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Military Recruitment Liaisons will have access to meet with students on a regular basis during the school year. <b>Strategy's Expected Result/Impact:</b> students will have access to opportunities and information related to enlistment. <b>Staff Responsible for Monitoring:</b> Counselors/ CTE Advisor	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**





Student Learning
<b>Problem Statement 3:</b> We have a low percentage of students graduating as CTE Concentrators or Completers. <b>Root Cause:</b> CTE courses are viewed as electives rather than a coherent sequence of courses within a program of study, allowing students to take a variety of CTE courses from different programs of study offerings.
<b>Problem Statement 10:</b> Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy <b>Root Cause:</b> Colleges stopped requiring these exams for entrance due to COVID
District Processes & Programs
<b>Problem Statement 5:</b> Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy <b>Root Cause:</b> Colleges stopped requiring these exams for entrance due to COVID

**Goal 1:** Every student Grows every year.

**Performance Objective 6:** CCMR & Advanced Academics: Increase participation and student performance on college readiness exams by 2027.

**Evaluation Data Sources:** Testing percentages form 2023 to 2025

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Fall and Spring School-wide testing days that require students to OPT-OUT instead of OPT-IN for testing on TSIA, PSAT, SAT, ACT or ASVAB.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in college readiness testing in all grade levels</p> <p><b>Staff Responsible for Monitoring:</b> Academic Deans, I&amp;A Department</p> <p><b>Problem Statements:</b> Student Learning 10 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Testing materials - CCMR-Fund 199 PIC 38</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> Develop and implement a plan for all AP teachers to attend an Advanced Placement Institute by 2027.</p> <p><b>Strategy's Expected Result/Impact:</b> increased capacity of AP teachers to prepare students to score 3, 4, or 5 on AP exams</p> <p><b>Staff Responsible for Monitoring:</b> Academic Deans, C&amp;I Department, Assistant Superintendent</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> AP Institutes - CCMR-Fund 199 PIC 38 - \$20,000</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> Utilize Edgenuity Prep Classes to increase student performance on college ready assessment tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students scoring at or above criterion on TSIA, PSAT, SAT, and ACT tests.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Deans, I&amp;A Department, Assistant Superintendent</p> <p><b>Problem Statements:</b> Student Learning 11</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30 - \$47,000, - Career &amp; Technical Education-Fund 199 PIC 22 - \$4,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Schedule weekly TSIA2 testing sessions <b>Strategy's Expected Result/Impact:</b> Increased student participation in TSIA 2. <b>Staff Responsible for Monitoring:</b> Academic Deans, I&A Department  <b>Problem Statements:</b> Student Learning 10 - District Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	May
<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 6 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. <b>Root Cause</b> : A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.
<b>Problem Statement 10:</b> Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy <b>Root Cause:</b> Colleges stopped requiring these exams for entrance due to COVID
<b>Problem Statement 11:</b> Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. <b>Root Cause:</b> Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 5:</b> Low number of students participating in SAT, ACT, TSIA, ASVAB due to an opt-in philosophy <b>Root Cause:</b> Colleges stopped requiring these exams for entrance due to COVID

**Goal 1:** Every student Grows every year.

**Performance Objective 7:** CCMR: Increase alignment for CTE Completer status, District Practicums, and IBC attainment.

**Evaluation Data Sources:** Master Schedules  
 CTE Completer Status  
 IBC attainment data

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> Demographics 1 - Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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> Director of CTE, CCMR Advisor, HS Academic Dean, and CTE Staff</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Curriculum, certification, and licenses - Career &amp; Technical Education-Fund 199 PIC 22</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Incoming students from other districts are placed in upper lever CTE Courses without the recommended prerequisites. <b>Root Cause:</b> Campus administration, counselors, and support staff have not been trained in the TEA revisions of CTE Programs of Study and CCRM requirements, allowing incoming students needing electives to select advanced CTE courses out of sequence.</p>

## Student Learning

**Problem Statement 4:** We have a low number of earned IBCs. **Root Cause:** CTE was viewed as electives and the master schedule did not have comprehensive programs of study.





**Problem Statement 5:** Incoming students from other districts are placed in upper lever CTE Courses without the recommended prerequisites. **Root Cause:** Campus administration, counselors, and support staff have not been trained in the TEA revisions of CTE Programs of Study and CCRM requirements, allowing incoming students needing electives to select advanced CTE courses out of sequence.

**Goal 1:** Every student Grows every year.

**Performance Objective 8: SAFETY & WELL-BEING:** Expand Emergent Tree and CharacterStrong to provide and maintain a clear and consistent positive behavior intervention and support system (PBIS) and character education program.

**Evaluation Data Sources:** Emergent Tree Universal Screening  
Discipline Referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MVIDS will promote and educate faculty, staff, students, and parents on effects and aspects of bullying, followed by implementation of policy and procedures to address bullying and provide appropriate resources and referrals for services.</p> <p><b>Strategy's Expected Result/Impact:</b> An increased sense of belonging and a safe/secure environment.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director, Executive Director of Schools, Campus Administration</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> De-escalation training for MVIDS by the Licensed Specialists in School Psychology (LSSPs)</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will understand how to manage behaviors in the classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Director</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> ABLE (Adaptive Behavior Learning Environment) training for our Behavior teachers, training previously known as the PASS Program.</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> Students will be able to apply strategic techniques to foster healthy relationships with their peers and resolve conflicts.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus data will show a decrease in student referrals related to student conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director, Elementary and Middle School Counselors.</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Online tracking and instructional platform - Title IV-Fund 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Emergent Tree to provide the platform for positive behavior interventions and supports (PBIS) for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> consistent behavior across campuses</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Support Services</p> <p><b>Funding Sources:</b> software and training - State Comp Ed-Fund 199 PIC 24/30 - \$57,440</p>	Formative			Summative
	Oct	Jan	Mar	May
<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>				

**Goal 1:** Every student Grows every year.

**Performance Objective 9: SAFETY & WELL-BEING:** Provide consistent systematic social-emotional learning program utilizing counselors and social workers.

**Evaluation Data Sources:** Student Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive an enrichment program tailored to the development of their social and emotional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Using results gained from Character Strong Survey responses, counselors will focus on identified areas of needed improvement through classroom visits, increasing student SEL competency in the area of overall 'Well-being' by a minimum of five percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director, Elementary and Middle School Counselors</p> <p><b>Funding Sources:</b> Online tracking and instructional platform - Title IV-Fund 289</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> The district will continue to provide disciplinary alternative setting for students that require a mandatory placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet state compliance for mandatory placements</p> <p><b>Staff Responsible for Monitoring:</b> DAEP Coordinator and Campus DAEP Liaison</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 28</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> Provide instructional support materials for students placed in the disciplinary alternative setting</p> <p><b>Strategy's Expected Result/Impact:</b> Provide the necessary instructional supplies and materials</p> <p><b>Staff Responsible for Monitoring:</b> DAEP Coordinator</p> <p><b>Funding Sources:</b> Edgenuity - State Comp Ed-Fund 199 PIC 28, - State Comp Ed-Fund 199 PIC 28</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 support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Social workers will be available to provide targeted support to students in need, in addition to training on various mental health and other hot topics to our secondary staff.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Services Director, Secondary Social Workers</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Goal 1:** Every student Grows every year.


**Performance Objective 10: EXTRACURRICULAR & CO-CURRICULAR PARTICIPATION:** Increase opportunities for students in extracurricular and co-curricular participation.


**Evaluation Data Sources:** Student Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Additional opportunities for MVISD students to participate in the following: Career and College Exploration Class (all 8th graders), Core 4 STEM (all 8th graders), 8th Grade Recruitment plan with High School CTE Team, TAFE (Texas Association of Future Educators), UTSA Prep and Summer Engineering Program (6-12th grade students), Medical Terminology (L2), Practicums in Graphic Design and Animation (L4), Engineering Design &amp; Problem Solving (L3), and Principles of Applied Engineering (L1)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in identified courses/groups.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE; CTE teachers/sponsors; Campus Counselors</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 10 Problem Statements:**


Student Learning
<p><b>Problem Statement 3:</b> We have a low percentage of students graduating as CTE Concentrators or Completers. <b>Root Cause:</b> CTE courses are viewed as electives rather than a coherent sequence of courses within a program of study, allowing students to take a variety of CTE courses from different programs of study offerings.</p>


**Goal 2:** Recruit and retain staff.


**Performance Objective 1: RECRUIT:** Increase the hiring of qualified staff and substitutes that meet or exceed defined qualification benchmarks such as certification, relevant experience, and a successful interview performance, through enhanced recruitment strategies, partnerships with educational institutions, and a streamlined interview process."

