

**Medina Valley Independent School District  
Board of Trustees  
Regular Meeting on Monday, October 27, 2025 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 27, 2025, 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 **Medina Valley High School**
  - 1 National Merit Semi-Finalist - Alexander Adams
  - 2 National Merit Commended Student - Melvin Oliver
- B "Star Students" - Silos Elementary
- C "Outstanding PLC Team" - Silos Elementary

**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. Consistent with Board Policy BEC (Local), when necessary for meeting management, the following will apply: When 1 to 3 individuals sign up to address the Board, they will each be given 5 minutes. When 4 to 6 individuals sign up to address the Board, they will each be given 3 minutes. When 7 or more individuals sign up to address the Board, they will each be given 2 minutes.*

**IV. Announcements/Communications/Presentations**

- A Board Committee Reports
  - Finance Committee
  - Construction Committee
  - Safety & Security Committee
  - Curriculum Committee
- B Construction Briefing
  - Creek View High School
  - Medina Valley HS AG/JROTC Building
  - Medina Valley Middle School #3
- C Financial Briefing 3
  - General Fund Financial Statement
  - Child Nutrition Financial Statement
  - Debt Service Fund Financial Statement
  - Bond 2023 Capital Projects Report
  - Bond 2024 Capital Projects Report
- D Superintendent Briefing 9
  - Student Achievements
  - Staff Achievements
  - District Enrollment Numbers
- E Measures of Academic Progress (MAP) Presentation 21

**V. Discussion and Possible Action Items**

- A Consider Approval of Consent Agenda Items 36
  - Minutes for Regular Board Meeting on September 22, 2025
  - Minutes for Special Board Meeting on October 9, 2025
  - Activity Bus purchase
  - Castroville Elementary Playground
  - Creek View High School FF&E purchases
    - Office Furniture
    - Band Instruments
    - Fine Arts Equipment
    - Pianos
    - CTE Equipment
  - District Wide Library Books purchase
  - AG/JROTC CPS Phase 2 Easement
- B Consider Approval of Budget Amendment 220
- C Consider Approval of Revision to the 2025-2026 Compensation Plan 222
- D Consider Approval of the 2025-2026 District Improvement Plan 239

**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)

- Castroville Elementary Principal

C Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TX Govt. Code Section 551.076 and 551.089)

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

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

A Consider Approval of the Superintendent's Recommendation to Hire the Castroville Elementary Principal

B Consideration of Future Meeting Dates

**VIII. Adjournment**

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

# Medina Valley Independent School District

## Monthly Financial Report

September 2025

### Executive Summary

Financial Highlights: In the general fund, the district has collected 14% of budgeted revenues and spent 8% of budgeted expenses. In September 2024, the district collected 11% of actual revenue and spent 8% 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 11% of budgeted revenues and spent 6% of budgeted expenses. 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 2026.

### Fund Balance

	General Fund	Food Service	Debt Service
Fund Balance as of August 31, 2024	\$ 30,818,166	\$ 2,783,463	\$ 6,178,407
Year-to-Date Revenue	\$ 15,809,716	\$ 786,839	\$ 11,871
Year-to-Date Expenditures	\$ (9,462,795)	\$ (480,034)	\$ -
<b>Fund Balance as of September 30, 2025</b>	<b>\$ 37,165,087</b>	<b>\$ 3,090,268</b>	<b>\$ 6,190,278</b>

### Budget Amendments

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

**SEPTEMBER 2025-2026  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$40,765,553	\$188,563	\$40,576,990
5800 - STATE PROGRAM REVENUES	\$71,491,040	\$15,720,969	\$55,770,071
5900 - FEDERAL REVENUES	\$490,000	\$0	\$490,000
<b>TOTAL REVENUES</b>	<b>\$112,746,593</b>	<b>\$15,909,533</b>	<b>\$96,837,060</b>
<b>PROPOSED APPROPRIATIONS</b>			
11 - INSTRUCTION	\$64,463,293	\$5,252,981	\$59,210,313
12 - INST. RESOURCES & MEDIA SVCS	\$644,746	\$30,282	\$614,464
13 - CURRICULUM DEV.& INST.STF DEV	\$1,897,351	\$118,094	\$1,779,258
21 - INSTRUCTIONAL LEADERSHIP	\$2,094,074	\$165,568	\$1,928,505
23 - SCHOOL LEADERSHIP	\$5,756,921	\$450,275	\$5,306,645
31 - GUIDANCE & COUNSELING	\$4,140,813	\$317,369	\$3,823,444
32 - SOCIAL WORK SERVICES	\$625,612	\$49,124	\$576,488
33 - HEALTH SERVICES	\$1,355,949	\$101,781	\$1,254,168
34 - PUPIL TRANSPORTATION	\$7,325,773	\$560,476	\$6,765,297
35 - FOOD SERVICES	\$165,728	\$4,905	\$160,823
36 - COCURR./EXTRACURR.ACTIVITIES	\$2,956,155	\$169,674	\$2,786,481
41 - GENERAL ADMINISTRATION	\$3,280,329	\$292,579	\$2,987,750
51 - PLANT MAINTENANCE & OPERATIONS	\$10,782,725	\$1,225,608	\$9,557,117
52 - SECURITY & MONITORING SERVICES	\$1,719,875	\$135,383	\$1,584,492
53 - DATA PROCESSING SERVICES	\$2,437,753	\$585,970	\$1,851,783
61 - COMMUNITY SERVICES	\$1,000	\$0	\$1,000
81 - FACILITIES ACQ. & CONSTRUCTION	\$2,393,496	\$2,725	\$2,390,771
95 - PYMTS.TO JJAEP PROGRAMS	\$5,000	\$0	\$5,000
99 - OTHER INTERGOVERNMENTAL CHARGE	\$700,000	\$0	\$700,000
<b>TOTAL APPROPRIATIONS</b>	<b>\$112,746,593</b>	<b>\$9,462,795</b>	<b>\$103,283,797</b>

2024-2025 FUND BALANCE = \$ 30,818,166

3 MONTH OPERATING CASH FLOW = \$ 28,186,648

**SEPTEMBER 2025-2026  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$2,244,200	\$221,918	\$2,022,282
5800 - STATE PROGRAM REVENUES	\$29,000	\$0	\$29,000
5900 - FEDERAL REVENUES	\$5,096,171	\$573,933	\$4,522,238
<b>TOTAL REVENUES</b>	<b>\$7,369,371</b>	<b>\$795,852</b>	<b>\$6,573,519</b>
<b>PROPOSED APPROPRIATIONS</b>			
35 - FOOD SERVICES	\$8,374,554	\$480,034	\$7,894,520
<b>TOTAL APPROPRIATIONS</b>	<b>\$8,374,554</b>	<b>\$480,034</b>	<b>\$7,894,520</b>

2024-2025 FUND BALANCE = \$ 2,783,463

3 MONTH OPERATING CASH FLOW = \$ 2,093,638

**SEPTEMBER 2025-2026  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

<b>ESTIMATED REVENUES</b>	<b>CURRENT BUDGET</b>	<b>YTD ACTUAL</b>	<b>BALANCE</b>
5700 - LOCAL REVENUES	\$30,092,357	\$35,277	\$30,057,080
5800 - STATE PROGRAM REVENUES	\$6,603,098	\$0	\$6,603,098
<b>TOTAL REVENUES</b>	<b>\$36,695,455</b>	<b>\$35,277</b>	<b>\$36,660,178</b>
<b>PROPOSED APPROPRIATIONS</b>			
71 - DEBT SERVICES	\$36,695,455	\$0	\$36,695,455
<b>TOTAL APPROPRIATIONS</b>	<b>\$36,695,455</b>	<b>\$0</b>	<b>\$36,695,455</b>

2024-2025 FUND BALANCE = \$ 6,178,407

3 MONTH OPERATING CASH FLOW = \$ 9,173,864

# Medina Valley ISD

## Bond 2023 Summary

As of September 30, 2025

<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	\$ 308,000,000	\$ 74,594,070	\$ 198,641,188	\$ 34,764,742
Traffic Improvements	\$ 4,000,000	\$ 4,000,000	\$ -	\$ 1,191,758	\$ 2,808,242
Agricultural & Jr. ROTC Facility	\$ 14,000,000	\$ 14,000,000	\$ 10,101,692	\$ 2,843,966	\$ 1,054,341
Safety & Security Projects	\$ 5,000,000	\$ 4,522,650	\$ 675,186	\$ 3,051,719	\$ 795,744
Land	\$ 30,000,000	\$ 30,000,000	\$ 71,568	\$ 23,645,536	\$ 6,282,897
Project Savings:	\$ -				
Middle School #3	\$ -	\$ 15,000,000	\$ 11,458,849	\$ 3,313,612	\$ 227,539
Police Department	\$ -	\$ 477,350	\$ 46,967	\$ 371,593	\$ 58,790
<b>Total Projects</b>	<b>\$ 376,000,000</b>	<b>\$ 376,000,000</b>	<b>\$ 96,948,332</b>	<b>\$ 233,059,372</b>	<b>\$ 45,992,295</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>\$ 96,948,332</b>	<b>\$ 233,889,409</b>	<b>\$ 45,992,295</b>
Bond Interest		\$ 11,530,583	\$ -	\$ -	\$ 11,530,583
Debt Payment		\$ 11,698,450	\$ -	\$ 11,698,450	\$ -
Arbitrage		\$ 8,389,730	\$ -	\$ 1,500	\$ 8,388,230
Salaries	\$ -	\$ 949,201	\$ -	\$ 617,295	\$ 331,906
<b>Total Interest Earnings</b>	<b>\$ -</b>	<b>\$ 32,567,964</b>	<b>\$ -</b>	<b>\$ 12,317,245</b>	<b>\$ 20,250,719</b>

*\*Unaudited*

# Medina Valley ISD

## Bond 2024 Summary

As of September 30, 2025

<i>2024 Bond Projects</i>	<i>Original Budget</i>	<i>Adjusted Budget</i>	<i>Cumulative Encumbrances</i>	<i>Cumulative Expenses</i>	<i>Balance</i>
Middle School #3	\$ 102,000,000	\$ 83,380,000	\$ 58,000,000	\$ -	\$ 25,380,000
Elementary School #7	\$ 62,000,000	\$ 48,620,000	\$ -	\$ -	\$ 48,620,000
Elementary School #8	\$ 62,000,000	\$ -	\$ -	\$ -	\$ -
Safety & Security Projects	\$ 2,500,000	\$ -	\$ -	\$ -	\$ -
PE Improvements	\$ 5,750,000	\$ -	\$ -	\$ -	\$ -
Land	\$ 14,900,000	\$ -	\$ -	\$ -	\$ -
MVHS Stadium Improvements	\$ 29,050,000	\$ -	\$ -	\$ -	\$ -
CVHS Stadium Improvements	\$ 11,800,000	\$ 11,200,000	\$ 8,753,513	\$ 893,919	\$ 1,552,568
Project Savings - Prop A	\$ -	\$ -	\$ -	\$ -	\$ -
Project Savings - Prop B	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Projects</b>	<b>\$ 290,000,000</b>	<b>\$ 143,200,000</b>	<b>\$ 66,753,513</b>	<b>\$ 893,919</b>	<b>\$ 75,552,568</b>
Fees Associated with Sale of Bond		\$ 473,685	\$ -	\$ 473,685	\$ -
<b>Total Bond Package</b>	<b>\$ 290,000,000</b>	<b>\$ 143,673,685</b>	<b>\$ 66,753,513</b>	<b>\$ 1,367,604</b>	<b>\$ 75,552,568</b>
Bond Interest - Prop A		\$ 652,917	\$ -	\$ -	\$ 652,917
Bond Interest - Prop B		\$ 343,909	\$ -	\$ -	\$ 343,909
Arbitrage Liability		\$ 51,366	\$ -	\$ -	\$ 51,366
<b>Total Interest Earnings</b>	<b>\$ -</b>	<b>\$ 1,048,192</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,048,192</b>

*\*Unaudited*



**MEDINA VALLEY ISD**  
**EST. 1959**

# Superintendent Briefing

**October 27, 2025**

# MVMS Teacher, Angela Bowen wins Excel Award



Ms. Bowen, 8th grade science teacher at Medina Valley Middle School was surprised at a pep rally by KENS 5 Anchor, Audrey Castoreno who presented her with the Excel Award and a check for \$2,000 provided by Credit Human.

# Custodian Appreciation Day celebrated across campuses



Our incredible custodians who keep our Medina Valley ISD campuses clean, safe, and welcoming every single day were provided lunches, snacks and special treats, on Custodian Appreciation Day early this month.

# Senior Connor Crisp highlighted in San Antonio Express-News



Medina Valley HS Senior Connor Crisp was highlighted by the San Antonio Express-News for his standout performance in our 28-7 win over Laredo LBJ.

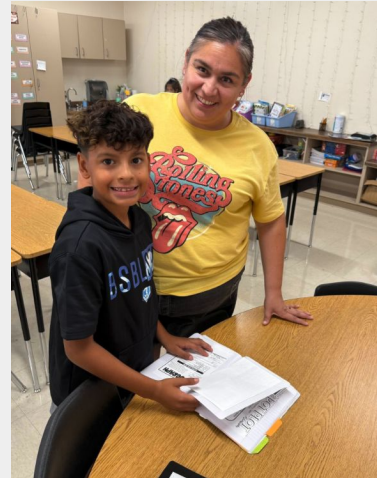
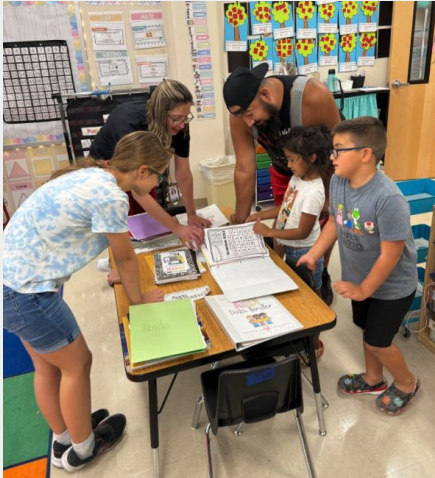
Our football team is now 5-0 in district play!

# Texas Education Human Resources Day



MVISD recognized and celebrated the incredible work of our HR team. From recruiting top talent to supporting every employee behind the scenes, our HR professionals play a vital role in making sure our schools run smoothly and staff feel valued.

# MVISD Elementary Schools held Open House



Our elementary campuses across Medina Valley ISD came alive with excitement as students proudly welcomed their families into their classrooms during Open House. 14

# Medina Valley Theatre students set the stage for Sleepy Hollow



Our MVHS Theatre program put on their first fall performance early this month, bringing to life the Legend of Sleepy Hollow. Our talented students worked hard to bring four shows to life!