**Evaluation Data Sources:** Vacancy rates  
quality of potential employees

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue hosting multiple job fairs hosted at MVISD for professional and auxiliary staff that occur at strategic times of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> positions will be filled with quality staff</p> <p><b>Staff Responsible for Monitoring:</b> Director of HR</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> Continue recognizing substitutes and offering multiple onboarding sessions that prepare substitutes to be successful in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality substitutes that are well equipped to work in classrooms</p> <p><b>Staff Responsible for Monitoring:</b> HR Director</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> Continue marketing information for all positions.</p> <p><b>Strategy's Expected Result/Impact:</b> highly qualified applicants</p> <p><b>Staff Responsible for Monitoring:</b> HR Director</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 specific to both bilingual and ESL certification to designated teachers serving emergent bilinguals in the bilingual or ESL program as identified on the bilingual exception and ESL waiver applications submitted to the Texas Education Agency (TEA).</p> <p><b>Strategy's Expected Result/Impact:</b> All emergent bilinguals will have access to a highly qualified teacher supporting their both their language and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator; District Bilingual/ESL Clerk; Assistant Superintendent</p> <p><b>Funding Sources:</b> - Bilingual Education Allotment Fund 199 PIC 25</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	N/A			

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 2:** Recruit and retain staff.

**Performance Objective 2:** RETAIN: Improve staff retention by offering competitive salary adjustments, providing staff advisory councils to employee groups, and enhancing employee recognition initiatives.

**Evaluation Data Sources:** Staff survey results  
Exit surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold monthly Teacher Advisory Council meetings to provide teachers a platform for understanding and providing input on district initiatives and policies and procedures <b>Strategy's Expected Result/Impact:</b> employee satisfaction <b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Strengthen employee recognition programs on all campuses and at school board meetings. <b>Strategy's Expected Result/Impact:</b> employees feel valued and want to stay in the district <b>Staff Responsible for Monitoring:</b> HR Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to remain competitive with employee salaries when compared to surrounding school districts. <b>Strategy's Expected Result/Impact:</b> high quality staff <b>Staff Responsible for Monitoring:</b> HR Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a salary study conducted by a third party every 2-3 years to ensure adequate salaries for all positions.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Hold regular Auxiliary Staff Advisory Council meetings to provide auxiliary employees a platform for understanding and providing input on district initiatives and policies and procedures. <b>Strategy's Expected Result/Impact:</b> employee satisfaction <b>Staff Responsible for Monitoring:</b> CFO, Superintendent, Executive Director of Operations	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for continuous learning for campus leadership.	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>				

**Goal 2:** Recruit and retain staff.

**Performance Objective 3: PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES:** Build the leadership capacity of the current leadership team and develop leadership skills in high- potential employees for future leadership positions in the district.

**Evaluation Data Sources:** MVISD will be able to hire from within the district for leadership positions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Initiate a program to encourage and offset costs for teachers to earn advanced degrees and certifications.  <b>Strategy's Expected Result/Impact:</b> more teachers and will earn advanced degrees  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent and HR Director</p> <p><b>Funding Sources:</b> Reimbursement for teachers of last tuition payment - Title II-Fund 255 - 255 E 13 6118 00 800 5 24 0 00 - \$10,000</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> Continue Aspiring Leaders Academy to develop future leaders in our district.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of leadership positions filled by current MVISD employees  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 6  <b>Funding Sources:</b> Supplies and materials for academy - Title II-Fund 255 - \$5,000</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> Utilize the Clifton Strengths assessment to identify best placement of future leaders in the district.  <b>Strategy's Expected Result/Impact:</b> well performing teams throughout the district  <b>Staff Responsible for Monitoring:</b> C&amp;I Director, Assistant Superintendent</p> <p><b>Funding Sources:</b> Clifton Strengths Assesments - Title II-Fund 255 - \$600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide Crucial Conversations training for coordinators and Instructional Coaches to develop leadership capacity in current employees. <b>Strategy's Expected Result/Impact:</b> selected staff will be able to give corrective feedback <b>Staff Responsible for Monitoring:</b> C&I Director  <b>Funding Sources:</b> Trainer and supplies for training - Title II-Fund 255 - \$10,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide book study on Impact Coaching to all Instructional Coaches and Academic Deans. <b>Strategy's Expected Result/Impact:</b> better coaching sessions with teachers <b>Staff Responsible for Monitoring:</b> C&I Director  <b>Funding Sources:</b> books - Title II-Fund 255 - \$300	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Grow highly effective Principals that create a positive working environment/culture. <b>Strategy's Expected Result/Impact:</b> Positive campus culture on all campuses <b>Staff Responsible for Monitoring:</b> HR Director, Assistant Superintendent, Executive Director of Schools	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

District Processes & Programs
<b>Problem Statement 6:</b> We need to build the capacity of our staff members for advancement opportunities in MVISD. <b>Root Cause:</b> Lack of opportunities for staff to understand that they can develop leadership skills.

**Goal 2:** Recruit and retain staff.

**Performance Objective 4: PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES:** Develop a meaningful and differentiated Professional Development Plan based on job embedded requirements and staff input and choice.

**Evaluation Data Sources:** Professional Learning Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> C&amp;I Coordinators will attend trainings throughout the year to stay current in educational trends, practices, and policies.  <b>Strategy's Expected Result/Impact:</b> Coordinators will be able to provide relevant professional learning sessions for teachers and staff.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, C&amp;I Director, I&amp;A Director  <b>Funding Sources:</b> Trainings and conferences - Title II-Fund 255 - \$10,000</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> Utilize Professional Learning Surveys to provide meaningful, relevant, and needed Professional Learning offerings.  <b>Staff Responsible for Monitoring:</b> C&amp;I Director, I&amp;A Director, Assistant Superintendent</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> Create a 3 year Blended Learning Cohort.  <b>Strategy's Expected Result/Impact:</b> Data is used to plan blended learning experiences that provide students with differentiated instruction.  <b>Staff Responsible for Monitoring:</b> I&amp;A Coordinator, C&amp;I Coordinator  <b>Problem Statements:</b> Student Learning 1, 11 - Perceptions 2</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 4 Problem Statements:**

### Student Learning

**Problem Statement 1:** Teachers and instructional leaders lack an understanding of how to collaboratively analyze data and design differentiated learning experiences. **Root Cause** : A significant portion of students are not showing adequate growth in core academic areas, such as math and reading, as reflected in standardized test scores and internal assessments.

**Problem Statement 11:** Teachers and instructional leaders lack knowledge on effectively implementing current resources with students. **Root Cause:** Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.





### Perceptions

**Problem Statement 2:** 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:** Recruit and retain staff.





**Performance Objective 5:** PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES: Implement the new teacher induction and mentor program.

**Evaluation Data Sources:** Teacher Retention Rate  
T-TESS Evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase Lead4ward New Teacher Induction and Mentor books to support new teachers and mentors during the New Teacher Induction and Mentor Training Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of new teachers</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director</p> <p><b>Funding Sources:</b> Training materials and books - Title II-Fund 255 - \$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> Using Lead4Ward strategies and resources, train and pay a stipend to experienced teachers that serve as mentors for new teachers and student teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Build a mentor teacher pool to utilize in coming years for new teachers and student teachers to increase retention/hiring of these populations.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director</p> <p><b>Funding Sources:</b> - Title II-Fund 255</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>				

**Goal 3:** Foster an environment of parental and community support.





**Performance Objective 1: IMPROVE COMMUNITY-WIDE RELATIONSHIPS**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand and Restructure the Community Ambassador Program. <b>Strategy's Expected Result/Impact:</b> well informed and supportive school community <b>Staff Responsible for Monitoring:</b> Communications Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create best practice guide for district and campus parent engagement events. <b>Strategy's Expected Result/Impact:</b> engaged school community <b>Staff Responsible for Monitoring:</b> Communications Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Meet with realtors and homeowners regularly. <b>Strategy's Expected Result/Impact:</b> strong school community relations <b>Staff Responsible for Monitoring:</b> Communications Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue Military-connected Family Engagement Plan. <b>Strategy's Expected Result/Impact:</b> connected families <b>Staff Responsible for Monitoring:</b> Communications Director Director of Student Support Services	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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>				

**Goal 3:** Foster an environment of parental and community support.

**Performance Objective 2:** IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Inform all stakeholders with up to date campus and district news/announcements.





**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase parent and staff usage of mass communication system (one-way and two-way). <b>Strategy's Expected Result/Impact:</b> better informed school community <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue community mail-outs. <b>Strategy's Expected Result/Impact:</b> better informed school community <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Grow Alumni Outreach Program. <b>Strategy's Expected Result/Impact:</b> better informed school community <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Foster an environment of parental and community support.