# Medina Valley Cross Country Teams win District



Our Panther Varsity Boys, Varsity Girls, JV Girls and JV Boys Cross Country teams all won the District Championship title. The Panthers made history sweeping all four divisions at the District 30-6A Championships held in Eagle Pass.

# MVHS Panther Band receives Superior Ratings



Our Panther Band earned superior ratings from all 3 judges at the UIL Marching Contest. They placed 16th at the UIL Area H Marching Contest this past weekend.

# Employees of the Month - September 2025

## Castroville

- Professional - Lauren VanOverborg
- Paraprofessional - Hailey Aguilar

## Potranco

- Professional- Rebecca Ozuna
- Paraprofessional- Sonia Oquendo

## LaCoste

- Professional - Mr. Anaya
- Paraprofessional - Ms. C. Hernandez

## Luckey Ranch

- Professional - John Palacios
- Paraprofessional - Summer Mann

## Ladera

- Professional - Rohany Chapa
- Paraprofessional - Christopher Harris

## Silos

- Professional - Marisavel Antu
- Paraprofessional - Kayte Martin

## Loma Alta MS

- Professional- Rebecca Delgado
- Paraprofessional- Amber Renslow

## Medina Valley MS

- Professional - Scott Sherwood
- Paraprofessional - Robert Morrison

## Medina Valley HS

- Professional - Daniel Cichowicz
- Paraprofessional - Bridget Taylor

## Child Nutrition

- Kimberly Sanchez

## Transportation

- Francisco Delgado Enriquez

## Facilities

- Emily Perez

## Central Office

- Natalie Copa, Liz Madrigales, Amber Whitley, Robyn Rios Hill & Kaci Owens

# MVISD Gold Card

- Steven Conard
- Amber Whitley
- Kelly Galvan
- Perla Rios
- Rodney Ramirez
- Paul Bernstein
- Joe Elizondo
- Gaby Porras
- Zach Jimenez
- Misty Lara
- Mrs. Pineda
- Eteline Aguirre
- Andrea Medrano
- Brenda Armendariz

# DISTRICT ENROLLMENT

<u>Campus</u>	<b>5/23/25</b>	<b>10/24/25</b>
Castroville Elementary	<b>599</b>	<b>630</b>
LaCoste Elementary	<b>626</b>	<b>720</b>
Ladera Elementary	<b>853</b>	<b>949</b>
Luckey Ranch Elementary	<b>938</b>	<b>945</b>
Potranco Elementary	<b>899</b>	<b>912</b>
Silos Elementary	<b>1,037</b>	<b>1,002</b>
Medina Valley Middle School	<b>1,157</b>	<b>1,197</b>
Loma Alta Middle School	<b>1,086</b>	<b>1,237</b>
Medina Valley High School	<b>2,629</b>	<b>2,867</b>
<b>DISTRICT</b>	<b>9,824</b>	<b>10,459</b>

2025 BOY MAP  
Achievement & Growth  
District Data

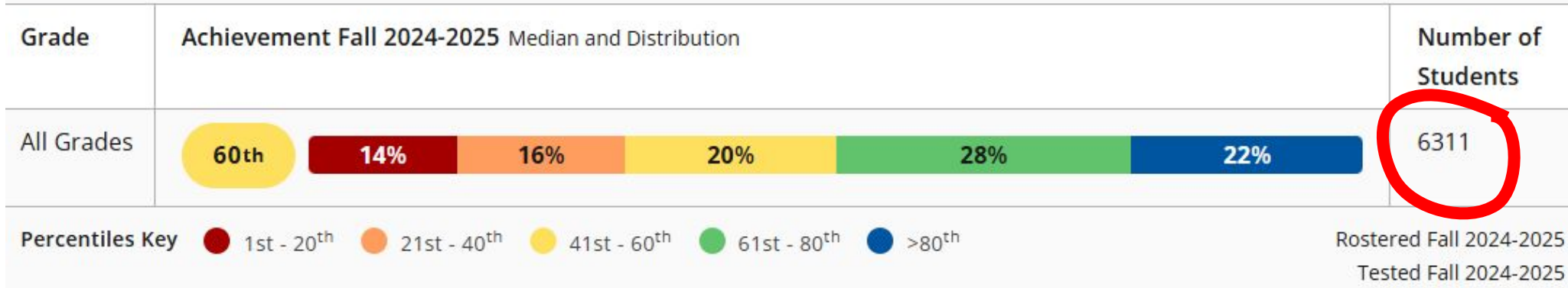
# Math K-12: Achievement All Students

District Profile

## Achievement Overview

Fall 2024

Medina Valley ISD | Math K-12

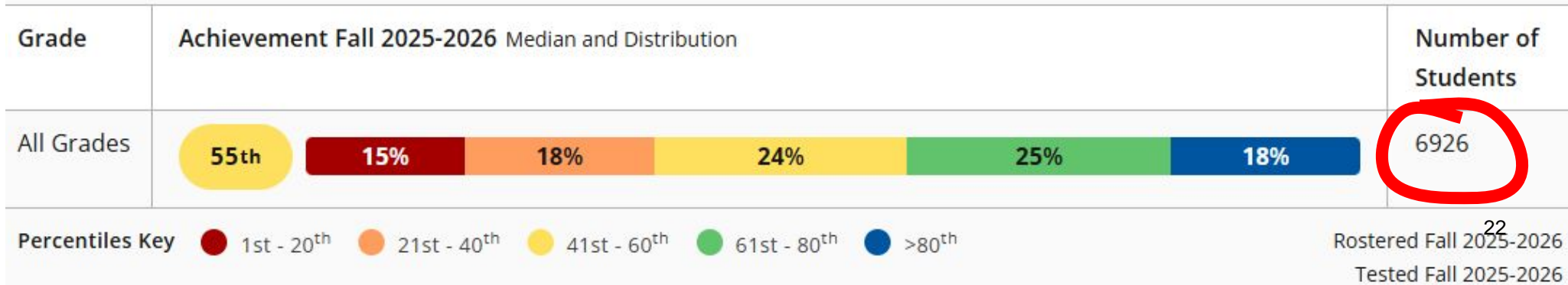


District Profile

## Achievement Overview

Fall 2025

Medina Valley ISD | Math K-12



# Math K-12: Achievement All Students

**Fall 2024**

**Fall 2025**

Grade KG	53rd	Grade KG	55th
Grade 01	52nd	Grade 01	57th
Grade 02	55th	Grade 02	47th
Grade 03	65th	Grade 03	51st
Grade 04	65th	Grade 04	61st
Grade 05	64th	Grade 05	58th
Grade 06	66th	Grade 06	58th
Grade 07	65th	Grade 07	55th
Grade 08	54th	Grade 08	46th

# Math K-12: Achievement

## All Students

District Profile					Fall 2025	
Achievement by Grade						
Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by	-- select an option --	Average RIT	Number of Students	
Grade KG	55th 13% 18% 24% 25% 20%			142	732	
Grade 01	57th 15% 14% 29% 28% 14%			160	698	
Grade 02	47th 24% 19% 25% 20% 12%			170	784	
Grade 03	51st 18% 18% 24% 22% 18%			184	793	
Grade 04	61st 10% 15% 23% 32% 20%			200	806	
Grade 05	58th 9% 16% 30% 28% 17%			208	814	
Grade 06	58th 13% 19% 20% 21% 27%			213	851	
Grade 07	55th 17% 16% 23% 23% 21%			218	762	
Grade 08	46th 16% 25% 23% 25% 11%			220	686	

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

# Algebra 1: Achievement All Students

District Profile

## Achievement Overview

Fall 2024

Medina Valley ISD | Algebra 1

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades	<p>53rd 20% 21% 17% 20% 22%</p>	666

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2024-2025  
Tested Fall 2024-2025

District Profile

## Achievement Overview

Fall 2025

Medina Valley ISD | Algebra 1

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	<p>55th 20% 19% 17% 24% 20%</p>	665

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

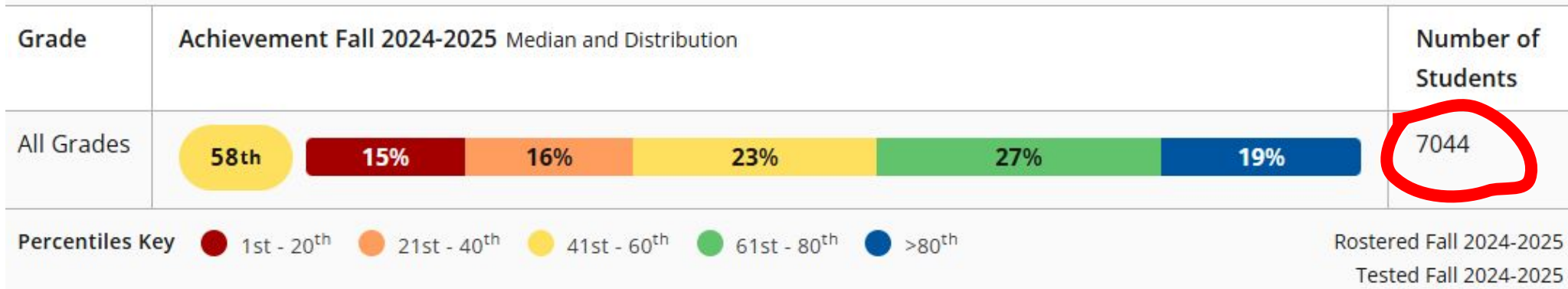
# RLA: Achievement All Students 1st - HS

District Profile

## Achievement Overview

Fall 2024

Medina Valley ISD | Reading

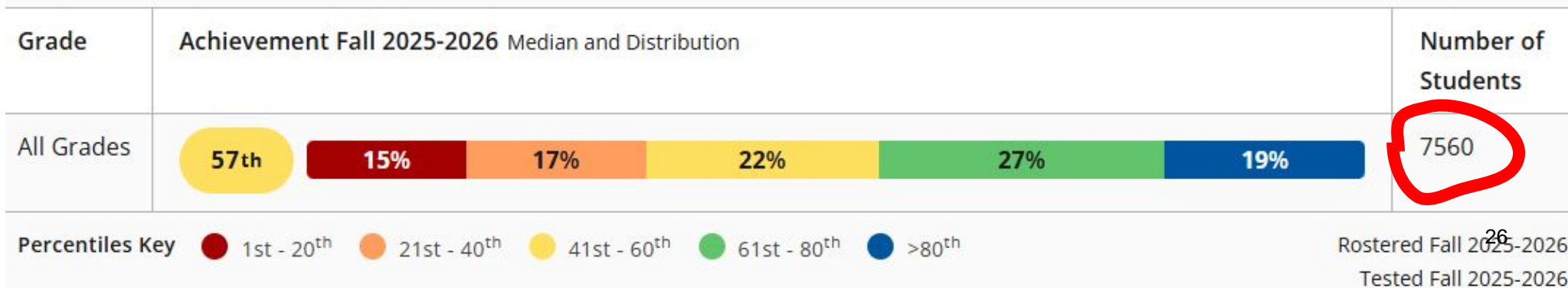


District Profile

## Achievement Overview

Fall 2025

Medina Valley ISD | Reading



# Reading: Achievement All Students

## Fall 2024

Grade 01	43rd
Grade 02	50th
Grade 03	55th
Grade 04	61st
Grade 05	60th
Grade 06	59th
Grade 07	61st
Grade 08	60th
Grade 09	60th
Grade 10	64th

## Fall 2025

Grade 01	44th
Grade 02	48th
Grade 03	58th
Grade 04	59th
Grade 05	60th
Grade 06	60th
Grade 07	59th
Grade 08	58th
Grade 09	61st
Grade 10	59th

# Reading 1-10: Achievement

All students

District Profile

## Achievement by Grade

Medina Valley ISD | Reading

Fall 2025

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by	Average RIT	Number of Students
		-- select an option --		
Grade 01	44th		153	702
Grade 02	48th		170	785
Grade 03	58th		186	793
Grade 04	59th		199	807
Grade 05	60th		206	813
Grade 06	60th		211	849
Grade 07	59th		214	762
Grade 08	58th		218	790
Grade 09	61st		220	605
Grade 10	59th		222	650

# Science 5 & 8: Achievement All Students

District Profile

## Achievement by Grade

Medina Valley ISD | Science K-12

Fall 2024

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by	Average RIT	Number of Students
Grade 05	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">62nd</div> <div style="display: flex; gap: 5px;"> <div style="width: 11%; height: 15px; background-color: #800000; color: white; text-align: center; font-size: 8px;">11%</div> <div style="width: 12%; height: 15px; background-color: #FF8C00; color: white; text-align: center; font-size: 8px;">12%</div> <div style="width: 24%; height: 15px; background-color: #FFD700; color: white; text-align: center; font-size: 8px;">24%</div> <div style="width: 29%; height: 15px; background-color: #32CD32; color: white; text-align: center; font-size: 8px;">29%</div> <div style="width: 24%; height: 15px; background-color: #0056B3; color: white; text-align: center; font-size: 8px;">24%</div> </div> </div>	-- select an option --	204	746
Grade 08	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">65th</div> <div style="display: flex; gap: 5px;"> <div style="width: 10%; height: 15px; background-color: #800000; color: white; text-align: center; font-size: 8px;">10%</div> <div style="width: 17%; height: 15px; background-color: #FF8C00; color: white; text-align: center; font-size: 8px;">17%</div> <div style="width: 19%; height: 15px; background-color: #FFD700; color: white; text-align: center; font-size: 8px;">19%</div> <div style="width: 28%; height: 15px; background-color: #32CD32; color: white; text-align: center; font-size: 8px;">28%</div> <div style="width: 26%; height: 15px; background-color: #0056B3; color: white; text-align: center; font-size: 8px;">26%</div> </div> </div>	-- select an option --	214	744

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2024-2025  
Tested Fall 2024-2025

District Profile

## Achievement by Grade

Medina Valley ISD | Science K-12

Fall 2025

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Sort by	Average RIT	Number of Students
Grade 05	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">63rd</div> <div style="display: flex; gap: 5px;"> <div style="width: 8%; height: 15px; background-color: #800000; color: white; text-align: center; font-size: 8px;">8%</div> <div style="width: 16%; height: 15px; background-color: #FF8C00; color: white; text-align: center; font-size: 8px;">16%</div> <div style="width: 23%; height: 15px; background-color: #FFD700; color: white; text-align: center; font-size: 8px;">23%</div> <div style="width: 27%; height: 15px; background-color: #32CD32; color: white; text-align: center; font-size: 8px;">27%</div> <div style="width: 26%; height: 15px; background-color: #0056B3; color: white; text-align: center; font-size: 8px;">26%</div> </div> </div>	-- select an option --	204	809
Grade 08	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">65th</div> <div style="display: flex; gap: 5px;"> <div style="width: 12%; height: 15px; background-color: #800000; color: white; text-align: center; font-size: 8px;">12%</div> <div style="width: 15%; height: 15px; background-color: #FF8C00; color: white; text-align: center; font-size: 8px;">15%</div> <div style="width: 20%; height: 15px; background-color: #FFD700; color: white; text-align: center; font-size: 8px;">20%</div> <div style="width: 26%; height: 15px; background-color: #32CD32; color: white; text-align: center; font-size: 8px;">26%</div> <div style="width: 27%; height: 15px; background-color: #0056B3; color: white; text-align: center; font-size: 8px;">27%</div> </div> </div>	-- select an option --	213	791

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

29


# Biology: Achievement All Students

District Profile

## Achievement Overview

Medina Valley ISD | Life Sciences

Fall 2024


Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades		685
<b>Percentiles Key</b> ● 1st - 20 <sup>th</sup> ● 21st - 40 <sup>th</sup> ● 41st - 60 <sup>th</sup> ● 61st - 80 <sup>th</sup> ● >80 <sup>th</sup>		Rostered Fall 2024-2025 Tested Fall 2024-2025

District Profile

## Achievement Overview

Medina Valley ISD | Life Sciences

Fall 2025

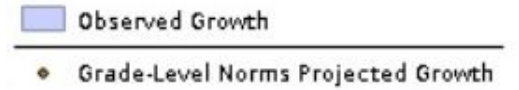
Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades		703
<b>Percentiles Key</b> ● 1st - 20 <sup>th</sup> ● 21st - 40 <sup>th</sup> ● 41st - 60 <sup>th</sup> ● 61st - 80 <sup>th</sup> ● >80 <sup>th</sup>		Rostered Fall 2025-2026 Tested Fall 2025-2026

# Growth Percentile

Any growth percentile that is below the 50th percentile will not maintain current achievement level.