**Performance Objective 3:** IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Increase customer satisfaction.

**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain bi-annual surveys of all stakeholders. <b>Strategy's Expected Result/Impact:</b> identify strengths and weakness of service <b>Staff Responsible for Monitoring:</b> Communications Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement District Service Standards. <b>Strategy's Expected Result/Impact:</b> improved services throughout the district <b>Staff Responsible for Monitoring:</b> Communications Director, Assistant Superintendent, Executive Director of Schools	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide on-going customer service training to front office staff in the district. <b>Strategy's Expected Result/Impact:</b> better customer service <b>Staff Responsible for Monitoring:</b> Executive Leadership Team	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create best practices guide for staff answering phones including crisis situations. <b>Strategy's Expected Result/Impact:</b> better communication <b>Staff Responsible for Monitoring:</b> Communications Director, Executive Director of Operations	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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>				

**Goal 4:** Finance and operations.





**Performance Objective 1:** Take a proactive role in planning for a rapidly growing population.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create High School #1 and MV Middle School Master site plan. <b>Staff Responsible for Monitoring:</b> CFO, Construction Director	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop the standard for furniture, fixture and expenditures (FF&E) in a model ES, MS and HS classroom. <b>Strategy's Expected Result/Impact:</b> All additional classrooms are outfitted using the district standard for FF&E by the start of school <b>Staff Responsible for Monitoring:</b> CFO, Director of Construction, Director of Technology	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create and Implement a 10-year long range facility plan within the scope of the district's budget <b>Strategy's Expected Result/Impact:</b> new school and renovations are completed on time and on budget <b>Staff Responsible for Monitoring:</b> CFO, Director of Construction	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop a long-term, systemic approach to District equity. <b>Staff Responsible for Monitoring:</b> CFO, Director of Construction, Director of Technology	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop and implement the MVIDS Police Department. <b>Strategy's Expected Result/Impact:</b> Obtain ORI, hire chief of police, hire officers. Improve safety and security on all District properties. <b>Staff Responsible for Monitoring:</b> Director of Safety	<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>				

**Goal 4:** Finance and operations.





**Performance Objective 2:** Ensure strong financial stewardship and clear communication with all stakeholders.

**Evaluation Data Sources:** FIRST Rating, Texas Comptroller Transparency, and clean audit report

Strategy 1 Details	Reviews			
Strategy 1: Utilize demographic reports to create a 4 year budget plan.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide Budget Calendar to all stakeholders.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Improve Public School Finance understanding with Campus and Department Administrators.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Improve financial transparency for all stakeholders.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Finance and operations.

**Performance Objective 3:** Create and implement existing facility long term expenditure projection plan.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure technology staffing and budget is appropriate and available.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure maintenance staffing and budget is appropriate and available.	Formative			Summative
	Oct	Jan	Mar	May
<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>				

**Goal 4:** Finance and operations.

**Performance Objective 4:** Improve district-wide safety measures and increase the levels of safety awareness, training, and preparedness of all district students, staff, administrators and community members.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and implement a school Marshall program at the elementary levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and security at the elementary levels with increased awareness, training, documentation, and impact on campus culture. Increase in the feeling of a safe and secure environment among elementary students, staff, administrators, and community members. Reduction of criminal instances and severe behavioral issues at the campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Health and elementary campus principals.</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> Create, begin, and fully implement the MVISD Police Department in accordance of state, local, and Board rules, laws, procedures, processes, and obligations.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced safety and security at all district properties, campuses and locations. Increased rates of patrol and decreased response rates. Establish strong collaborative relationships with elementary campus School Marshals, and local emergency responders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Operations and Safety, Director of Safety and Health.</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> Continue to develop and refine annual safety trainings and plans for all district staff, students, parents, and community members, including the standard reunification method. Establish and create Memorandums of Understanding (MOUs) with external entities as needed and appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Specific plans for the continuation of safe and secure climates and environments at all district facilities including transportation vehicles.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations and Safety.</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> Maintain updated infrastructure in accordance with legislation.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue district Safety Committee to increase student and staff safety in district schools and facilities. The committee should include: (1) city or county office of emergency management (2) local police or sheriff (3) ISD police, if applicable (4) board president (5) another board member (6) superintendent (7) superintendent's designee(s), with at least one classroom teacher (8) charter school representative, if district partners with OECS; and (9) two parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas and Minutes of Safety Committee meetings, Evidence of implemented safety features such as protected/monitored entrances, video cameras, identification badges, and other physical indicators of preparedness. District plans and procedures that may not be publicly visible for protective reasons. Staff training records indicate high level of preparedness information and knowledge across all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations and Safety.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Review of disciplinary data, ISS/OS placements, and bullying reports. 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 serious disciplinary incidents, fewer OSS/DAEP placements or reduced time for placements. Appropriate and timely response to bullying reports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide parents and students of MVISD opportunities to participate in Standard Response Protocol training and informative presentations on school marshals, SROs, and STB.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effectiveness of the district's response to crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Health.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use the District Website, new releases, Parent Square, and other social media platforms to communicate news, information and events to stakeholders. Timely notification of multiple opportunities for parental/family involvement are communicated via Parent Square non-emergency tool by patron self selection for surveys pertaining to safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of survey respondents; Increased number of website visitors; Increased number of social media followers;</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide parents and students of MVISD opportunities to participate in Standard Response Protocols training. <b>Strategy's Expected Result/Impact:</b> Increase effectiveness of the District's ability to rapidly and effectively respond to a crisis. <b>Staff Responsible for Monitoring:</b> Director of Safety and Executive Director of Operations and Safety	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>				

# RDA Strategies

Goal	Objective	Strategy	Description
1	2	5	Implement districtwide phonics instruction(95% Phonics/Estrellita) in all K-3 classes to increase foundational reading skills to increase the number of students reading on grade level.
1	3	2	Purchase instructional materials that complement trainings offered to Bilingual and ESL teachers throughout the year.
1	3	3	Provide 7 Steps to Language-Rich Interactive Classroom training to all bilingual and ESL-certified (or designated to be) teachers.
1	3	4	Provide content-based language instruction (CBLI) strategies training for supporting emergent bilinguals' access to core content instruction at any English language proficiency level.
1	3	5	Provide professional learning specific to the State of Texas, as provided by regional consultants and the Texas Education Agency, to foundational grade level (Pre-K - 5) bilingual educators in support of biliteracy, English acquisition, and transitional strategies (i.e., attendance of the Texas Association for Bilingual Educators 2024 Conference).
1	3	6	Engage services with a consultant for a half day, a virtual event for training Pre-K - 1st-grade 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.
1	3	7	Provide classroom teachers access to activities through the SummitK12 platform to engage students in supplemental listening, speaking, reading, and writing practice for improving academic English proficiency.
1	3	8	Continue to provide support materials and services to our At-Risk and Highly Mobile students.
1	3	9	Provide management programs for Title I Campuses
1	3	12	95% Phonics training and intervention resources for all SPED teachers and Instructional Coaches.
1	3	13	Train special and general education teachers in collaborative teaching models. Provide resources and exemplars of effective implementation.
1	3	14	Provide training to special education teachers and campus administrators in data-based placement decision making.
1	3	15	Develop an expanded continuum of specialized behavior support for students receiving special education services. Provide training to special education staff and campus administrators on service models and data-based decision making.
1	4	3	Universal Screeners and monitoring tools are utilized to identify students' academic needs.
1	5	2	Implement a K-12 College, Career, & Military Readiness Program including age-appropriate counseling lessons, technology resources, college & career presentations/field trips, college fairs, and advanced academics.
1	5	4	Providing ASVAB Testing for all students classified as Juniors and Seniors.
1	8	4	Students will be able to apply strategic techniques to foster healthy relationships with their peers and resolve conflicts.

# 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.

# Plan Notes

Following are timelines as presented June 2023 for the 23-24 school year. The deadlines are the last Friday of the month denoted in the timeline. There is nothing that precludes you from starting earlier than the window dates denoted.

[Timeline General](#)

[Timeline Detailed](#)

NOTE: Agenda, sign-in sheet with the delineated roles and required committee members must always be uploaded

[Committee Membership Guidance](#)

# DWAC (District Wide Advisory Committee)

Committee Role	Name	Position
District-level Professional	Tanya Stivors	Safety
Administrator	Sandy Bermea	Administrator
Administrator	Laura Davila	Administrator
Administrator	melissa Gonzales	Administrator
Administrator	Lesli Solis	Administrator
Administrator	Ashleigh Weeaks	Asst. Principal
Administrator	Tanner Lange	Administrator
Business Representative	Darrin Schroeder	Business Member
Business Representative	Sara Hoog	Business Member
Community Member	Diane Cumpian	Business Member
Community Member	Suzanne Lee	Community Member
Parent	Russell Persyn	Parent
Parent	Krista Binford	Parent
Classroom Teacher	Antonio Sanchez	Teacher
Classroom Teacher	Darlene Haby	Teacher
Business Representative	Kristin Welch	Teacher
Classroom Teacher	Jennifer Wood	Teacher
Classroom Teacher	Katie Boatright	Teacher
Classroom Teacher	Rohany Chapa	Teacher
Classroom Teacher	Maria Gaona	Teacher
Classroom Teacher	Claudia Lozano	Teacher
Classroom Teacher	Lesa Hearon	Teacher
Classroom Teacher	Joanna Blonigen	Teacher
Classroom Teacher	Jill Rodriguez	Teacher
Classroom Teacher	Esther Fairhurst	Teacher
Classroom Teacher	Justae Island	Teacher
Classroom Teacher	Allison Klimek	Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	David Perritano	Teacher
Classroom Teacher	Lauren Beidiger	Teacher
District-level Professional	Rose Pearson	Executive Director of Schools
District-level Professional	Brandi Hendrix	Assistant Superintendent
District-level Professional	Scott Caloss	Superintendent
District-level Professional	Amy Millis	Director to Curriculum, Instruction & Assessment

# District Funding Summary

Title I, Part A -Fund 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coaches		\$0.00
1	2	9	Age of Learning Software		\$85,000.00
1	3	8	Emergency Food, Clothing, Gas		\$0.00
1	3	9	Program Management System		\$0.00
<b>Sub-Total</b>					<b>\$85,000.00</b>
Title II-Fund 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PLC Conference		\$10,000.00
1	1	2	Solution Tree Trainer		\$7,200.00
1	1	3	PLC books and supplies		\$5,000.00
1	1	4	Books and Training Supplies		\$5,000.00
1	2	3	Fundamental 5 Books		\$5,000.00
1	2	7	Substitutes for during school trainings		\$4,000.00
1	2	7	Curriculum Design Team Extra Duty Pay		\$45,950.00
1	2	11	Supplies and Materials for Trainings		\$14,000.00
1	2	14	PK & Early Childhood Coop		\$10,340.00
1	3	5	TABE Conference		\$0.00
1	3	6	Estrellita PD		\$0.00
2	3	1	Reimbursement for teachers of last tuition payment	255 E 13 6118 00 800 5 24 0 00	\$10,000.00
2	3	2	Supplies and materials for academy		\$5,000.00
2	3	3	Clifton Strengths Assesments		\$600.00
2	3	4	Trainer and supplies for training		\$10,000.00
2	3	5	books		\$300.00
2	4	1	Trainings and conferences		\$10,000.00
2	5	1	Training materials and books		\$1,000.00
2	5	2			\$0.00

Title II-Fund 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$143,390.00
Title III-Fund 263					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	TNTP		\$12,000.00
1	3	2	Instructional Supplies, Materials to implement application of training		\$0.00
1	3	3	Consultants, Training Facilities, Funding to cover for substitutes		\$0.00
1	3	4	Instructional Materials		\$0.00
1	3	7	Access to SummitK12; PLC time		\$9,452.50
1	5	1	Coordination to sites, background/expectations, language, and understanding of available resources., Permissions 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.		\$0.00
<b>Sub-Total</b>					\$21,452.50
Title IV-Fund 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	4	Online tracking and instructional platform		\$0.00
1	9	1	Online tracking and instructional platform		\$0.00
<b>Sub-Total</b>					\$0.00
TEHCY-Homeless-Fund 206					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Field Trips, Cap/Gown, Brochures/Flyers Non-Personalized, Summer Reading, Right At School		\$0.00
<b>Sub-Total</b>					\$0.00
TEHCY ARP I-Fund 278					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Instructional supplies, materials, Emergency food, clothing		\$0.00
<b>Sub-Total</b>					\$0.00
TEHCY ARP II-Fund 280					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Instructional Supplies, materials, emergency food, clothing		\$0.00
<b>Sub-Total</b>					\$0.00

Perkins-Fund 244					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software Inventory Program		\$0.00
<b>Sub-Total</b>					\$0.00
Gifted & Talented-Fund 199 PIC 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	12	PD cost		\$4,000.00
1	3	11			\$0.00
<b>Sub-Total</b>					\$4,000.00
Career & Technical Education-Fund 199 PIC 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
1	6	3			\$4,500.00
1	7	2	Curriculum, citification, and licenses		\$0.00
<b>Sub-Total</b>					\$4,500.00
Special Education-Fund 199 PIC 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	12			\$0.00
1	3	13			\$0.00
1	3	14			\$0.00
1	3	15			\$0.00
<b>Sub-Total</b>					\$0.00
State Comp Ed-Fund 199 PIC 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coaches		\$0.00
1	2	10	Progress Learning software and training		\$75,000.00
1	2	16			\$40,000.00
1	2	17			\$29,250.00
1	3	8	Staff, instructional materials, Summer School		\$0.00
1	6	3			\$47,000.00
1	8	5	software and training		\$57,440.00
1	9	4			\$0.00

State Comp Ed-Fund 199 PIC 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$248,690.00
State Comp Ed-Fund 199 PIC 28					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2			\$0.00
1	9	3			\$0.00
1	9	3	Edgenuity		\$0.00
<b>Sub-Total</b>					\$0.00
Early Education-Fund 199 PIC 36					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	ESGI Software		\$8,388.00
1	2	8	Substitutes and travel costs for training		\$15,000.00
1	2	8	2024-2025 Texas Reading Academy Fees		\$24,000.00
<b>Sub-Total</b>					\$47,388.00
CCMR-Fund 199 PIC 38					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
1	6	1	Testing materials		\$0.00
1	6	2	AP Institutes		\$20,000.00
<b>Sub-Total</b>					\$20,000.00
General-Fund 199 PIC 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	13	NEWSELA and Formative Online Software and Training	429	\$0.00
1	4	3	MAP Fluency		\$0.00
1	4	3	MAP Growth		\$0.00
1	5	3	Project Lead the Way (3 Labs/ Access to Curriculum)		\$0.00
<b>Sub-Total</b>					\$0.00
IMA-Fund 410					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	NWEA MAP Growth Software		\$130,000.00
1	2	4	Speech-Enabled Headphones		\$5,000.00

<b>IMA-Fund 410</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	5	Estrellita		\$15,000.00
1	2	5	95% Phonics		\$40,000.00
1	2	5	Flyleaf Decodables		\$30,000.00
<b>Sub-Total</b>					<b>\$220,000.00</b>
<b>Online Learning Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	13			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Bilingual Education Allotment Fund 199 PIC 25</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	5			\$0.00
1	3	6			\$0.00
1	3	10			\$5,407.00
2	1	4			\$0.00
<b>Sub-Total</b>					<b>\$5,407.00</b>

# 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>

**Priority for Service (PFS) Action Plan  
for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

<b>School District: ESC Region 20 MEP SSA</b>
<b>Region: 20</b>

**Priority for Service (PFS) Action Plan**

<b>Completed By: ESC-20 MEP Team, SSA Member Representatives</b>
<b>Date: 08/23/2023</b>

**School Year: 2023 - 2024**

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

<b>Goal(s):</b> Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	<b>Objective(s):</b> 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> <li><b>Monthly</b>, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li><b>Before the first day of school</b>, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round  Individual meetings/phone calls/text/email with parents as needed (case-by-case basis)  PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			
<b>Provide</b> services to PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff will</b> use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff</b> will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff</b> will determine what federal, state, or local programs serve PFS students.</li> </ul>	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			

# 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



**EXECUTIVE SUMMARY**  
**MEDINA VALLEY HIGH SCHOOL**  
**Campus Improvement Plan: School Year 2024-2025**

**Scorecard Goals:**

1. MVISD is committed to all students growing every year.
  - a. Targeted improvement in Emergent Bilingual and Special Education scores in Reading and Math by 5%.
    - i. Special populations to include EB Learners and Special Education Students will show growth (by one grade level) in all core classes as measured by MAPS.
  - b. MVHS will ensure that 100% of the students will complete all requirements for graduation.
    - i. MVHS will provide intervention materials, supplies, tutoring, and software programs to improve academic performances among all populations.
    - ii. Behavior incidents will decrease by 5% by the end of the 2025 SY (focus on SE) by supporting social, emotional and behavioral wellness.
    - iii. MVHS will continue to provide support systems for students assigned to DAEP.
    - iv. MVHS will continue implementing summer tutorials in order to provide intervention to students.
  - c. Increase the number of students meeting CCMR expectations.
    - i. Increase the number of CTE, A-F certifications earned; and, increase the number of students completing
    - ii. Increase the number of students earning a 3+ by 10% during the 2025 AP Exam administration.a coherent sequence.
    - iii. Increase opportunities for Military enlistment by increasing exposure to ASVAB and Military partners.
    - iv. Establish partnerships with Alamo Colleges to better align Dual Credit opportunities to student career goals.
2. Recruit and retain staff
  - a. MVHS will continue to support the development of professional learning communities with a focus on student learning.
  - b. Implementation of New Panther Cohort.
  - c. Implementation of Instructional Leadership Team.
  - d. Manage and acquire funding for training– APSIs, Solution Tree
  - e. Implement TTESs with fidelity.
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 2650 students 53% Hispanic 23.5% White 7.2% African American and 1.54% Asian 0.67% American Indian 0.3% 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. Implementations of intervention classes in all core areas to address instructional gaps and language development.
2. Alignment of CTE pathways so that students can graduate with completion status and with IBC.
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/ discipline guidelines throughout the school year. **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 Middle School EXECUTIVE SUMMARY** **Campus Improvement Plan: School Year 2024-2025**

### **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 1,1162 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 48.18% female and 51.82% male students. Ethnic diversity is a significant aspect of the school's identity, with a majority of Hispanic-Latino students at 62.02%. The school also embraces students from various other ethnic backgrounds, including White (29.09%), Black - African American (4.49%), Asian (0.94%), and smaller representation from American Indian 0.37%, Pacific Islander 0.28%. MVMS addresses the needs of all its students, including those requiring special education services. A notable 63.58% of the SPED student body is mainstreamed, with others receiving specific services like speech therapy (4.32%) and resource assistance (18.52%). The school also offers diverse programs catering to varied student needs and talents, including Special Education (SPED) for 15.15% of students and Gifted and Talented programs for 11.41% of the student population. A significant proportion of the student population faces economic challenges, with 57.62% being economically disadvantaged. This includes 49.11% 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 1.31%, ensuring they receive the necessary resources for their education and well-being.