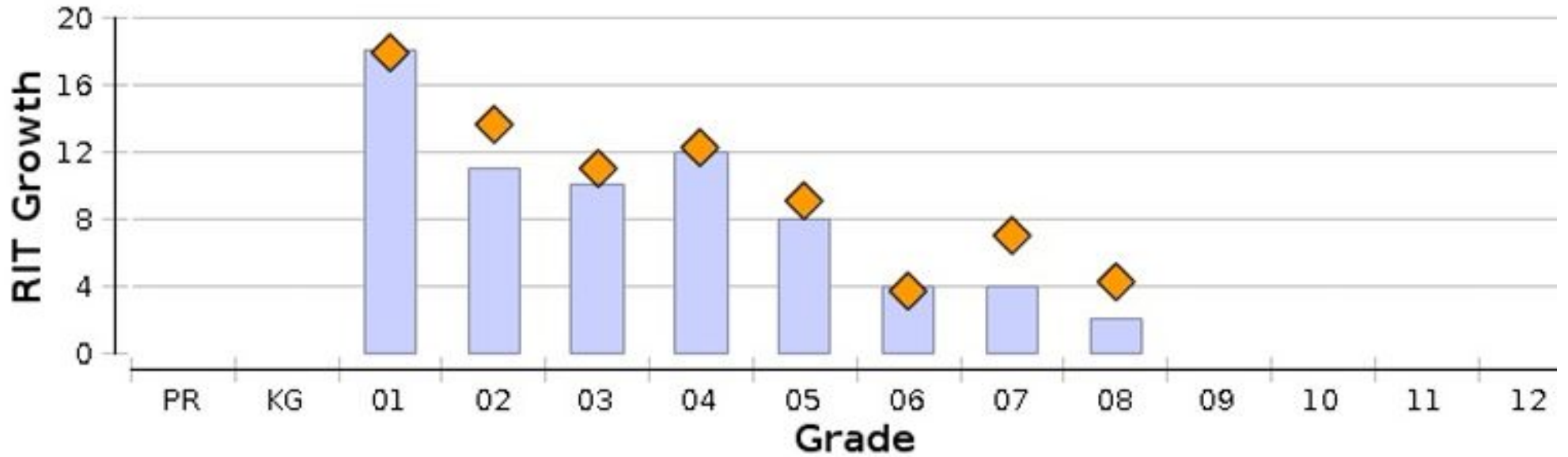
# Math: Student Growth Summary Report

## All Students



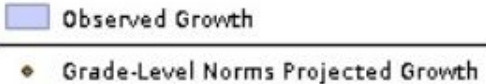
Fall 2025

Math: Math K-12

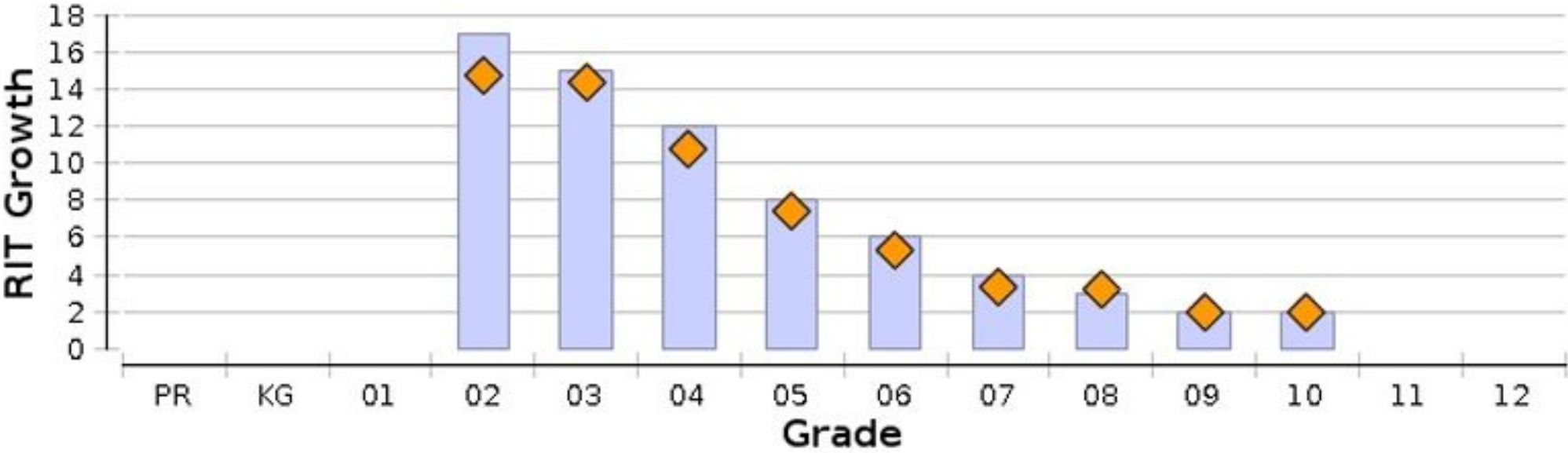


# RLA: Student Growth Summary Report

## All Students



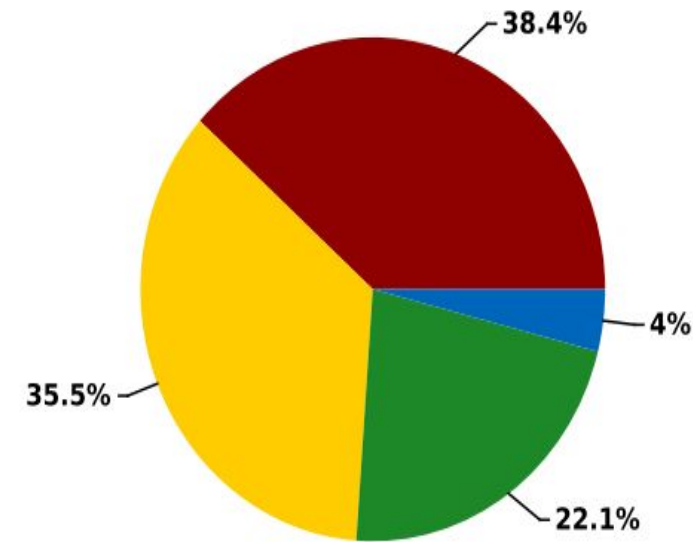
### Fall 24 to Fall 25 Language Arts: Reading



## Math

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
02	784	410	52.3%	294	37.5%	71	9.1%	9	1.1%
03	793	400	50.4%	248	31.3%	124	15.6%	21	2.6%
04	806	313	38.8%	279	34.6%	181	22.5%	33	4.1%
05	814	198	24.3%	370	45.5%	212	26.0%	34	4.2%
06	851	275	32.3%	309	36.3%	216	25.4%	51	6.0%
07	762	268	35.2%	235	30.8%	210	27.6%	49	6.4%
08	686	244	35.6%	217	31.6%	203	29.6%	22	3.2%
<b>Total</b>	<b>5496</b>	<b>2108</b>	<b>38.4%</b>	<b>1952</b>	<b>35.5%</b>	<b>1217</b>	<b>22.1%</b>	<b>219</b>	<b>4.0%</b>



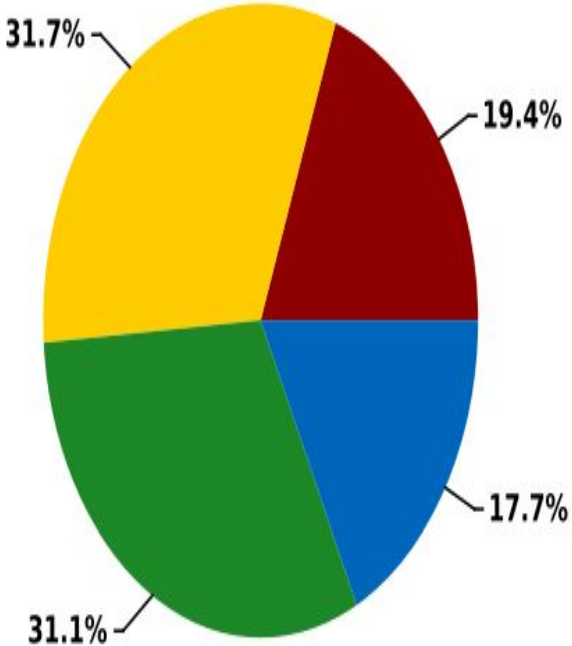
### If we want to improve our outcomes, we have to look at our data differently.

- We have been focusing on the number of students who are passing STAAR as our measure of success.
- This graph shows that 61.6% of our students are projected to pass the STAAR Test, but 35.5% of those students are projected to pass at the Approaches Grade Level cut score, meaning that they are performing BELOW grade level.
- This data actually tells us that only 26.1% of our students can do grade level math in 2nd through 8th grade. This is a huge problem and must be addressed immediately, beginning with our youngest learners.

# Reading

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
02	785	202	25.7%	302	38.5%	222	28.3%	59	7.5%
03	793	177	22.3%	251	31.7%	255	32.2%	110	13.9%
04	807	164	20.3%	314	38.9%	182	22.6%	147	18.2%
05	813	153	18.8%	242	29.8%	269	33.1%	149	18.3%
06	849	160	18.8%	261	30.7%	283	33.3%	145	17.1%
07	762	127	16.7%	206	27.0%	251	32.9%	178	23.4%
08	790	103	13.0%	201	25.4%	282	35.7%	204	25.8%
<b>Total</b>	<b>5599</b>	<b>1086</b>	<b>19.4%</b>	<b>1777</b>	<b>31.7%</b>	<b>1744</b>	<b>31.1%</b>	<b>992</b>	<b>17.7%</b>



Looking at this data differently, we can say that 48.8% of our students are reading on grade level in 2nd through 8th grade.



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** Regular Monthly Board Meeting

**Agenda item:** Consider approval of Consent Agenda Items

### **Background Information and Administrative Consideration**

Consent agenda items are presented to the Board as a single bundled action, requiring only one motion for approval. These typically include budgeted purchases over \$50,000, annual contracts, and routine matters that require Board authorization. All consent items are thoroughly vetted by the administration and reviewed during Board Committee Meetings, and/or Board Updates.

### **Supporting Documents**

Each item has attached supporting documents.

### **Recommendation**

Administration recommends that the Board approves the Consent Agenda as presented.

# Medina Valley Independent School District

## Regular Board Meeting Minutes

Monday, September 22, 2025, 6:00 PM

Medina Valley ISD Central Office Board Room

A **Regular Board Meeting** of the Board of Trustees was held Monday, September 22, 2025, 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 22, 2025.

#### B Establish a Quorum

A quorum of the Board Members were present Matt Castiglione, Joe Biediger, Jason Bonney, Ben Juarez, Blane Nash, and Nathan Fillinger. Suzanne Lee was absent.

#### C Pledge of Allegiance to the Flag followed by a Moment of Silence

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

### II. **Student/Staff Recognition**

#### A "Star Students" - Potranco Elementary

#### B "Outstanding PLC Team" - Potranco Elementary

### 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
- Safety & Security Committee, presented by Ben Juarez, Committee Chair
- Curriculum Committee, presented by Jason Bonney, Committee Member

#### B Construction Briefing, presented by Mr. Barajas

- Creek View High School
- Medina Valley High School AG & JROTC Building
- Medina Valley Middle School #3

#### C Financial Briefing, presented by Ms. Hermes

- Bond 2023 Capital Projects Report
- Bond 2024 Capital Projects Report
- Annual Investment Report

# Medina Valley Independent School District

## Regular Board Meeting Minutes

Monday, September 22, 2025, 6:00 PM

Medina Valley ISD Central Office Board Room

- D Superintendent Briefing, presented by Dr. Caloss
  - Student Achievements
  - Staff Achievements
  - District Enrollment Numbers
- E MVISD Bilingual/ESL Annual Program Evaluation 2025-2026, presented by Ms. Dovalina
- F MVISD Professional Learning Plan 2025-2026, presented by Ms. Millis
- G MVISD Scorecard 2025-2026, presented by Ms. Hendrix, Mr. Migura, Ms. Viera, and Ms. Hermes

### V. Discussion and Possible Action Items

- A Consider Approval of Consent Agenda Items
  - Minutes for Regular Board Meeting on August 25, 2025
  - Minutes for Special Board Meeting on September 10, 2025
  - Local On System Agreement with The Texas Department of Transportation Revision
  - Creek View High School Band and Choir Concert Uniforms
  - Creek View High School Custodial Equipment

Matt Castiglione made a Motion, seconded by Joe Biediger, to approve the Consent Agenda Items as presented. All of the Board Members voted for and the Motion passed.