### **Student Achievement Summary:**

1. [STAAR performance Levels 2023-2024](#)
  - All 8th grade scores show that we need to improve at the masters level in Math, Reading, Science and Social Studies
2. **[STAAR Data for Eco Dis, EB, SPED](#)**
  - [8th grade](#) Masters level in almost all special population categories is below 10%
  - [7th grade](#) Special Education students are performing below 10% at Masters in both Math and Reading and below 10% at Meets in Mathematics
  - [6th grade](#) Special Education students are are performing below 10% at Masters in both Math and Reading
3. [NWEA MAP Reading](#) Looking at the EOY NWEA MAP data, the overall school performance is at high achievement/low growth
4. [NWEA MAP Math](#) Looking at the EOY NWEA MAP data, the overall school performance is at high achievement/low growth
5. [NWEA MAP Algebra](#) Looking at the EOY NWEA MAP data, the overall school performance is at high achievement/low growth

**Curriculum and Instruction**

- PIC meetings will happen weekly with one week being a Vertical PLC meeting
- Inclusion Teachers are joining PLCs so they are part of the general education planning.
- ILT team will meet once a month for ½ a day to discuss data, instruction, curriculum, do instructional Walks etc
- WIN classes are being used to meet all student's needs by reinforcing core subject concepts as well as addressing social and emotional learning (Character Strong Lessons,
- Intervention software has been purchased to assist with filling the gaps in all core subjects.
- Implementation of Noteworthy Note Making by Sean Cain across the campus (critical writing and fundamental 5)
- 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

# LOMA ALTA MIDDLE SCHOOL

226 CR 381 SOUTH, SAN ANTONIO, TX 78253 \* (830) 931-2243 X4300 \* MVISD.COM

## Loma Alta Middle School EXECUTIVE SUMMARY Campus Improvement Plan: School Year 2024-2025

### Scorecard Goals:

#### 1. MVISD is committed to all students growing every year

We are dedicated to ensuring that all students demonstrate measurable academic growth each year.

To achieve this, we will:

- a. Utilize data-driven instruction and intervention to track and support individual student progress.
- b. Foster professional learning communities (PLCs) to continuously assess and refine instructional practices to maximize student growth.
- c. Implement differentiated instruction and personalized learning plans to meet the diverse needs of students across all grade levels and abilities.

#### 2. Recruiting and Retaining Highly Qualified Staff

We are committed to recruiting, developing, and retaining highly qualified staff. Our focus includes:

- a. Implement a robust campus mentorship program for new Loma staff to foster professional growth and job satisfaction.
- b. Provide ongoing professional development opportunities aligned with our campus goals
- c. Cultivate a positive school culture where staff feel appreciated, supported, and motivated to contribute to the campus's vision.
- d. Establish a social committee and campus recognition programs to retain top talent.

#### 3. Parent and Community Involvement

We recognize that parent and community involvement is critical to student success. To foster a welcoming and collaborative environment, we will:

- a. Provide timely and effective parent communication through newsletters, websites, social media, and ParentSquare.
- b. Expand opportunities for meaningful parent engagement, including parent-teacher conferences, workshops, and volunteer programs.
- c. Strengthen partnerships with local businesses and community leaders
- d. Communicate campus events, achievements, and needs regularly through multiple channels to ensure all stakeholders are informed and engaged.

#### 4. Finance & Safety Operations

In order to meet the academic, social, and emotional needs of all students, we will maintain a balanced budget that reflects our priorities. Our strategy includes:

Align financial resources to support key initiatives, such as academic intervention programs, technology integration, and staff development.

1. Conducting regular budget reviews to ensure expenditures are meeting student and staff needs
2. Seek fundraising opportunities
3. Ensure transparency and accountability in financial planning and decision-making.

### 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 1041 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 95.2%. Loma Alta Middle School has 61 teachers, two counselors, one social worker, one nurse, two Assistant Principals, seven educational aides, one Academic Dean, and one Principal.



MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

# LOMA ALTA MIDDLE SCHOOL

226 CR 381 SOUTH, SAN ANTONIO, TX 78253 \* (830) 931-2243 X4300 \* MVISD.COM

## Student Achievement Summary

According to the 2022-2023 STAAR Performance (TAPR ) report, Loma Alta Middle School surpassed the state average in all STAAR assessments, excluding 8th Grade Math. In the All Grades All Subjects, the state average for approaches was 76%, while the Loma Approaches average was 82%. The state average is 49% in the Meets category, while the Loma Meets average was 58%. In the Masters category, the state average was 23%, while Loma averaged 32%. In ELA/Reading, for Approaches, the state average was 77%, while Loma averaged 88%. In the Meets category, the state average was 53%, while the Loma averaged 68%. In the Masters category, the state averaged 20%, while Loma averaged 35%. In Math, the state average for Approaches was 75%, while Loma averaged 81%. In the Meets category, the state average was 45%, while Loma averaged 56%. In the Masters category, the state average was 19%, while Loma averaged 22%. However, in the 7th grade Reading & Math overall category, the state average is 71% and 56%, while Loma special education achieved 66% and 32%. The data reflects that our current 8th-grade special education students need individualized intervention plans to ensure growth this school year. The data also reflects our EB students performed lower than the state average. Loma 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

At Loma Alta Middle School, a robust curriculum and data-driven instructional practices support our commitment to ensuring academic growth for all students. Aligned with the Texas Essential Knowledge and Skills (TEKS), our curriculum utilizes a variety of assessments and tools to track student progress, including MAP Growth testing, Progress Learning, district curriculum assessments, and both formative and summative campus-based assessments. These resources help us to identify areas of need and provide targeted interventions. A key strength of our academic approach is the support provided by our Instructional Leadership Team, who disaggregate student data, offering valuable insights and resources to our teachers. Our Instructional Coaches collaborate with educators to ensure student instruction is responsive and aligned with individual growth targets. Our Instructional Leadership Team (ILT) meets monthly to review data and collaborate on strategies to address the diverse needs of our students. These meetings ensure that the ILT can make informed decisions on instructional improvements and support teachers in delivering high-quality core instruction. Within departments, Loma Alta teachers work extensively in professional learning communities (PLCs) to identify clear learning outcomes, ensure TEKS alignment, and continuously improve the quality of Tier 1 instruction. This focus on collaborative planning, combined with our data-driven practices, ensures that all students receive the support needed for academic success. We remain committed to fostering an inclusive and collaborative environment, ensuring that staff and students continue growing each year while maintaining academic excellence.

- **Weekly Leadership Meetings**
- **ILT Monthly Meetings:** The Instructional Leadership Team (ILT) meets once a month to review data, discuss instruction and curriculum, and conduct instructional walks.
- **WIN Classes:** WIN (What I Need) classes are structured to meet student's academic needs by reinforcing core subject concepts and incorporating social-emotional learning through Character Strong lessons.
- **Learning Acceleration Tools/support:**
  - Intervention tools to address gaps in core subjects, providing targeted support for all students.
  - Individualized intervention plan for our Emergent Bilingual students.
- **Emergent Tree:** A Tier 1 behavior support system applied campus wide to foster a positive and inclusive school culture.
- **Weekly PLC Meetings**
  - Collaborative Planning: Weekly PLCs allow teachers to work together to align curriculum, develop lessons, and ensure consistent classroom instruction. This collaborative approach helps ensure all students are receiving the same high-quality education.
  - Data-Driven Instruction: Regular meetings allow teachers time to analyze student performance data and adjust their instructional strategies promptly.
  - Support for Diverse Learners: Weekly PLCs enable teachers to collaborate with inclusion teachers, instructional coaches, and administrators to ensure that the needs of all students, including those with special needs and English language learners, are met in the general education classroom.
  - Inclusion Teacher Participation: Inclusion teachers actively join PLCs to participate in the planning process with general education teachers to ensure the needs of all students.

## Summary of Strategies

Our campus is committed to creating a supportive and inclusive learning environment where students grow, staff thrive, and families and the community feel engaged. By focusing on academic excellence, staff recruitment and retention, community involvement, and financial responsibility, we will continue to build a campus culture of success and sustainability.



**Luckey Ranch Elementary Executive Summary  
Campus Improvement Plan 2024-2025**

**Scorecard Goals:**

MVISD is committed to

1. All students grow every year. Provide the needed tools and instructional resources to assist in implementing differentiated instruction.
  - a. LRE will aim to improve academic performance across all content areas and grade levels by utilizing MAP scores and MTSS for targeted intervention.
  - b. LRE will provide opportunities for students to receive the needed academic support through strong Tier 1 instruction as well as intervention as students show a need, and emotional support through Guidance Lessons and counselor/Social Worker support..
  - c. The needed technology resources and tools will be provided to enhance instruction and increase student achievement.
2. Recruit and retain staff:
  - a. LRE will offer research based professional development as well as provide time for professional learning committees (PLC) to meet, observe, and discuss best instructional practices.
  - b. LRE will provide leadership opportunities by encouraging participation in the MVISD Aspiring Leadership Academy as well as offering various leadership opportunities at the campus level.
  - c. LRE will provide opportunities for teachers to observe highly qualified staff members through learning walks.
  - d. Provide Instructional Coaches/Coaching in support of teachers serving at-risk students
3. Foster an environment of parental and community involvement:
  - a. Plan, communicate and execute family nights, events and involvement opportunities to support family and community involvement.
  - b. Use district provided communication tools to effectively build parent capacity.

**Recruit and Retain Staff:** We will provide research based professional development and dedicated time for Professional Learning Communities (PLC) to discuss best instructional practices. Teachers will have leadership opportunities, observe highly qualified staff, and engage in PLCs to build instructional capacity.

**Parental and Community Involvement:** We aim to strengthen parental and community engagement by offering after school activities, family functions, and educational resources to support student success.

**Demographics Summary:** Luckey Ranch Elementary serves approximately 947 students, with a population that is 70% Hispanic, 13% White, 10% African American, and 3% Asian. Of these students, 66% are economically disadvantaged, and 24% come from military connected families.

**Student Achievement Summary:**

**3rd Grade:**

- **Math:** Luckey Ranch slightly exceeds the district in Meets% (31% vs. 30%) and matches the district in Masters% (12%).
- **RLA:** Luckey Ranch is on par with the district in Meets% (31%) but falls slightly behind in Masters% (18% vs. 20%).



**4th Grade:**

- **Math:** Luckey Ranch matches the district in Meets% (29%) but falls behind in Masters% (16% vs. 18%).
- **RLA:** The school is slightly below the district in Meets% (27% vs. 31%) but surpasses the district in Masters% (26% vs. 25%).

**5th Grade:**

- **Math:** Luckey Ranch significantly lags behind the district in Meets% (19% vs. 31%) and Masters% (12% vs. 19%).
- **RLA:** The school is slightly below the district in Meets% (27% vs. 29%) and in Masters% (20% vs. 26%).

As we review our student performance data, it's clear that while we are making strides in some areas, there are noticeable gaps in our Meets% and Masters% scores, particularly in 5th-grade Math and RLA. These gaps point to areas where we can enhance our instructional strategies, provide targeted support, and prioritize enrichment for students who are on the verge of mastering the material.

**Curriculum and Instruction:**

- Weekly PLC meetings with inclusion teachers collaborating in general education planning.
- Monthly Instructional Leadership Team (ILT) meetings to review data and instruction.
- Cub Time intervention will support academic and social emotional learning.
- Progress Learning software will close academic gaps in core subjects.
- Campuswide implementation of the Fundamental 5 framework by Sean Cain and Mike Laird.
- Emergent Tree and Character Strong programs will foster behavior and character development.

**Summary of Strategies:** Luckey Ranch Elementary emphasizes a student centered approach, using diverse teaching techniques to meet the needs of all learners. Our interdisciplinary curriculum promotes collaborative learning, developing students' teamwork and communication skills. The ILT and PLCs play a crucial role in driving effective instruction and fostering professional growth. As we progress, we remain committed to creating an inclusive environment where all students can thrive.



# MEDINA VALLEY ISD

EST. 1959

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## EXECUTIVE SUMMARY

### Campus Improvement Plan: School Year 2024-2025

**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.

#### **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 838 students. The largest demographic group is the Hispanic-Latino group, the next largest demographic is the White group of the student population. The following percentages represent our student body population. Their ethnicities include: 67% Hispanic/Latino, 4.5% American Indian/ Native American, 19.6% Black/African American, 8.6% Asian, 1.79% Native American/ Pacific Islander, and 87% White.

Students by Program include 4% % Emergent bilingual, 21.20% Special Education and 17.46% At Risk

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

At the end of the 2024 school year, Potranco Elementary met or exceeded the state performance on all STAAR assessments.

**RLA** 3rd Grade (Campus): Approaches-82%; Meets-60%; Masters-22% 4th Grade (Campus): Approaches-92%; Meets-64%; Masters-25% 5th Grade (Campus): Approaches-88%; Meets-65%; Masters-34%

**Math** 3rd Grade (Campus): Approaches-75%; Meets-45%; Masters-15% 4th Grade (Campus): Approaches-75% Meets-45%; Masters-17% 5th Grade (Campus): Approaches-89%; Meets-58%; Masters-22%

**Science** 5th Science (Campus): Approaches-72%; Meets-30%; Masters-9%

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.

**EXECUTIVE SUMMARY**  
**Campus Improvement Plan: School Year 2024-2025**

**Scorecard Goals:**

1. Every Student Grows Every Year
  - a. Silos Elementary will develop a plan to ensure every student grows: academically, emotionally, socially, and developmentally.
  - b. Silos Elementary will ensure every student demonstrates measurable academic growth across core subjects by implementing evidence-based strategies such as blended learning.
  - c. We will provide targeted intervention programs for students who are below grade level.
  - d. Promote emotional and social well-being, ensuring students are equipped with the skills necessary for healthy social interactions and emotional regulation.
2. Recruit and retain staff:
  - a. Silos Elementary will create, foster and promote a culture of belonging.
  - b. Establish regular check-ins and feedback opportunities for staff to voice concerns and feel heard.
  - c. Implement staff recognition programs to celebrate achievements and contributions.
  - d. Host regular team-building and community-building activities to strengthen connections.
3. Foster an environment of parental and community involvement:
  - a. Silos Elementary will develop a strong partnership with the community: great customer service.
  - b. Create user-friendly newsletters and social media presence to promote events and provide accessible information.
  - c. Develop joint programs (e.g., mentorship, after-school activities, sponsorship of school events) that benefit both the school and community partners.
  - d. Implement customer service training for front-office staff to ensure professionalism and empathy in interactions with the community.
4. Finance & Operations
  - a. Silos Elementary will develop clearly defined and robust programs that allow for the resources and programs staff and students need to be successful.

**Demographics Summary**

Silos Elementary serves a diverse student population of approximately 1,000 students, encompassing a range of ethnic and cultural backgrounds. The demographic breakdown consists of 18.1% White, 64.9% Hispanic, 10.3% African American, 3.6% Native American/Alaskan Native, and 1.1% Pacific Islander. This diversity reflects the demographics of the surrounding community and underscores the need for inclusive practices to meet the educational and social-emotional needs of all students.

**Student Achievement Summary: (data from our BOY MAP)**

The Fall 2024-2025 achievement data for Silos Elementary highlights student performance in both math and reading. In math, the median percentile is 52nd across 864 students, with 20% scoring in the 1st-20th percentile, 18% in the 21st-40th, 21% in the 41st-60th, 25% in the 61st-80th, and 16% above the 80th percentile. Grade-level median scores range from 46th in 3rd grade to 58th in Kindergarten, indicating a balanced distribution with room for academic growth. In reading, the median percentile is 47th across 693 students, with 23% in the 1st-20th percentile, 21% in the 21st-40th, 20% in the 41st-60th, 18% in the 61st-80th, and 18% above the 80th percentile. Reading median scores range from 41st in 1st and 2nd grades to 59th in 5th grade, showing a diverse range of achievement levels and opportunities for improvement, especially in the earlier grades.



### **Curriculum and Instruction**

The curriculum and instruction program at Silos Elementary focuses on targeted, data-driven instruction using MAP data to tailor lessons to student needs. Blended learning integrates technology to personalize learning, while weekly PLC meetings enable teachers to collaborate on instructional strategies. In addition to academics, the program emphasizes social-emotional growth through the implementation of programs like Emergent Tree and Character Strong, which provide students with the tools for emotional regulation, character development, and positive behavior. This comprehensive approach ensures a balanced focus on both academic achievement and social-emotional well-being.

### **Summary of Strategies:**

Silos Elementary is committed to ensuring student growth academically, emotionally, socially, and developmentally through targeted instruction, blended learning, and social-emotional programs like Emergent Tree and Character Strong. The school fosters a culture of belonging for staff and builds strong community partnerships. Serving a diverse student population of about 1,000, Silos Elementary uses inclusive practices to meet all students' needs. Recent data shows median scores of 52nd percentile in math and 47th in reading, with weekly PLC meetings driving continuous improvement in both academics and social-emotional development.