- B Consider Approval of Nomination Resolution for the Two year Term on the Medina County Appraisal District Board of Directors

Joe Biediger made a Motion, seconded by Ben Juarez, to approve the Nomination Resolution, nominating Cyndy Malone as a candidate for the election of the two year term for the Medina Central Appraisal District Board. All of the Board Members voted for and the Motion passed.

- C Consider Approval for Purchase of Castroville Elementary Gym Floor Replacement

Blane Nash made a Motion, seconded by Jason Bonney, to approve the purchase of the Castroville Elementary Gym Floor replacement from RFS Sports as presented. All of the Board Members voted for and the Motion passed.

# Medina Valley Independent School District

Regular Board Meeting Minutes

Monday, September 22, 2025, 6:00 PM

Medina Valley ISD Central Office Board Room

## VI. Closed Session

Nathan Fillinger, Board President announced at 7:15 pm that the Board of Trustees would convene in closed session as authorized by Section 551.071, 551.074, 551.072, 551.076, and 551.089 of the Texas Open Meetings Act to discuss agenda items VI - A, B, and C. No action took place in 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)
- C Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TX Govt. Code Section 551.076 and 551.089)
  - Discussion Regarding the Authorization of Personnel to be Commissioned as Peace Officers for the Medina Valley ISD Police Department, Including Matters Related to Their Appointment, Duties, Responsibilities, and any Other Matters Incident thereto

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on September 22, 2025 at 8:16 pm.

## VII. Continued Discussion and Possible Action Items

- A Consider Approval of an Officer to be Commissioned as Peace Officer by the Medina Valley Independent School District Police Department

Ben Juarez made a Motion, seconded by Matt Castiglione, to approve Roslynn Puente Martinez to be Commissioned as a Peace Officer by Medina Valley Independent School District Police Department. All of the Board Members voted for and the Motion passed.

- B Consideration of future meeting dates

The next Regular Board Meeting is scheduled for October 27, 2025 at 6 pm.

## VIII. Adjournment

Jason Bonney made a Motion, seconded by Joe Biediger, to adjourn the Regular Board Meeting at 8:16 pm on September 22, 2025. All of the Board Members voted for and the Motion passed.

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

\_\_\_\_\_  
Joe Biediger, Board Secretary

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

**Medina Valley Independent School District**

Special Board Meeting Minutes

Special Board Meeting Expressly for the Purpose of Considering  
the Use of Unspent 2019 Bond Proceeds

Thursday, October 9, 2025, 6:00 PM

Medina Valley ISD Central Office Board Room

**A Special Board Meeting Expressly for the Purpose of Considering the Use of Unspent 2019 Bond Proceeds** of the Board of Trustees was held Thursday, October 9, 2025, 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 Special Board Meeting to order at 6:08 pm on October 9, 2025.

**B Establish a Quorum**

A quorum of the Board Members were present Matt Castiglione, Joe Biediger, Blane Nash, Suzanne Lee, Ben Juarez, and Nathan Fillinger. Jason Bonney was absent.

**C Pledge of Allegiance to the Flag followed by a Moment of Silence**

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

**II. Public Comment - none**

**III. Discussion and Possible Action Items**

**A Consider Award of General Contractor for the Medina Valley High School Baseball and Softball Batting Cages Project in an amount not to exceed \$400,000, utilizing unspent 2019 Bond Funds**

Blane Nash made a Motion, seconded by Joe Biediger, to award the General Contractor, W.R. Griggs Construction for the Medina Valley High School Baseball and Softball Batting Cages Project in an amount not to exceed \$400,000 utilizing unspent 2019 Bond Funds as presented. Joe Biediger, Blane Nash, Suzanne Lee and Nathan Fillinger voted for the Motion. Ben Juarez and Matt Castiglione voted against the Motion. The Motion passed.

**IV. Adjournment**

Matt Castiglione made a Motion, seconded by Ben Juarez, to adjourn the Special Board Meeting at 6:16 pm on October 9, 2025. All of the Board Members voted for and the Motion passed.

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

\_\_\_\_\_  
Joe Biediger, Board Secretary

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



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of the purchase of an Activity Bus from Longhorn Bus Sales

### **Background Information**

Due to several of our activity buses being assigned to daily routes or currently undergoing essential maintenance, the district is operating with only one activity bus available for field trips and CTE use. With the opening of Creek View High School, this bus would be housed on campus for the daily use by the CTE department.

### **Administrative Consideration**

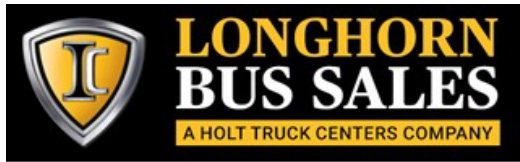
Pricing was competitively obtained by requesting quotes through the BuyBoard Cooperative contract #630-20. Longhorn Bus Sales provided the lowest price and meets the specifications requested by the district. The cost of the bus is \$105,753 plus the BuyBoard fee of \$800 for a total cost of \$106,553.

### **Funding Source**

The General Operating Fund (199) will be used for this purchase.

### **Recommendation**

It is recommended the Board approve the purchase of an activity bus from Longhorn Bus Sales in the amount \$106,553.



CONFIG NUMBER 94417  
 CONFIG DESCR DH500-C314G 14P  
 ORDER DESCR CB231407A  
 ORDER QTY 1  
 REQ DATE LATE 2025  
 DIST NAME LONGHORN BUS SALES  
 DIST CONTACT FRED HOKE  
 DIST PO NUMBER 24-107  
 CUSTOMER MEDINA VALLEY ISD

- QTY DESCRIPTION
- 1 PRICE SCHEDULE COL 05/01/2024
  - 1 Spec, FMVSS "School Bus" >10,000# GVWR, driver plus 10 or more passengers (wheelchair positions counted as 4 passengers), may be used to transport students to or from school.
  - 1 Core components, DRW high headroom model 5 section. Standard floor (with wheelwells), 76" interior headroom, 25"X78" entrance door, 96" overall width, all-galvanized-steel construction, 2014.
  - 1 Chassis Chev-US/2024/DRW 159 G4500/6.6L Gas/14200/Yellow/AC/Tilt/Cruise/Drivers Seat Standard/Belt/ALT.KW5/AM-FM/Standard Differential/Black Wheels/Black Bumper/No Fast Idle/No Block Heater/No Spare Tire/No Speed Governor/Standard A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.
  - 1 Battery tie-in for 2021+ Chevy gas units with no battery box. Locate additional battery on RH side frame rail. Customer will need to order an additional battery 220-11-12 to locate on RH side frame rail. The OEM battery stays under the hood on a gas chas
  - 1 Battery upgrade to replaces OEM battery with 800CCA battery
  - 1 Delete 2nd Battery from Frame Rail
  - 1 Bumper 10" x 3/16 galvaneal steel channel DRW, wrap around extending forward at least 12" with protecting end caps, for use with exhaust pipe routed under the bumper or to the side.
  - 1 Bumper Brace to attach to frame side, DH 400/500 and DE/DH 416 models, all Gas and Diesel exhaust systems.
  - 1 Fuel system protection and preparation for Chevy gas chassis standard floor 139"WB
  - 1 Windshield Gradient Tint Top Of Windshield Chevy
  - 1 Door, entrance, black aluminum frame with full-length laminated AS2 glass for SH/DH units
  - 1 Door entrance control, electric mechanism above door header, for glass doors, driver control panel mounted in doghouse, with manual cable-release.
  - 1 Rear egress door, RH (curbside) hinge, Steel construction, select glass rear door upper/lower separately.
  - 1 Rear door hinge continuous stainless steel
  - 1 Rear Door Latch single latch at center of door, with interior red handle and exterior web style non-hitching handle.
  - 1 Backup-alarm 112dBA that is activated upon placing the bus in reverse gear, wired through the ignition.
  - 1 Switch for heater & fan shutdown, quickly limits interior noise, includes AM/FM radio, heater, defroster, and A/C. Does not affect windshield wipers.
  - 1 Switch, external open/close control for electric door
  - 1 Child alert system with dome lights; armed automatically, an audible alert signals driver to check bus; All exits must be closed to disarm. horn will sound after 8 seconds if not disarmed or ignition not in on position; to disarm, ignition on and push but
  - 1 Backup camera safety system with 7" monitor mounted above window. Rosco
  - 1 Chevy 500/516 exhaust left exit gasoline
  - 1 Endcaps fiberglass front and rear exterior for use with school bus warning lights on DH units
  - 1 Exterior steel rear corner skins left and right, driprail and below emergency exit rear door for DH units
  - 1 Exterior aluminum left and right roof skins for DRW 500 (5section) units
  - 1 Exterior steel left and right side skins, behind and above driver skins for DH 500 (5section) units
  - 1 Skirts, steel below body panels for std floor DH500
  - 1 No Storage/No Battery Box, steel skirt
  - 1 Mud Flaps Rear DH
  - 1 Flooring black rubber, 1/8" smooth rubber under seats, 3/16" ribbed center aisle rubber 15" wide.
  - 1 Flooring step treads, DRW standard and elevated floor models, black pebble tread with integral white pebble nosing.
  - 1 Plywood subfloor for DH/E500 units, 1/2" thick
  - 1 Add aluminum aisle trim to bus. Covers seam between under seat rubber and aisle rubber.
  - 1 Cover tops and sides of interior wheel well with black elastomer trim cover, fits dual rear wheel wheelwells
  - 1 Heater 60K floor mount for Chevy units placed IN RIGHT HAND REAR CORNER OF BUS, includes 2 shutoff valves, BLEEDER
  - 1 Heater shut off valve, cable operated with cable operator located on the dash, to relocate handle from under hood to dash.
  - 1 Interior panels below window, embossed aluminum, standard floor 500 units.
  - 1 Interior Panels Rear Wall DRW with Exit Door, with AC cutout.
  - 1 Interior panels upper, smooth aluminum painted white for DRW 500 units.
  - 1 Grabrail 42" long 1 1/4 dia. stainless, mounted left of entry on RH barrier, designed to prevent entanglement
  - 1 Grabrail 30" long 1 1/4 dia. stainless, mounted right of entry, designed to prevent entanglement (Passes NHSTA string and nut test)
  - 1 Mirror interior clear view back bonded glass, rounded corners and protected edges, 6 x 16 flat. Installed above drivers head on front bulkhead. Interior mirror providing the driver a clear view of interior and rear exit door.
  - 1 Vandal lock for Chevy, permits manual lock of rear emergency door from inside while bus not in use, with buzzer and visual indicator on panel. Engine will not start until lock is disengaged, warning buzzer will activate to alert driver lock is engaged.
  - 1 Interior addition driver cup holder, mounted to center console at driver RH below switch panel.
  - 1 Insulation in roof bow cavities and side wall cavities
  - 1 Brake/tail LED lights flange/screw mounted flush with separate license plate light, (2) 4". Required for TX.
  - 1 brake/tail lights, 2-7" LED type
  - 1 Clearance lights LED type; row of three red lights on rear of bus and single reds on left & right rear, row of three amber lights on front of bus with single ambers on left and right front sides. Lights are low profile grommet mount.
  - 1 Four domelights are powered through the ignition, will only function when ignition is turned on and dome light switch is on.
  - 1 Drivers dome light tied to OEM drivers door open circuit, comes on when drivers door is open, will time itself out when door is shut.
  - 1 Lamps, turn signal amber LED rear 7"
  - 1 Reverse LED lights flange/screw mounted flush, (2) 4". Required for TX.

- 1 Lights, stepwell lights are illuminated by a DOD operated switch so as to light only when the headlights and clearance lights are on and the DOD is open.
- 1 Strobe light, roof mounted, low profile, dual flash, with switch. Power off ignition. Strobe located 1' from rear of bus.
- 1 Warning lights, LED, four red & four amber 7" surface mounted, Note: if light monitor option required use LED sensitive monitor
- 1 Warning light system, 8 light, non-sequential, wired through battery, Master switch, Warning Start switch.
- 1 Warning lights are wired for strobing when activated.
- 1 Black Housing ADA Light, exterior located near lower edge of DOD. Comes on when DOD opens, or stepwell lights are on.
- 1 Dimmer switch for electrical control box lighted switches.
- 1 Dome light, additional above driver seat in ABS. Operated by existing passenger area dome switch.
- 1 Remote Heated Rearview and Crossview mirror system w/ black bracketry for GM DRW buses. ROSCO AccuStyle 8"x15" dual
- 1 Rearview mirror incl. 7"x9.5" flat and 7"x4" convex mirror glass, with Heated EyeMax LP Crossview mirrors.
- 1 Headknockers to comply with FMVSS 222: foam pads covered with gray fire block upholstery.
- 1 Pad over driver door covered with gray fire block upholstery.
- 1 Paint body exterior yellow, Chevy DH/DE buses.
- 1 Paint scheme with black borders around warning lights and black extending the full width of front and rear caps (except SL, SH, LH units around lights only). Endcap areas around black gelcoat regions are painted body color.
- 1 Radio, OEM supplied, 4 speakers. Provides tie-in harness to main chassis.
- 1 Rubrails, floor level side rubrails , 4.6" tall X 16 ga steel.
- 1 Rubrails, seat level side rubrails that wrap around the rear of the bus to the emergency door, 4.6" tall X 16 ga steel.
- 1 Rubrails, window level side rubrails , 4.6" tall X 16 ga steel.-
- 1 Skirt level rubrails, for use with 500 models
- 4 Rubrails painted black color.
- 1 Triangle warning reflectors (set of three), with clamp style mount to allow TWR in case to be removed.
- 1 Fire extinguisher, 5 lb., 3A 40BC with 10" hose and nozzle,, may only be mounted near entrance door.
- 1 Seat belt cutter, loaded loose in driver compartment.
- 1 Body fluids kit for TX
- 1 First aid kit 24 Unit for TX
- 1 Barrier, 37" left hand high back with medium gray fire block upholstery, IMMI, leg at 27" position.
- 1 Barrier, 36" right hand high back with medium gray fire block upholstery, no welting, IMMI, leg at 27" position.
- 3 Seat, 36" left hand, IMMI SABRE two passenger with 3 point belts, with medium gray fireblock upholstery, no welting. Leg at 27"
- 3 Seat spacing LH 28in hip/knee, maximum allowable to meet FMVSS 222 (school bus certification).
- 4 Seat, 36" right hand, IMMI SABRE two passenger with 3 point belts, with medium grey fireblock upholstery, no welting. Leg at 27" position.
- 4 Seat spacing RH 28in hip/knee, maximum allowable to meet FMVSS 222 (school bus certification).
- 7 Seat mounting hardware floor mount seats, required for each non-track-mount seat
- 1 Decal 8" tall black lettering "SCHOOL BUS", placed on both sides of bus, yellow reflective background, includes both LH and RH side.
- 1 Tape, reflective two inch yellow, outline sides/rear of DH/DE units
- 1 Endcap signage "SCHOOL BUS" decals 8" high black letters with 1" stroke on yellow reflective background, includes front and rear.
- 1 Signage, identification, "Collins"
- 1 Certification plate made of engraved metal located in drivers compartment.
- 1 Additional information added to Certification Label "TX-##" where ## is the specification year the bus was build under, TX spec.
- 1 Additional information added to Certification Label "Maximum Design Capacity #", WA/OR spec.
- 1 Std ext. decal 2" tall "EMERGENCY DOOR" in black/arrow in black. Std int. decal 2" tall "EMERGENCY EXIT" in black/arrow red
- 1 Stop Arm, EG Decal, WG, Incandescent Specialty 7500 - METAL
- 1 Auxiliary fan two-speed, right side over windshield.
- 1 Roof vent, static with non-closeable control grille.
- 1 Roof Hatch Transpec Low Profile Standard Safety Vent II Model 1975, 1" White Tape on Ext. Perimeter, Activate Buzzer when Opened w/ Ignition on, Emergency Exit Decals, Operating Instructions, Interior & Exterior Handles, Not Approved for Canada
- 1 Window Transition Chevy glass, AS2 laminated clear glass
- 1 Windows Rear Body with Rubber Mounted AS3 Laminated 28% Tinted Glass
- 1 Window Rear Door Lower Rubber Mounted AS3 Laminated 28% Tinted Glass
- 1 Window Rear Door Upper Rubber Mounted AS3 Laminated 28% Tinted Glass
- 2 Window Split Sash 36" with AS3 Tempered 26% Tinted Glass, providing an unobstructed 12 x 28 opening when upper sash is
- 8 Window Split Sash 36" with AS3 Laminated 28% Tinted Glass, providing an unobstructed 12 x 28 opening when upper sash is
- 1 Window Split Sash 36" RH and LH Vertical Egress Hinge, Release Handle, Buzzer, Interior/Exterior Signage, and Yellow Exterior Reflective Tape.
- 1 Core electrical items for all Chevy buses with higher option content including Elect. Board, switch panel, buzzer, domes, step lights, and main harness
- 1 Undercoat body components, chassis components such as driveline, brake lines, wiring, exhaust system are not undercoated.
- 1 Warranty, standard limited body, covers body shell, structure, seat structure, seat structure for 5 YR/100K MI, manufacturer's components for 2 YR/24K MI, other components 1 YR/12K MI. Excludes corrosion due to road chemicals. See warranty policy for full details.

**DEALER INSTALLED ITEMS**

- 1 PDI, DOT, WEIGHT SLIP

**SALE PRICE EA. \$105,753.00**

Quote is contingent on vehicle availability. Must have PO to secure the sale.

Estimated delivery is 30-45 days ARO. Pricing and delivery schedules are contingent upon vehicle availability at time an order is placed. Limited supplies available. Longhorn Bus Sales will not be held responsible for previously sold stock buses. Longhorn Bus Sales will seek alternative options should the above vehicle be sold before customer has provided our dealership with a written PO.

**PRICE DOES NOT INCLUDE BUY BOARD FEE \$800 PER PURCHASE ORDER, PLEASE ADD IF APPLICABLE. BUY BOARD CONTRACT #630-20**

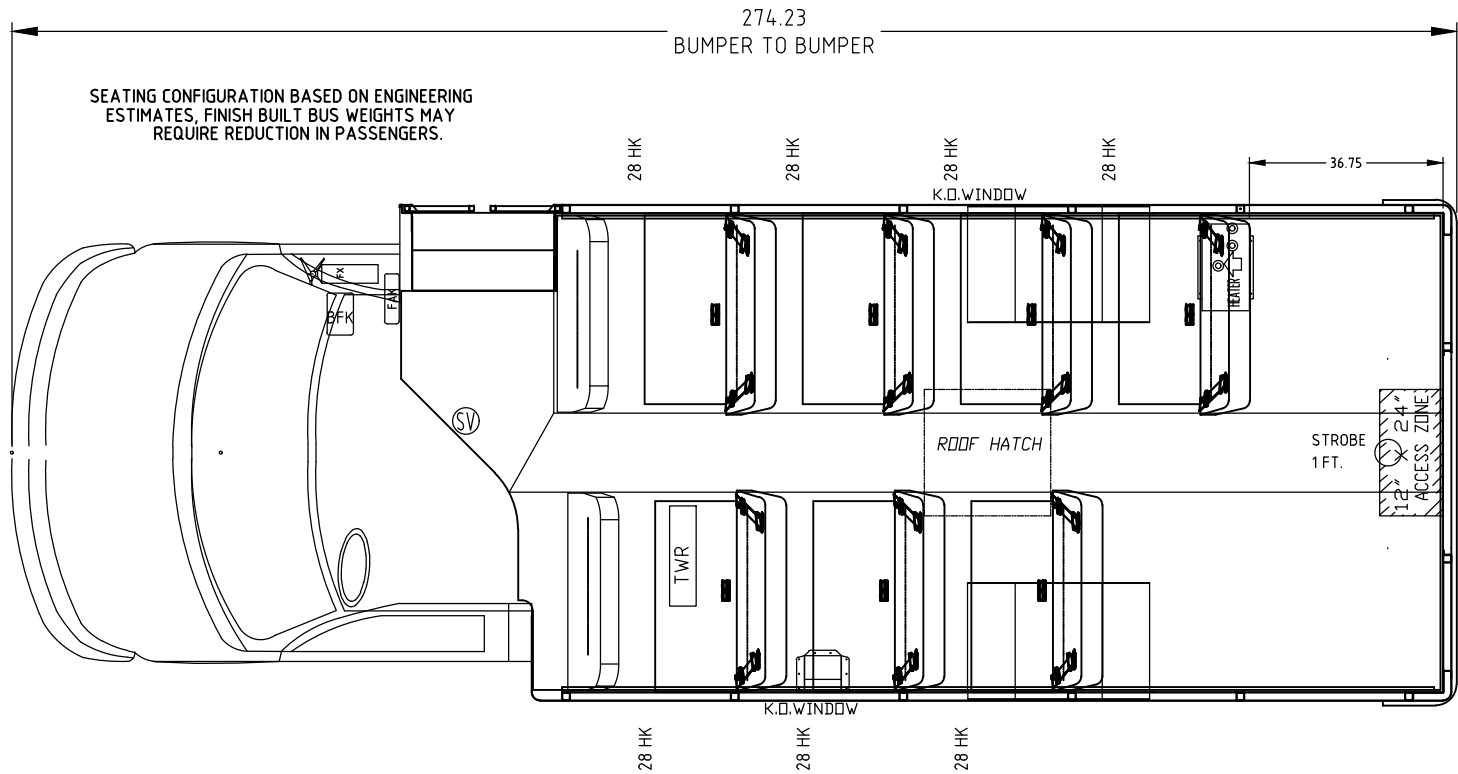
Longhorn Bus Sales will not be held responsible for material shortages or delays due to the global COVID-19 Pandemic or any other reasons outside our control by represented OEM or third-party vendors used to complete a customers bus order. A bus may be delivered without third-party products (i.e., A/C, GPS, Two-way radios, Camera surveillance, etc) and will be installed when available. Any potential shortages will not hold up invoicing and payment. Due to industry constraints, quote pricing may fluctuate. Instructions for payment of invoices will be provided upon invoicing. No one from Longhorn Bus Sales will ever contact or email wiring or ACH instructions for payment.

CUSTOMER APPROVAL IS REQUIRED WITH CUSTOMER PO.

Cust. Signature: \_\_\_\_\_

Date: \_\_\_\_\_

LONGHORN BUS SALES, 6043 NORTH GENERAL BRUCE DRIVE, TEMPLE TX 76501



DH500

LONGHORN BUS SALES SEATING PLAN

14 Passengers

3 LH Seats


3 36 inch 3 POINT LH Seats

4 RH Seats

4 36 inch 3 POINT RH Seats

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

**1/2" PLYWOOD SUBFLOOR TEMPLATE DRAWING #442660-5**

	COLLINS BUS CORP. P.O. BOX 2946 HUTCHINSON, KS. 67504-2946 FORM: F-7.3.06 REVISION 0	THIS DRAWING AND ALL INFORMATION THEREON IS THE PROPERTY OF REV GROUP	DRAWN BY ENG
			DATE 12/09/24
TITLE CHEVY DH500 SCHOOL BUS			DRAWING NO. 94417DH500-C314G

# Request for Taxpayer Identification Number and Certification

Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Give form to the  
requester. Do not  
send to the IRS.

**Before you begin.** For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	<p>1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)</p> <p><b>Holt Truck Centers of Texas LLC</b></p>	
	<p>2 Business name/disregarded entity name, if different from above.</p> <p><b>Longhorn Bus Sales</b></p>	
	<p>3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes.</p> <p> <input type="checkbox"/> Individual/sole proprietor                    <input type="checkbox"/> C corporation                    <input type="checkbox"/> S corporation                    <input type="checkbox"/> Partnership                    <input type="checkbox"/> Trust/estate  <input checked="" type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . . <b>P</b>                  Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.  <input type="checkbox"/> Other (see instructions) _____             </p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____</p> <p style="text-align: right;"><i>(Applies to accounts maintained outside the United States.)</i></p>
	<p>3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . <input type="checkbox"/></p>	
	<p>5 Address (number, street, and apt. or suite no.). See instructions.</p> <p><b>5665 SE Loop 410</b></p>	<p>Requester's name and address (optional)</p>
	<p>6 City, state, and ZIP code</p> <p><b>San Antonio, TX 78222</b></p>	
	<p>7 List account number(s) here (optional)</p>	

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>									
or									
<b>Employer identification number</b>									
8	7	-	3	8	9	5	7	8	1

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person 	Date <b>10/11/2024</b>
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**What's New**

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they



## Limited Warranty (Effective 1/1/11)

Collins Bus Corporation (Collins) warrants each new bus body to be free from defects in material and workmanship under normal use and service within the expressed time and mileage limits set forth herein.

1. **What is Covered by this Warranty.** Collins warrants to the original purchaser only, that the bus that is the subject of this sale and all other original components manufactured by Collins are free from defects in material and workmanship. The duration of warranties offered herein are as follows:
  - A. For a period of five (5) years from the date of delivery or 100,000 miles, whichever occurs first, Collins warrants the:
    - a. Body shell (including structural metal components welded or riveted together forming the floor, side walls, roof, front or end caps) to be free from defects in structural integrity, including rust-through.
    - b. School bus seat frames and barrier frames to be free from defects in structural integrity.
  - B. For a period of two (2) years from the date of delivery or 24,000 miles, whichever occurs first, Collins warrants all other components manufactured by Collins.
  - C. For a period of one (1) year from the date of delivery or 12,000 miles, whichever occurs first, Collins warrants all other components not covered by A and B above, except for the chassis, the wheelchair lift (if applicable), and the air conditioner system which are warranted by their manufacturers with copies of said warranties supplied with each new bus.

If the purchaser discovers within any of the applicable periods a defect in material or workmanship, they must notify Collins promptly in writing. In no event shall such notification be received by Collins later than one (1) month after the applicable warranty period or one month after the applicable mileage, whichever comes first. Within a reasonable time such notification, Collins will correct any defect in material or workmanship with either new or used replacement parts, at Collins' option. Such repair, including both parts and labor, is a Collins' expense. All warranty work is subject to the designated service center will be at the purchaser's expense and is not included as a cost of repair covered by this warranty. These remedies are the purchaser's exclusive remedies for breach of warranty.

2. **What is Not Covered by this Warranty.** Collins does not warrant (a) any product, components or parts not manufactured by Collins, including but not limited to the chassis or any chassis part, (b) damage caused by use of the bus body for purposes other than those for which it was designed, (c) damage caused by accident or the negligence of the purchaser or any third party or by disasters such as fire, flood, wind, and lightning, (d) damage caused by the purchaser's failure to provide normal preventive maintenance as customarily accepted in the industry or as set forth in maintenance guidelines, (e) filters, belts or other parts which are a part of normal maintenance replacement, (f) damage caused by unauthorized or improper installation of attachments, repairs, modifications or alterations, (h) damage caused by replacement of original parts or components with unauthorized substitutes, (i) damage during shipment, or (j) any other abuse or misuse by the purchaser (k) damage caused by exposure to contaminants, corrosives, salt, chemicals, irradiation or environmental or atmospheric conditions, (l) tires carry only the warranty of their manufacturer. Collins makes no warranty whatsoever concerning tires.
3. **Disclaimer of Warranty.** THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.
4. **Limitation of Remedies.** In no case shall Collins be liable for any special, incidental, or consequential damages based upon breach of warranty, breach of contract, negligence, strict tort, or any other legal theory. Such damages include, but are not limited to, loss of profits, loss of savings or revenue, loss of use of the bus body or any associated equipment, cost of capital, cost of any substitute bus body, equipment, facilities or services, downtime, the claims of third parties including customers, and injury to property. This limitation does not apply to claims for personal injury. Some states do not allow limits on warranties, or on remedies for the breach in certain transactions. In such states, the limits in this paragraph and in paragraph (3) may not apply.
5. **Warranty Claim Procedure.** The Purchaser must notify Collins in writing of a warranty claim prior to any warranty work. Collins will provide the purchaser with further instructions on how to proceed with such warranty claim. Any notice of a warranty claim and all other warranty correspondence must be sent to Collins Bus Corporation, P.O. Box 2946, Hutchinson, KS 67504-2946. Collins may designate new or additional addresses.
6. **Time Limit for Bringing Suit.** Any action for breach warranty must be commenced within 15 months following delivery of the vehicle or within the first three (3) months following the first 12,000 miles, whichever comes first.
7. **No Other Warranties.** Unless modified in writing and signed by both parties, this agreement is understood to be the complete and exclusive agreement between parties, superseding all the prior agreements, oral or written, and all other communications between the parties (including without limitation any terms and conditions contained in any purchase order or sales invoice issued pursuant to the sale of this bus body) relating to the subject matter of this agreement. No employee of Collins or any other party is authorized to make any warranty in addition to those made in this agreement.
8. **Warranty Registration.** This warranty is conditioned upon receipt by Collins of a completed and signed customer acceptance card within two weeks of delivery. It is the obligation of the purchaser to sign the customer acceptance card and return it to Collins within the two weeks following delivery. The customer acceptance card must be on file for any warranty claim to be considered.