**EXECUTIVE SUMMARY**  
**Campus Improvement Plan: School Year 2024-2025**  
**Castroville Elementary**

**Scorecard Goals:**

MVISD is committed to

1. All students grow every year. Provide the needed tools and instructional resources to assist in implementing differentiated instruction.
  - a. CES will aim to improve academic performance across all content areas and grade levels by utilizing MAP scores and MTSS for targeted intervention.
  - b. CES will provide opportunities for students to receive the needed academic support through strong Tier 1 instruction as well as intervention as students show a need, and emotional support through Guidance Lessons and counselor/Social Worker support..
  - c. The needed technology resources and tools will be provided to enhance instruction and increase student achievement.
2. Recruit and retain staff:
  - a. CES will offer research based professional development as well as provide time for professional learning committees (PLC) to meet, observe, and discuss best instructional practices.
  - b. CES will provide leadership opportunities by encouraging participation in the MVISD Aspiring Leadership Academy as well as offering various leadership opportunities at the campus level.
  - c. CES will provide opportunities for teachers to observe highly qualified staff members through learning walks.
  - d. Provide Instructional Coaches/Coaching in support of teachers serving at-risk students
3. Foster an environment of parental and community involvement:
  - a. Plan, communicate and execute family nights, events and involvement opportunities to support family and community involvement.
  - b. Use district provided communication tools to effectively build parent capacity.
4. Finance & Operations: Create a balanced budget while meeting the needs of students and staff.
  - a. Provide staff the resources for intervention, tutoring and academic purposes while maintaining a balanced budget.

**Demographics Summary**

Castroville Elementary serves approximately 586 students. Following are the Student Demographic populations at Castroville Elementary: Hispanic/Latino - 63.48%, American Indian or Alaskan Native - 3.75%, Black or African American - 5.46%, Asian - 2.06%, Native Hawaiian or Other Pacific Islander - 1.37%, and White - 26.72%. Students by Program include 3.75% Emergent bilingual, 23.21% Special Education, and 55.21% Economically Disadvantaged.

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

At the end of the 2024 school year, Castroville Elementary met or exceeded the state performance on all Math and Science STAAR assessments as well as 4th and 5th grade RLA 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 with a focus on literacy for the 24-25 school year.

**Curriculum and Instruction**

Castroville Elementary utilizes the District adopted curriculum for all core subject areas. Castroville Elementary Instructional Coaches utilize previous STAAR data to assist in creating 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.



## **Executive Summary**

Campus Improvement Plan: School Year 2024-2025

### **Scorecard Goals:**

All students will reach their full potential by providing all students with a challenging and well rounded education. Student Achievement is best achieved through a quality education that addresses all students' academic, social, and emotional needs. By providing an engaging, safe, and balanced learning environment for students involving parents, teachers, and the community. By fostering student experiences that teach them to value and respect the differences of others. All staff play a critical role in the success of our students

### **Demographics Summary From 2022-2023 TAPR report**

LaCoste Elementary, Medina Valley ISD served approximately 736 students according to the 22-23 TAPR report. Our demographics were as follows:

Hispanic 510 69.3%

White 167 22.7%

African American 28 3.8%

Asian- 01 0.1%.

American Indian 01 0.1%.

Pacific Islander 01 0.1%.

Two or More Races 28 3.8%

Economically Disadvantaged 511 69.4%

### **Student Achievement Summary:**

According to the 22-23 TAPR report:

Grade 3 Reading:

At Approaches Grade Level or Above 2023

State:76% District:84% Campus:88%

At Meets Grade Level or Above 2023

State:50% District:59% Campus:61%

At Masters Grade Level 2023

State:20% District:24% Campus:27%



Grade 3 Math:

At Approaches Grade Level or Above 2023

State: 73% District: 80% Campus: 84%

At Meets Grade Level or Above 2023

State: 45% District: 55% Campus: 59%

At Masters Grade Level 2023

State: 19% District: 23% Campus: 23%

Grade 4 Reading:

At Approaches Grade Level or Above 2023

State: 77% District: 87% Campus: 88%

At Meets Grade Level or Above 2023

State: 48% District: 59% Campus: 59%

At Masters Grade Level 2023

State: 22% District: 26% Campus: 20%

Grade 4 Math:

At Approaches Grade Level or Above 2023

State: 71% District: 78% Campus: 76%

At Meets Grade Level or Above 2023

State: 48% District: 53% Campus: 60%

At Masters Grade Level 2023

State: 22% District: 24% Campus: 29%

Grade 5 Reading:

At Approaches Grade Level or Above 2023

State: 81% District: 88% Campus: 81%

At Meets Grade Level or Above 2023

State: 57% District: 67% Campus: 59%

At Masters Grade Level 2023

State: 28% District: 36% Campus: 31%

Grade 5 Math:

At Approaches Grade Level or Above 2023 80% 88% 84%

At Meets Grade Level or Above 2023 51% 61% 58%

At Masters Grade Level 2023 21% 25% 23%



Grade 5 Science:

At Approaches Grade Level or Above 2023

State:65% District: 78% Campus: 74%

At Meets Grade Level or Above 2023

State: 36% District: 47% Campus: 42%

At Masters Grade Level 2023

State:16% District:19% Campus:18%

### **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 targeted instruction and build common assessments to measure mastery of objectives taught. Instructional coaches use data gathered through walk throughs to focus on improving Tier 1 instruction for all students. Teachers are in year one of Blended Learning implementation with PD provided by instructional coaches planned for the academic year.

### **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 2024-2025**  
**Ladera Elementary**

**Scorecard Goals:**

MVISD is committed to:

1. Every student Grows every year:
  - a. Ladera Elementary will implement W.I.N. Time, What I Need Time, to ensure all students are growing at their individual levels. This will include intervention and enrichment opportunities during the school day.
  - b. We will administer Beginning, Middle, and End-of-Year assessments to track student progress throughout the school year.
  - c. Students in K-5 grades will track their individual growth on campus designated assessments to reflect on their strengths and areas for improvement.
  - d. Ladera teachers will implement Character Strong and the Emergent Tree framework to build social, emotional, and behavioral systems that support all students.
  - e. We will increase student involvement in clubs and organizations to build 21st century skills. (U.I.L., Safety Patrol, Student Council, Choir, Dance, Spanish Club, and Running Club)
  - f. Teachers will facilitate blended learning groups to increase student engagement, personalized learning, flexibility and collaboration.
2. Recruit and retain staff:
  - a. Ladera Elementary School will provide and encourage staff growth through ongoing professional development, implementation of PLC's, Instructional Leadership Team meetings, and campus decision-making opportunities.
  - b. Ladera will provide staff incentives and resources to enhance campus culture and improve student learning.
  - c. We will schedule and implement instructional learning walks for teachers to observe effective teaching practices while building a collaborative campus culture.
  - d. Instructional Coaches will support teachers to refine teaching strategies, analyze student data to inform instruction, and serve as partners to help address academic challenges.
3. Foster an environment of parental and community support:
  - a. We will implement and monitor security measures to ensure the safety of all students, staff, and stakeholders (Parents on Patrol program, perimeter/door checks, drills, etc.)
  - b. LES will provide regular parent/family communication and support by placing priority on campus newsletters, Parent Square messages, and parent/teacher conferences.
  - c. Parent/family communication will be available to parents in both English and Spanish.
  - d. Ladera will plan, communicate, and execute family nights to foster engagement and connection within the school community. (ex: Night of Family Learning, Spring Family Night, Family Picnics, PTO Performances/Meetings, Veterans Day Parade, Career Day, Read Across America)
4. Finance & Operations:
  - a. Ladera Elementary School will invest in resources and student incentives to increase attendance, improve student achievement, and bring awareness to CCMR opportunities.
  - b. Provide teachers and staff with resources for intervention and tutoring to enhance student achievement.

**Demographics Summary**

Ladera Elementary in Medina Valley ISD currently serves approximately 793 students. Students by Demographics: Hispanic - 62.79%, White - 16.01%, African American - 10.34%, Pacific Islander - 2.67%, Asian - > 1%, American Indian - >1%; Students by Program: Eco. Dis. - 51%; At-Risk - 21%, Special Education - 19%, Emergent Bilingual - 16%, Gifted and Talented - 4%, Dyslexia 3%.



**Student Achievement Summary:**

At the end of the 2024 school year, Ladera Elementary met or exceeded the state performance on all STAAR assessments with an overall score of 85/B. Grade 3 Math: Approaches - 73%, Meets 41.2%, Masters - 10.9%; Grade 3 RLA: Approaches - 79%, Meets 49.6%, Masters - 22.7%; Grade 4 Math: Approaches - 71.6%, Meets 48.5%, Masters - 22.4%; Grade 4 RLA: Approaches - 85.1%, Meets 56%, Masters - 23.1%; Grade 5 Math: Approaches - 83.8%, Meets 50.4%, Masters - 21.4%; Grade 5 RLA: Approaches - 80.5%, Meets 55.1%, Masters - 22%; Grade 5 Science: Approaches - 65.8%, Meets 28.2%, Masters - 12%.