## **LIMITED LIFETIME PAINT WARRANTY (Effective 1/1/11)**

**1. What is Covered By This Warranty.** Collins Bus Corporation (CBC) warrants, to the original purchaser only, that the bus body that is the subject of this sale is effectively painted and free from coating defects in material and workmanship and further warrants that the bus body will remain free of paint defects. The duration of the warranty is for the life of the vehicle, limited however to the original purchaser commencing with the date the bus is painted by CBC. The obligation of CBC is to provide paint material and application labor according to this schedule:

- (I) Material for life of vehicle
- (II) Cost of repair labor covered in full during the first three years of the vehicle's life
- (III) 50% of the cost of repair labor in year four of the vehicle's life
- (IV) 25% of the cost of repair labor in year five of the vehicle's life

The warranty provided herein shall cover and extend to the following properties of the paint system:

- (A) Loss of adhesion of the paint system resulting in rust (less than rust grade 5, ASTM D 610-85)
- (B) Cracking of the paint system (as set forth in ASTM D 661-86)
- (C) Loss of adhesion of any element of the paint system resulting in appearance below standards set out in ASTM D 1654-79A
- (D) Fading or loss of gloss below standards set out in ASTM D 659-86, value number 4 or lower

If within the warranty period, purchaser discovers a defect in material or workmanship, it must promptly notify CBC in writing. In no event shall CBC be obligated to accept such notification unless it is received by CBC not later than one month following the expiration of the warranty period. Within a reasonable time after such notification, CBC will correct any defect in material or workmanship. Such repair, including both paint materials and labor, is at CBC's expense according to the schedule listed. All warranty work is subject to CBC's or its agent's prior examination and approval and will be performed by CBC or its agents at service centers designated by CBC or its paint vendor. All transportation to and from the designated service center will be at the purchaser's expense and is not included as a cost of repair covered by this warranty. These remedies are the purchaser's exclusive remedies for breach of warranty.

**2. What is Not Covered By This Warranty.** CBC does not warrant (a) the exterior finish on trim or any fiberglass components, including but not limited to hardware moldings, windows, mirrors, lights and other appointments and accessories, (b) any product finishes, component finishes or finishes of parts not manufactured by CBC including the chassis, (c) damage caused by use of the bus body for purposes other than those for which it was designed, (d) damage caused by accident or the negligence of the purchaser or any third party or by disasters such as fire, flood, wind, lightning, acid rain, and industrial fallout, (e) damage caused by the purchaser's failure to provide normal preventive maintenance as customarily accepted in the industry or as set forth in maintenance guidelines, (f) damage caused by unauthorized or improper installation of attachments, repair, modifications or alterations, (g) damage caused by replacement of original parts or components with unauthorized substitutes, (h) damage during shipment (i) damage caused by abrasion or external foreign objects, (j) decals, stickers, name plates, pin stripes, or damage caused by application or removal of the same, (k) damage resulting from dissimilar metal contact corrosion, or crevice corrosion, (l) and other abuse or misuse by the purchaser, (m) damage caused by exposure to contaminants, corrosives, salt, chemicals, irradiation or environmental or atmospheric conditions

**3. Disclaimer of Warranty. THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

**4. Limitation of Remedies.** In no case shall CBC be liable for any special, incidental, or consequential damages based upon breach of warranty, breach of contract, negligence, strict tort, or any other legal theory. Such damages include, but are not limited to, loss of profits, loss of savings or revenue, loss of use of the coach body, equipment, facilities or services, downtime, the claims of third parties including customers, and injury to property. This limitation does not apply to claims for personal injury. Some states do not allow limits on warranties, or on remedies for breach in certain transactions. In such states, the limits in this paragraph and in paragraph (3) may not apply.

**5. Warranty Claim Procedure.** The purchaser must notify CBC in writing of a warranty claim prior to any warranty work. CBC will provide the purchaser with further instructions on how to proceed with such warranty claim. Any notice of a warranty claim and all other warranty correspondence must be sent to Collins Bus Corporation, P.O. Box 2946, Hutchinson, Kansas 67504-2946. CBC may designate new or additional addresses.

**6. Time Limit for Bringing Suit.** Any action for breach of warranty must be commenced within three months following the expiration of the warranty period.

**7. No Other Warranties.** Unless modified in a writing signed by both parties, this agreement is understood to be the complete and exclusive agreement between the parties, superseding all prior agreements, oral or written, and all other communications between the parties (including without limitation any terms and conditions contained in any purchase order or sales invoice issued pursuant to the sale of this coach body) relating to the subject matter of this agreement. No employee of CBC or any other party is authorized to make any warranty in addition to those made in this agreement.

**8. Warranty Registration.** This warranty is conditioned upon receipt by CBC of a completed and signed customer acceptance card within two weeks of delivery. It is the obligation of the purchaser to sign the customer acceptance card and return it to CBC within the two weeks following delivery. The customer acceptance card must be on file for any warranty claim to be considered.



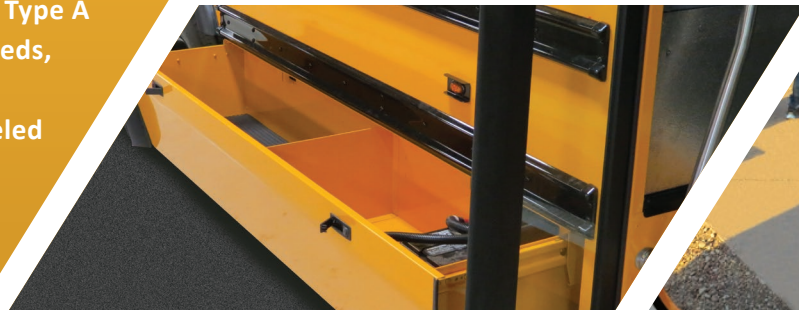
# Type A

## TOP OF THE CLASS FOR OVER 50 YEARS

Collins Bus has been an industry leader for over 55 years, developing the first Type A school bus in 1967. Since that time, Collins has maintained a steadfast commitment to engineering the safest buses that serve customers and protect the precious lives they transport. Flexible floor plan options mean you can customize the Type A bus to your specific needs, all while enjoying the strength and unparalleled safety that are the foundation of the Collins brand.

## Type A Features

- Collins' exclusive external storage compartment
- From 9- to 34-passenger capacity with up to 6 wheelchair positions
- 5-year body warranty and limited lifetime paint warranty
- Innovative electrical system offers easy-to-access service points
- Altoona-tested, simulating 7 years and 200,000 miles of wear



## Confidence Comes Standard

Collins applies its decades of experience to manufacture Type A school buses with superior strength and safety. From the advanced materials used to build these buses to their meticulously designed structure and wide range of options, Collins brings the best in the Type A segment.

- Industry's largest view-out window reduces blind spots and enhances visibility
- One-piece tubular roof bow is 66% stronger than traditional steel
- Sturdy roll cage structure maximizes passenger protection
- G90 galvanized steel structure resists corrosion

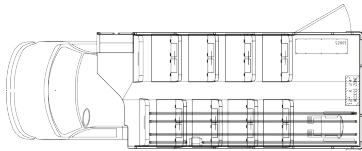
### STANDARD BODY EQUIPMENT

One-Piece 1/2" Marine Grade Plywood Flooring	1.5" Batted Insulation
4 Amber, 4 Red Warning Lights	High-Density Isolation Pucks
4 Interior LED Dome Lights	Black Wraparound Bumpers
7" Stop/Tail/Turn Exterior Lights	Rubrails (Seat and Floor)—Optional (Window and Skirt)
4" Stop/Tail/Backup Lights	
Rearview and Crossover Mirrors	
One-Piece Tubular Steel Roof Bows	
Tinted Split-Sash Windows (28" X 30" or 36" X 30" with 12" Opening)	

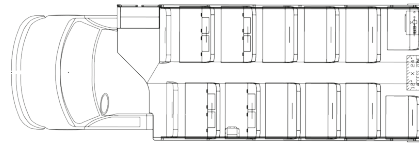
### OPTIONAL EQUIPMENT

Electric DOD
Battery/Storage Compartment
LED Lighting Packages
3-Point Seats
Integrated Child Restraint Seats
Activity Seats
AM/FM Bluetooth® Radio + PA
Backup/Rear Sensor Cameras

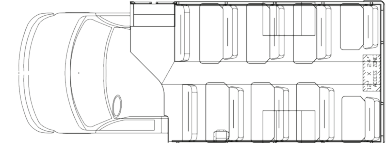
## Popular Floor Plans



**DE516WR**  
24 Passenger w/1 WC



**DE516**  
34 Passenger



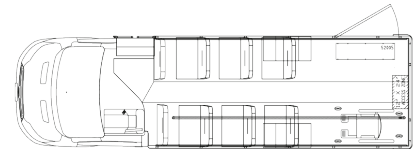
**DH400**  
22 Passenger



**DH500**  
28 Passenger



**TH500**  
20 Passenger



**TH516WR**  
12 Passenger w/1 WC



www.rushbuscenters.com

CONFIG NUMBER 91265-67  
 CONFIG DESCR DH400-C212G 14P SB  
 CONFIG REV DATE 04/28/2025  
 ORDER DESCR CB242184  
 ORDER QTY 4  
 REQ DATE LATE 2025  
 DIST NAME RUSH BUS CENTERS  
 DIST CONTACT HEATHER MIMS  
 DIST PO NUMBER 70623STK  
 DIST PO DATE 07/06/2023  
 CUST NAME STOCK  
 CUST SHIP STATE TX

ITEM	QTY	DESCRIPTION
NOTE		USE BACK UP CAMERA OPTION SELECTED. NOT OEM
COL-20240501	1	PRICE SCHEDULE COL 05/01/2024
100-1-21-12	1	Spec, FMVSS "School Bus" >10,000# GVWR, driver plus 10 or more passengers (wheelchair positions counted as 4 passengers), may be used to transport students to or from school.
110-DH400-15	1	Core components, DRW high headroom model 4 section. Standard floor (with wheelwells), 76" interior headroom, 25"X78" entrance door, 96" overall width, all-galvanized-steel construction. Body fully insulated.
12325D6612Y320	1	Chassis Chev-US/2025/DRW 139 G3500/6.6L Gas/12300/Yellow/AC/Tilt/Cruise/Drivers Seat Standard/Belt/ALT.KW5/AM-FM/CAM/Standard Differential/Black Wheels/Black Bumper/No Fast Idle/No Block Heater/No Spare Tire/No Speed Governor/Standard Battery
200-111170-21	1	A/C 70K, dual compressor, 2 fan, skirt mount condenser, dash & in-wall evaporators, Chevy gas.
210-13-000-20	1	Battery tie-in for 2021+ Chevy gas units with no battery box. Locate additional battery on RH side frame rail. Customer will need to order an additional battery 220-11-12 to locate on RH side frame rail. The OEM battery stays under the hood on a gas chas
220-02-12	1	Battery upgrade to replaces OEM battery with 800CCA battery
220-03-19	1	Delete 2nd Battery from Frame Rail
230-200-15	1	Bumper 10" x 3/16 galvanneal steel channel DRW, wrap around extending forward at least 12" with protecting end caps, for use with exhaust pipe routed under the bumper or to the
233-201-16	1	Bumper Brace to attach to frame side, DH 400/500 and DE/DH 416 models, all Gas and Diesel exhaust systems.
236-1110-16	1	Fuel system protection and preperation for Chevy gas chassis standard floor 139"WB
238-1-400-0-12	1	PARTS REQUIRED TO BUILD SPECIFIC BODY MODEL ON SPECIFIC CHASSIS BRAND (CHEVY STD 400)



Rush Truck Center, San Antonio

8922 IH-10 East
Converse, TX 78109-5174
210-901-7100

Customer Proposal Letter

Medina Valley

Thank you for trusting us with your business. Please review the proposal below, and if you approve, sign and return to us at your convenience. We look forward to working with you and will continue to do our best to earn your trust now and in the future.

VEHICLE INFORMATION

Year 2024 Make Collins Model DH400 Stock # TBD Serial # TBD

Additional Vehicle Details: 2024 Collins Chevy 14passenger yellow bus. No add-ons. Delivery is approximately 30 days after receiving PO. Doc fee is Buy Board fee per contract 722-23.

Table with 3 columns: Description, Unit Price, Total. Rows include Quantity (1), Truck Price per Unit (\$107,650.00), F.E.T. (\$0.00), Net Sales Price (\$107,650.00), Documentary Fee (\$800.00), Total Sales Price (\$108,450.00), and Unpaid Balance Due on Delivery (\$108,450.00).

Sales Representative

Signature line

Shane McElroy

Printed Name Date

Purchaser

Signature line

Printed Name / Title Date

Accepted by Sales Manager or General Manager

Signature line

Printed Name Date

Quote good until 11/2/2025

Note: The above Customer Proposal is a quotation only. Sale terms subject to approval of Sales Manager of Dealer.

DISCLAIMER: Any order based on this Proposal is subject to Customer executing Dealer's standard form Retail Sales Order and other required documents incorporating the above terms. Any documentary fees, FET, state tax, title, registration and license fees subject to adjustment and change. This Proposal is based upon Dealer's current and expected inventory, which is subject to change. Dealer is not obligated to retain any specific vehicles in stock, nor maintain any specific inventory levels. Dealer shall not be obligated to fulfill Proposal in event quoted vehicle(s) is not in stock or available within requested delivery schedule. Manufacturer has reserved the right to change the price to Dealer of any vehicle not currently in Dealer's stock, without notice to Dealer. If a vehicle identified in this Proposal is not currently in Rush's stock at the time an order is placed by the Customer, Dealer reserves the right to change the vehicle price at any time to reflect any price increases imposed by the Manufacturer. Dealer shall not be liable for any delay in providing or inability to provide Quoted Vehicle(s). Above listed Trade Value based upon current appraisal of Trade Vehicle(s). Dealer may adjust Trade Value of Trade Vehicle(s) to reflect changes in condition and/or mileage of Trade Vehicle(s) between date of current appraisal and acceptance of the Trade Vehicle by Customer.