**Curriculum and Instruction**

At Ladera Elementary School, teachers will implement the Blended Learning framework to enhance student engagement, personalized learning, and collaboration. We will focus on strengthening Tier 1 Instruction with the integration of Professional Learning Communities, campus walkthroughs, and peer/teacher visits. W.I.N. Time ,What I Need Time, will be established to provide tailored intervention and enrichment opportunities during the school day to ensure all students grow at their individual levels. Progress will be tracked throughout the year with K-5 students monitoring their own growth to reflect on strengths and areas for improvement. Intervention and enrichment resources will be purchased to provide teachers with instructional materials to target student needs.

**Summary of Strategies:**

Ladera Elementary School is dedicated to helping every student achieve their unique academic potential. By utilizing innovative, research-based strategies, programs, and resources, teachers will support students in exploring their interests and developing their skills. This commitment includes fostering a positive learning environment that encourages curiosity, critical thinking, and personal growth. We will recruit, retain, and support teachers and staff through effective professional development and collaboration. To ensure parental and community support, we will have purposeful communication where families will be encouraged to partner with Ladera Elementary. We will invest in providing teachers with instructional resources to enhance student learning. Through the implementation of these strategies, we will aim to empower students to take ownership of their education and strive for excellence.



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** 10-28-2024

**Agenda Item:**

Consider Approval of Medina Valley High School Portable Building Project Final Change Order, Change Order #1 to Marksmen General Contractors

**Background Information:**

The School Board previously approved the substantial completion of this project at the September's Board Meeting. A final change order has been prepared to credit back the unused owner contingency allowance for the project back to the District's bond funds.

**Administrative Consideration:**

- MTR Engineers together with MVISD staff have reviewed the credit and prepared change order No. 1 for a credit that decreases the contract amount from \$617,040.00 to \$603,131.00 or a net decrease of \$13,879.00.

**Supporting Document(s):**

Drafted Change Order #1

**Recommendation:**

It is recommended the Board approve change order No. 1 to Marksmen General Contractors for a change in the contract amount that decreases it amount from \$617,040.00 to \$603,131.00 or a net decrease of \$13,879.00.



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 28, 2024

**Agenda item:** Consider approval of the budget plan for the MVIDS Police Department

### **Background Information**

Over the last several months, the safety and security department has developed the timeline necessary to begin a local MVIDS police department for the 2025-26 school year. This month the Board is receiving drafts of the pending agreements with the local police departments and local sheriff departments that are required through TCOLE for beginning the district police department. These documents must be in place to secure the Originating Agency Identifier (ORI) needed and the acceptance of the application to TCOLE. An additional item required by TCOLE is to have a multi-year budget in place. Administration is bringing the proposed budget for the police department for Board consideration and approval.

### **Administrative Consideration**

The safety and security department is bringing forward the estimated costs of starting a hybrid marshal and police department for Medina Valley ISD. These costs have been allocated between one-time start-up expenses for equipment and vehicles and the recurring costs of salaries and training for the chief and officers. The one-time expenses are allocated to Bond 2023 to utilize existing safety and security funds that remain after bidding the camera and access control projects. The cost of recurring salaries and training is allocated to the general fund and is included in the budget amendment this month. Administration is asked to consider approval of this 3-year budget plan and the allocation from Bond 2023.

### **Supporting Documents**

- Police Department budget worksheet

### **Recommendation:**

Administration recommends that the Board consider the possible approval of the police department budget plan as presented.

## MVISD Police Department Budget Plan

	FY 2024-2025	FY 2025-2026	FY 2026-2027
<b>Vehicles and Equipment - Bond 2023:</b>			
Vehicles - Officers	\$90,000	\$0	\$50,000
Vehicles - Chief and Canine	\$128,000	\$0	\$0
Radios	\$120,750	\$0	\$19,570
CAD System Equipment	\$63,000	\$0	\$0
Uniforms and Equipment	\$75,600	\$0	\$10,800
<b>Total Bond 2023</b>	<b>\$477,350</b>	<b>\$0</b>	<b>\$80,370</b>
<b>Staffing and Reoccurring Costs - General Fund:</b>			
Chief	\$73,573	\$113,671	\$117,081
Officers (5)	\$98,469	\$393,875	\$563,241
Detective/Sergeant	\$0	\$90,070	\$92,772
Vehicle Fuel, Maint., etc.	\$4,000	\$49,200	\$65,600
CAD System Yearly Fees	\$27,000	\$27,000	\$27,000
Dispatch Services	\$0	\$30,000	\$30,000
Duty Training costs	\$35,000	\$35,000	\$40,000
<b>Total General Fund</b>	<b>\$238,042</b>	<b>\$738,816</b>	<b>\$935,694</b>
<b>Total Annual Budget</b>	<b>\$715,392</b>	<b>\$738,816</b>	<b>\$1,016,064</b>

\*Assumptions: Chief is hired in December and Officers are hired in June. Two additional officers will be hired in 2026-2027 for HS #2.



## Agenda Item Memorandum

**To:** MVIDS Board of Trustees

**Date:** October 28, 2024

**Agenda Item:** Consideration and possible approval of a Budget Amendment

The 2024-2025 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 \$541,617 for remaining projects from the 2023-2024 school year that were not fully completed by August 31, 2024. These funds are included in the estimated 2023-2024 fund balance. This increase also includes the recurring costs to begin the police department as follows:

Salary for Chief from Dec 2024-Aug 2025	\$73,573
Salary for 5 Officers from June 2025-Aug 2025	\$98,469
Vehicle Fuel and Maintenance	\$4,000
CAD System Yearly Fees	\$27,000
Duty Training Costs	\$35,000

# BUDGET AMENDMENT REQUEST FORM

Board Meeting Presentation Date: October 28, 2024  
Fund Name & Number: General Fund - 199  
Person Requesting Budget Amendment: Crystal Hermesch

PURPOSE OF AMENDMENT:

Increase in Funds from Original Budget

\$ 541,617 Total Amount of Increase

Function Distribution	11	\$	36,528
	51	\$	203,181
	52	\$	238,042
	81	\$	63,866

EXPLANATION FOR AMENDMENT:

Function 11: Fine arts instruments approved in February 2024, but not received by August 31

Function 51: MVHS HVAC repair, switchgear, and fire alarm repairs approved, but not completed by August 31 (includes panther dome)

Function 52: Salaries and recurring costs for the police department

Function 81: Remaining construction costs for the MVHS restroom portable



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** October 28, 2024

**Agenda item:** Consider adoption of Resolution in Support of Legislative Action to Increase School Funding.

### **Background Information**

Public schools across the state of Texas are experiencing shortages of funding. Our Legal Representation is recommending that ISD's in Texas take Board action to pass a Resolution requesting additional funding from our state leaders before the next session begins. This Resolution was created by our Attorney, Juan Cruz.

### **Supporting Documents**

A MVISD Resolution in Support of Legislative Action to Increase School Funding.

### **Recommendation:**

Administration is in support of the Board adopting this resolution on behalf of our district.



### **Resolution in Support of Legislative Action to Increase School Funding**

WHEREAS, the Texas Constitution, Section 7, Article 1 mandates the Texas Legislature to establish and make suitable provision for an efficient system of public free schools for the preservation of democratic values;

WHEREAS, a strong public school system is essential for Texas to develop a well-educated workforce and maintain its position as one of the leading economies in the nation and the world;

WHEREAS, the Texas Foundation School Program (FSP) is the primary mechanism through which the state ensures the equitable distribution of funding to public schools, supporting the Maintenance and Operations (M&O) and Interest and Sinking (I&S) of school districts;

WHEREAS, despite the increasing costs of delivering quality education, the FSP state aid for M&O appropriations has decreased from \$50.8 billion in 2021 to \$47.8 billion in 2023, a reduction of \$3 billion;

WHEREAS, the FSP state aid for I&S appropriations remained stagnant at \$0.9 billion over the same period, and the total state appropriations for public education have dropped from \$51.7 billion in 2021 to \$48.6 billion in 2023;

WHEREAS, these reductions come at a time when inflation continues to drive up the cost of essential educational resources, including personnel, facilities, and instructional materials, placing an additional strain on school district budgets and threatening the ability of schools to meet student needs;

WHEREAS, the long-term success of our students and the strength of our communities depend on sufficient and stable funding that can adapt to changing economic conditions and ensure every child has access to high-quality educational opportunities;

NOW, THEREFORE, BE IT RESOLVED that the Medina Valley Independent School District Board of Trustees calls upon the Texas Legislature to take prompt and decisive action to restore and increase public school funding through the Foundation School Program, to implement adjustments for inflation, and to ensure the sustainability of Texas public education for future generations;

PASSED and APPROVED on October 28, 2024.

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Nathan Fillinger, President, Board of Trustees

ATTEST:

\_\_\_\_\_  
Jennilea Campbell, Secretary, Board of Trustees