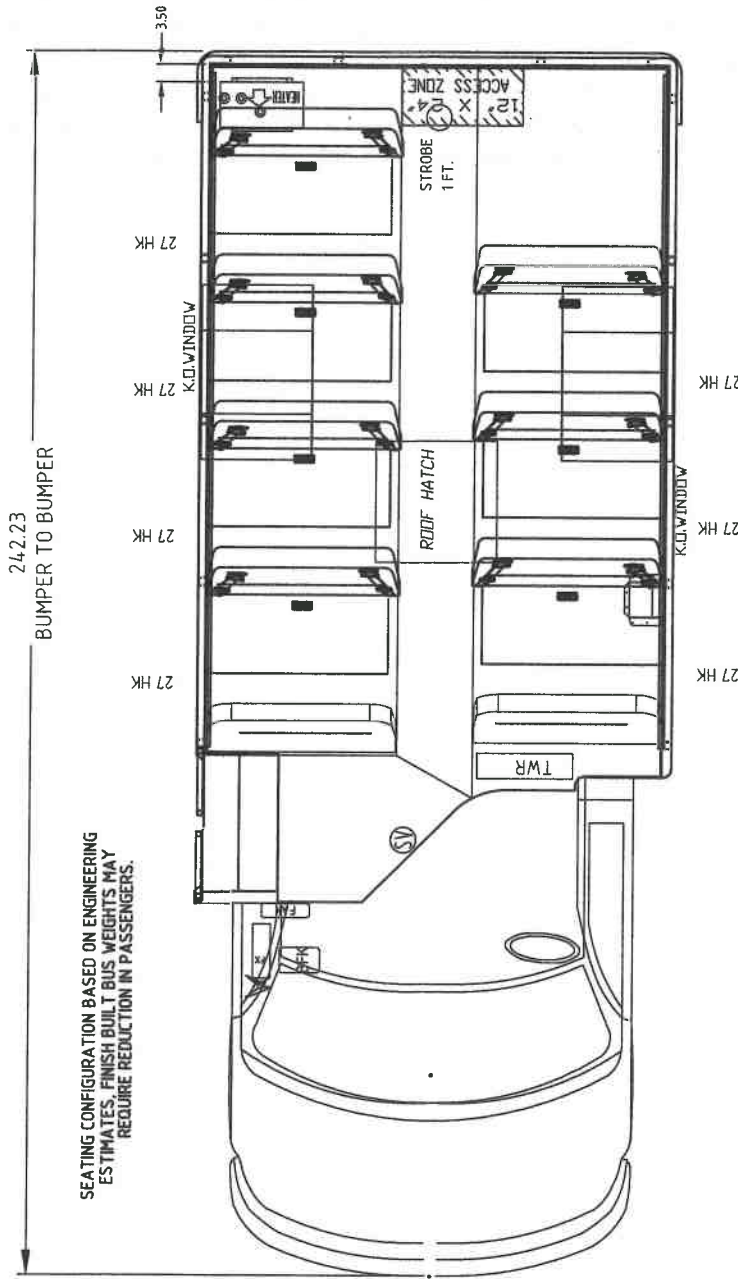
(1) Includes subscription period for # of specified months. (2) Customer's use of RushCare Service is governed by the RushCare User Agreement located at https://www.rushtruckcenters.com/rushcare-user-agreement. (3) Customer's use of Telematics Services is governed by separate 3rd party license terms and Rush is not liable for the Telematic Service. (4) Gap Coverage is provided and administered by an independent 3rd party provider under a separate contract directly between Customer and the 3rd party provider.

440-01-12	1	Grabrail 42" long 1 1/4 dia. stainless, mounted left of entry on RH barrier, designed to prevent entanglement (Passes NHSTA string and nut test)
440-02-12	1	Grabrail 30" long 1 1/4 dia. stainless, mounted right of entry, designed to prevent entanglement (Passes NHSTA string and nut test)
440-03-12	1	Mirror interior clear view back bonded glass, rounded corners and protected edges, 6 x 16 flat. Installed above drivers head on front bulkhead. Interior mirror providing the driver a clear view of interior and rear exit door.
440-22-23	1	Vandal lock for Chevy, permits manual lock of rear emergency door from inside while bus not in use, with buzzer and visual indicator on panel. Engine will not start until lock is disengaged, warning buzzer will activate to alert driver lock is engaged.
440-50-13	1	Interior addition driver cup holder, mounted to center console at driver RH below switch panel.
450-02-12	1	Brake/tail LED lights flange/screw mounted flush with separate license plate light, (2) 4". Required for TX.
460-02-12	1	brake/tail lights, 2- 7" LED type
470-01-12	1	Clearance lights LED type; row of three red lights on rear of bus and single reds on left & right rear, row of three amber lights on front of bus with single ambers on left and right front sides. Lights are low profile grommet mount.
472-01-12	1	Four domelights are powered through the ignition, will only function when ignition is turned on and dome light switch is on.
474-01-12	1	Drivers dome light tied to OEM drivers door open circuit, comes on when drivers door is open, will time itself out when door is shut.
480-05-12	1	Lamps, turn signal amber LED rear 7"
490-02-12	1	Reverse LED lights flange/screw mounted flush, (2) 4". Required for TX.
494-03-12	1	Lights, stepwell lights are illuminated by a DOD operated switch so as to light only when the headlights and clearance lights are on and the DOD is open.
500-02-01-12	1	Strobe light, roof mounted, low profile, dual flash, with switch. Power off ignition. Strobe located 1' from rear of bus.
510-03-12	1	Warning lights, LED, four red & four amber 7" surface mounted, Note: if light monitor option required use LED sensitive monitor
520-02-2-12	1	Warning light system, 8 light, non-sequential, wired through battery, Master switch, Warning Start switch.
540-10-19	1	Black Housing ADA Light, exterior located near lower edge of DOD. Comes on when DOD opens, or stepwell lights are on.
555-03-12	1	Dimmer switch for electrical control box lighted switches.
555-08-15	1	Dome light, additional above driver seat in ABS. Operated by existing passenger area dome switch.
565-12-1110-12	1	Remote Heated Rearview and Crossview mirror system w/ black bracketry for GM DRW buses. ROSCO AccuStyle 8"x15" dual Rearview mirror incl. 7"x9.5" flat and 7"x4" convex mirror glass, with Heated EyeMax LP Crossview mirrors.
580-03-202-12	1	Headknockers to comply with FMVSS 222; foam pads covered with gray fire block upholstery.
590-11-202-12	1	Pad over driver door covered with gray fire block upholstery.

250-212-12	1	Door, entrance, black aluminum frame with full-length laminated AS2 glass for SH/DH units
260-2-12	1	Door entrance control, manual with positive over-center locking handle in both open and closed positions, for glass doors.
265-212-13	1	Rear egress door, RH (curbside) hinge, Steel construction, select glass rear door upper/lower separately.
270-01-12	1	Rear door hinge continuous stainless steel
280-10-13	1	Rear Door Latch single latch at center of door, with interior red handle and exterior web style non-hitching handle.
300-51-12	1	Backup-alarm 112dBA that is activated upon placing the bus in reverse gear, wired through the ignition.
300-72-12	1	Switch for heater & fan shutdown, quickly limits interior noise, includes AM/FM radio, heater, defroster, and A/C. Does not affect windshield wipers.
305-20100-20	1	Child alert system with dome lights; armed automatically, an audible alert signals driver to check bus; All exits must be closed to disarm. horn will sound after 8 seconds if not disarmed or ignition not in on position; to disarm, ignition on and push but
310-2110-00-20	1	Backup camera safety system with 7" monitor mounted above window. Rosco
320-400-113-12	1	Chevy 400/416 exhaust left exit gasoline
330-103-12	1	Endcaps fiberglass front and rear exterior for use with school bus warning lights on DH units
332-213-22	1	Exterior steel rear corner skins left and right, driprail and below emergency exit rear door for DH units
334-400-21-12	1	Exterior aluminum left and right roof skins for DRW 400 (4section) units
336-400-302-14	1	Exterior steel left and right side skins, behind and above driver skins for DH 400 (4section) units
338-1400-20-14	1	Skirts, steel below body panels for std floor SL408
339-112-20-14	1	No Storage/ No Battery Box, steel skirt
340-02-12	1	Mud Flaps Rear DH
350-400-21-1-12	1	Flooring black rubber, 1/8" smooth rubber under seats, 3/16" ribbed center aisle rubber 15" wide.
355-02-21-12	1	Flooring step treads, DRW standard and elevated floor models, black pebble tread with integral white pebble nosing.
360-400-21-12	1	Plywood subfloor for DH400 units, 1/2" thick
390-02-12	1	Add aluminum aisle trim to bus. Covers seam between under seat rubber and aisle rubber.
390-04-19	1	Cover tops and sides of interior wheel well with black elastomer trim cover, fits dual rear wheel wheelwells
400-21-12	1	Heater 60K floor mount for Chevy units placed IN RIGHT HAND REAR CORNER OF BUS, includes 2 shutoff valves, BLEEDER VALVE
410-03-12	1	Heater shut off valve, cable operated with cable operator located on the dash, use on GM units only to relocate handle from under hood to dash.
420-400-10-14	1	Interior panels below window, embossed aluminum, standard floor 400 units.
422-031-15	1	Interior Panels Rear Wall DRW with Exit Door, with AC cutout.
430-400-100-13	1	Interior panels upper, smooth aluminum painted white for DRW 400 units.

790-03-12	1	Certification plate made of engraved metal located in drivers compartment.
800-01-12	1	Std ext. decal 2" tall "EMERGENCY DOOR" in black/arrow in black. Std int. decal 2" tall "EMERGENCY EXIT" in black/arrow red
840-02-12	1	Stop Arm, EG Decal, WG, Incandescent Specialty 7500 - METAL
860-01-12	1	Auxiliary fan two-speed, right side over windshield.
860-04-12	1	Roof vent, static with non-closeable control grille.
870-01-001-12	1	Roof Hatch Transpec Low Profile Standard Safety Vent II Model 1975, 1" White Tape on Ext. Perimeter, Activate Buzzer when Opened w/ Ignition on, Emergency Exit Decals, Operating Instructions, Interior & Exterior Handles, Not Approved for Canada
925-11-12	1	Window Transition Chevy glass, AS2 laminated clear glass
950-123-12	1	Windows Rear Body with Rubber Mounted AS3 Laminated 28% Tinted Glass
960-23-12	1	Window Rear Door Lower Rubber Mounted AS3 Laminated 28% Tinted Glass
970-23-12	1	Window Rear Door Upper Rubber Mounted AS3 Laminated 28% Tinted Glass
980-223-12	8	Window Split Sash 36" with AS3 Laminated 28% Tinted Glass, providing an unobstructed 12 x 28 opening when upper sash is lowered.
982-2-100-2-12	1	Window Split Sash 36" RH and LH Vertical Egress Hinge, Release Handle, Buzzer, Interior/Exterior Signage, and Yellow Exterior Reflective Tape.
294-02-12	1	Core electrical items for all Chevy buses with higher option content including Elect. Board, switch panel, buzzer, domes, step lights, and main harness
985-02-12	1	Undercoat body components, chassis components such as driveline, brake lines, wiring, exhaust system are not undercoated.
986-03-14	1	Warranty, extended limited body, covers body shell, structure, seat structure for 5 YR/100K MI, manufacturer's components for 3 YR/36K MI, other components 3 YR/36K MI. Excludes corrosion due to road chemicals. See warranty policy for full details.
987-00-22	1	Reassignment Chassis, None

600-12-002-14	1	Paint body exterior yellow, Chevy DH/DE buses.
620-31-13	1	Paint scheme with black borders around warning lights and black extending the full width of front and rear caps (except SL, SH, LH units around lights only). Endcap areas around black gelcoat regions are painted body color.
630-04-5-23	1	Radio, OEM supplied, 4 speakers. Provides tie-in harness to main chassis.
650-40020-23	1	Rubrails, floor level side rubrails , 4.6" tall X 16 ga steel.
652-40020-23	1	Rubrails, seat level side rubrails that wrap around the rear of the bus to the emergency door, 4.6" tall X 16 ga steel.
654-40020-23	1	Rubrails, window level side rubrails , 4.6" tall X 16 ga steel.-
656-40007-23	1	Skirt level rubrails, for use with 400 models
659-999-23	4	Rubrails painted black color.
660-18-13	1	Triangle warning reflectors (set of three), with clamp style mount to allow TWR in case to be removed.
660-22-12	1	Fire extinguisher, 5 lb., 3A 40BC with 10" hose and nozzle,, may only be mounted near entrance door.
660-31-12	1	Seat belt cutter, loaded loose in driver compartment.
670-902-12	1	Body fluids kit for AL, AR, CO, CT, KS, MA, MN, MO, ND, PA, SD, WI, WY, WV
680-045-12	1	First aid kit 24 Unit for AK, AL, AR, AZ, CT, DE, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, ,OH, OK, PA, RI, SC, SD, TN, TX, UT, VT, WA, WV, WY
690-1-01-37-202	1	Barrier, 37" left hand high back with medium gray fire block upholstery, leg at 27" position. IMMI
691-2-12	1	Barrier spacing LH to B-pillar, spacing provides energy absorption zone for 2 passengers per FMVSS222 with barrier placed behind B-pillar, must be selected when LH front seat accommodates 2 passengers.
700-1-01-37-202	1	Barrier, 36" right hand high back with medium gray fire block upholstery, no welting, leg at 27" position. IMMI
701-0-12	1	Barrier spacing RH to stepwell, none.
710-4-03-36-202	3	Seat, 36" left hand, IMMI SABRE two passenger with 3 point belts, with medium gray fireblock upholstery, no welting. Leg at 27" position.
711-27-12	3	Seat spacing LH 27in hip/knee.
720-4-03-36-202	4	Seat, 36" right hand, IMMI SABRE two passenger with 3 point belts, with medium grey fireblock upholstery, no welting. Leg at 27" position.
721-27-12	4	Seat spacing RH 27in hip/knee.
730-01-14	7	Seat mounting hardware floor mount seats, required for each non-track-mount seat
750-1-1-37-15	1	Lower Modesty Kickpanel for IMMI 37/39" LH DRW Barrier
760-09-12	1	Decal 8" tall black lettering "SCHOOL BUS", placed on both sides of bus, yellow reflective background, includes both LH and RH side.
760-22-002-12	1	Tape, reflective two inch yellow, outline sides/rear of DH/DE units
770-02-12	1	Endcap signage "SCHOOL BUS" decals 8" high black letters with 1" stroke on yellow reflective background, includes front and rear.
780-100-12	1	Signage, identification, "Collins"



**DH400**

**RUSH BUS CENTER SEATING PLAN**

- 14 Passengers
- 3 LH Seats
- 3 36 inch 3 POINT LH Seats
- 4 RH Seats
- 4 36 inch 3 POINT RH Seats

Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

**1/2" PLYWOOD SUBFLOOR TEMPLATE DRAWING #442657-5**

COLLINS BUS CORP.  
P.O. BOX 2946  
HUTCHINSON, KS.  
67504-2946  
FORM: F-7.3.06 REVISION 0

THIS DRAWING AND ALL  
INFORMATION THEREON  
IS THE PROPERTY OF  
REV GROUP

DRAWN BY	ENG
DATE	04/28/25

DRAWING NO. 91265-68DH400-C212G

TITLE CHEVY DH400 SCHOOL BUS

Dealer Installed Options  
DOT Inspection upon delivery  
Delivery to Customer  
Customer Name Lettering: 6" black block style long lasting vinyl

A PO is required to secure an order. Remit PO to [rushbus@rushenterprises.com](mailto:rushbus@rushenterprises.com). Fees associated with any purchasing co-op are not included in pricing. Applicable co-op fees must be applied as a separate line item on the PO. Delivery terms are estimated 180-250 days ARO. Transportation Code Sec. 2251.021 Subchapter B.a. - Payment terms NET 30.

In light of ongoing supply chain issues, pricing is subject to adjustment at any time to offset Rush's increases in the cost of supplies or freight, or as a result of other charges imposed on Rush by its suppliers ("Price Adjustment"). At the District's request, Rush will provide documentation to the District supporting such Price Adjustment. Price Adjustments will be passed through to the District by Rush at Rush's cost with no increase. OEM build schedules and delivery time frames cannot be guaranteed at this time. Rush will make every effort to deliver buses as soon as possible from time of receipt of an order but any dates given are estimates only, not guarantees, and are subject to change at any time.



# Customer Quotation

Prepared For:  
MEDINA VALLEY ISD

Prepared By :  
Harry Hughes  
(832)216-8228

Quote Number:  
413187

Quote Date:  
10/6/2025

Customer Order No:  
Stock - 14Pax

## Model Profile: Saf-T-Liner C2 161TS

Product Type:	School Transportation
Year:	2026
Chassis Model:	B2 106
Chassis MFG:	FLNER
GVWR:	GVWR
Passenger Capacity:	14
Headroom:	78
Wheelbase:	158
Brake Type:	AIR
Engine Type:	CUMMINS B6.7 220 DIESEL, 6 Cyl, 220 HP, 2600 RPM
Fuel Type:	DIESEL
Fuel Tank Capacity:	60
Transmission Type:	AUTOMATIC
Axle, Front:	8000-lb Capacity
Axle, Rear:	17500-lb Capacity
Tires, Front:	FRONT HANKOOK AH24 11R22.5 14 PLY TIRES
Tires, Rear:	REAR HANKOOK AH24 11R22.5 14 PLY TIRES

### Includes the Following Equipment:

#### BODY

##### ACCESSORIES

- 1 VISOR-TINTED DRIVER'S SIDE WINDOW 6"X18"
- 1 LOCKS-KEYED ALIKE #CH545
- 1 METHOD-FASTENER SCREWS
- 1 LOCK-DRVR'S INTR STORAGE OVR DRV'S HEADER W/O INTRLK CH545

##### CERTIFICATION/SAFETY

- 1 REFLECTTAPE-RR END YEL 2"
- 2 REFLECTTAPE-P/O WDO YEL
- 1 REFLECTIVE TAPE-EMERGENCY DOOR REAR YELLOW
- 1 REFLECTTAPE-SI 2" ABV FLR YEL
- 1 FIRE EXTINGUISHER-5 3A-40BC
- 1 REFLECTORS-AMBER (4) MID/FRONT 3"
- 1 REFLECTORS-RED (4) RR/RR SI 3"
- 1 ELECTRICAL-ROOF ESCAPE HATCH POS 3
- 1 HANDLES-W/S SERVICE, BLACK
- 1 KIT,FIRST AID 24 UNIT TEX.
- 1 KIT - BODY FLUID CLEAN-UP NATIONAL STANDARDS
- 1 LABEL-PASS ADVISOR INSTRUCTION
- 1 LOC-O/H STOR LS 10 UNIT B.F.C
- 1 LOCATION-OVERHEAD STORAGE RIGHT SIDE 5LB, FIRE EXTINGUISHER
- 1 LOC-VEST.FLR.AFT REFL.TRIANGLE BRACKET TEXAS
- 1 CUTTER-SEAT BELT W/HAND GRIP
- 1 TRIANGLES-REFL. 3 W/BOX
- 1 BRACKET,MTG. REFL. TRIANGLES
- 1 OPEN VIEW-ES, NON-HTD, RMT,SS
- 1 MIR-B EXT.CROSSVIEW SS.BRKT
- 1 SIGN-STOP, ELEC FRT #SE1-7980C
- 1 MIRROR-INT 6"X30" CAMERA & LEVER
- 1 LABEL(S)-SPECIAL DATA, TX
- 1 LABEL-VEHICLE CERTIFICATION

- 1 DOMICILED USA-EXCLUDING CALIFORNIA AND CARB OPT-IN STATES

## **DOORS**

- 1 161T30\_N
- 1 STEP-RS ALUM.ENT.DR 8.75"RISER
- 1 HANDLE-INT RR DR BLACK
- 1 HANDLE-EXTERIOR REAR DOOR WITH RECESS
- 1 LATCH-DOOR INTERIOR STORAGE OVER WINDSHIELD
- 1 VANDALOCK-REAR DOOR W/BOLT
- 1 DOOR-ENT AG2 TINT LAM LOCK
- 1 POWER SYSTEM-AG2 AIR ENTRANCE DOOR
- 1 VANDALOCK-ALUM.ENT.DR.CYLINDER W/KEY
- 1 PULL-ENTRANCE DOOR, EXTERNAL ALUMINUM
- 1 KEY-VANDALOCK REAR DOOR NONE
- 1 TRIM-ENTRANCE DOOR INTERIOR
- 1 PAD-DR HEADER, RR EMER 36"W
- 1 TREAD-STEP ALUMINUM ENTRANCE DOOR BLACK KORSEAL W/PEB NOSING
- 1 TRIM-STEPWELL HORIZONTAL WITH RIBBED NOSE
- 1 RAIL-ASSIST FRONT ENTRANCE DOOR RIGHT SIDE 1"OD

## **ELECTRICAL - BODY**

- 1 FAN-CIRC DRV'S WDO HDR BLACK
- 1 RADIO-AM/FM DEA700
- 1 Elec-Park Brake Interlock
- 1 MONITOR-LPS WARN CEEA+
- 1 OPER-MONITOR LPS WARN ONLY CEEA+
- 1 LPS-DOME OVER DRIVER LED
- 1 LPS-DOME PASS MEDIUM LED () 161T
- 1 ELEC-LPS EXT AFT OF ENT DOOR
- 1 LPS-STP/TAIL/DIR AMBER/REV LED
- 1 ADVISORY-PASSENGER BUZZER ACTIVATION, WITH SWITCH
- 1 OPER-NOISE SUPP ON/OFF
- 1 LPS-LIC PLATE ILLUMINATION LED
- 1 LPS-SI DIR AMBER FRT. LED PIN
- 1 LPS-WARNING LED STROBE (8)
- 1 LPS-ID AMB/RED LED
- 1 LPS-MKR ROOF FRT/RR LED PIN
- 1 STROBE-ECCO 7460CC 6' FROM REAR
- 1 LPS- STOP/TAIL 4" FLS.MT L.E.D.
- 1 Elec-Cable Prim Pwr & Gnd
- 1 LAYOUT-ROCKER SWITCH STANDARD
- 1 ELEC-PV 360 CAM STOP/TAIL/TURN
- 1 Elec-Noise Suppression
- 1 Elec-Transmission Inhibit
- 1 OPER-ALTERNATING HEADLAMPS
- 1 SPEAKERS-INT. 30 WAT.(4) 161T
- 1 DOME LPS - MEDIUM
- 1 112DB BACKUP ALARM

## **EXTERIOR**

- 1 FLAPS-MUD, REAR 22.5"W
- 1 FLAPS-MUD, FRONT 16"W X 12"H
- 1 STEPS-EXT W/S SERVICE
- 1 FENDER-QUARTER 24" BATTERY BOX DOOR
- 1 BODY ADJUSTMENT-FREIGHTLINER, BTR RS FUEL FILL LOCATION
- 1 REINFORCEMENT-FRAME STD 24" BATTERY BOX DOOR
- 1 CAP-ENTRANCE DOOR STANDARD
- 1 FLOOR-NON ADA
- 1 BUMPER-REAR 2 BRACES NO EXHAUST HOLE
- 1 SKT.FWD.STPWLL LO DEF
- 1 CAP-FRT ROOF VENT W/WARN.LPS.
- 1 CAP-REAR ROOF W/WARN.LPS.
- 1 GUSSET-21"H LWR SIDE SHEET
- 1 SHEET-LWR, L MID 20G,21"
- 1 SHEET-LWR,L RR 20G,21"
- 1 SHEET-LWR,R MID 20G,21"
- 1 SHEET-LWR,R RR 20G,21"

- 1 DOOR-U/B L BATTERY 24"
- 1 DOOR-FUEL FILL ACCESS BTR
- 1 FENDERETTE-STL 21" SKIRT
- 1 LATCH-BATT DOOR NON-LOCKING
- 1 LATCH-FUEL FILL ACCESS (THUMB)
- 1 VENT-STATIC PRESENT
- 1 PILASTER - 161T, 001
- 1 LATCH-NON-LOCKING DEF ACCESS DOOR
- 1 RAIL-SNOW RAIL PRESENT
- 1 HARDWARE-MOUNTING CLIPS STANDARD

### **HVAC**

- 1 NO 3RD A/C EVAPORATOR
- 1 HTR-U/S LS 50,000 BTU LOC 5
- 1 HOSE-HTR BLUSTRIP W/ W/H POS 5
- 1 CLAMPS-UNDERSEAT HEATER CONSTANT TORQUE
- 1 GRILLE-UNDERSEAT HEATER 50K
- 1 VALEO DASH AC COMPRESSOR
- 1 ADDL AUX LINES W/MANIFOLD PLUMBING AND COMBINED SHUTOFF
- 1 PLASTIC COOLANT BOOSTER PUMP WITH AUTOMATIC CONTROL
- 1 RADIATOR MTD A/C CONDENSER
- 1 HEATER, DEFROSTER, AND AIR COND
- 1 BINARY CONTROL, R-134A
- 1 AUXILLARY HEATER PLUMBING WITH BODY SOLENOID SHUTOFF

### **INTERIOR**

- 1 VISOR-WINDSHIELD SUN 6"X30" TINTED
- 1 DOOR-STORAGE BOX W/O GLASS
- 1 TRIM-LOWER REAR HEATER NO A/C
- 1 Floor-Galvalume Steel Mid Body
- 1 DOOR-ACC WITH WINDOW
- 1 BTR FUEL FILL RECESS, W/DOOR
- 1 COVER-TRIM DRVS HDR W/STORAGE
- 1 COVER-TRIM FRT END W/S HEADER
- 1 COVER-TRIM FRT ENT.ALUM.DR HDR.AIR.OP.
- 1 FLR-BLK VINYL W/13" CTR AISLE 161T
- 1 FLR-BLK WHEELHOUSE AND HEATER
- 1 INSULATION-FRT BULKHEAD W/ACRSY 2"POLY
- 1 H/L-1ST WDO SEC ACOUS GRY 161T
- 1 INSULATION - RAFTER CAVITY 161T
- 1 MAT, FLOOR VESTIBULE CEEA+
- 1 Trim - Interior Dash Fwd.
- 1 TUBE-FILL BTR & OVERFLOW HOSE
- 1 CAP-FUEL FILL BTR NON-LOCKING

### **MISC**

- 1 PDI IDENTIFIER-DEALER PERFORMED
- 1 APPLICATION - SCHOOL
- 1 NO COOLANT HEATER - GAS/DIESEL
- 1 70 MPH ROAD SPEED LIMIT
- 1 SAF-T-LINER C2

### **PAINT/LETTERING**

- 1 DECAL-UNITED AUTO WORKERS
- 1 LOGO-THOMAS DECALS BLACK
- 2 LABEL-P/O WDO EMER EXIT 2" BLACK
- 1 LABEL-ENGLISH AG2.AIR.ENT DR
- 1 LETTER - OVERHEAD STORAGE BOX "SAFETY EQUIP"
- 1 DECAL-BACKING ALARM
- 1 DECAL-LOW SULFUR FUEL
- 1 LABEL-RR DR EMERGENCY DOOR 2"HIGH
- 1 DECAL-ENTRANCE DOOR VANDALOCK ENGLISH
- 1 LABEL-RR EMERGENCY DOOR INSTRUCTION
- 1 LABEL-"DEF ONLY"
- 1 LABEL-REGENERATION WARNING 2010/2013 EPA ENGLISH
- 1 PAINT-EXT HNDLE(S) BLACK
- 1 DECAL-REFL FRT CAP "SCHOOL BUS"
- 1 DECAL-REFL RR CAP "SCHOOL BUS"

- 1 DECAL-"DIESEL"
- 1 PAINT-EXTERIOR ROOF WHITE 161T
- 1 PAINT-EXT WDO AREA SAME AS BODY
- 1 PAINT-EXT GRD RAIL @ WINDOW BLACK
- 1 PAINT-EXT GRD RAIL @ SEAT BLACK
- 1 PAINT-EXT GRD RAIL @ FLOOR BLACK
- 1 PAINT-EXT GRD RAIL @ SKRT BLACK
- 1 PAINT-EXT BUMPER REAR BLACK
- 1 PAINT-BLACK TRIM-FRONT/REAR ROOF CAPS
- 1 DECALS-SIDE SHEET REFL "SCHOOL BUS"
- 1 PAINT-SOLID COLOR YELLOW
- 1 DECAL-APPROVED FUEL TYPE
- 1 HEADLINING-VESTIBULE ACOUSTIC, GRAY, DRIVER LAMP
- 1 PAINT:ONE SOLID COLOR,BASE/CLEARCOAT
- 1 CAB COLOR A:L5898EB SCHOOL BUS YELLOW ELITE BC
- 1 CAB COLOR B - NONE
- 1 CAB COLOR C: NONE
- 1 NO GRILLE PAINT

## **SEATS**

- 1 OFF-SET LS BARRIER 4"
- 1 SEAT BELT - DRIVERS SEAT
- 1 36" BARR-VERT,WALL MT 45"H RS 2009
- 1 36"8DEG BARR-REV. WALL-MT 45"H 2009
- 2 PRO GRA/BLK UPH-45"H RECESSED BARRIER
- 1 RAIL-ASSIST FRT ENT DR 36"W
- 1 BACK-NATIONAL DRV'S SEAT
- 1 ARMREST NATIONAL DRVR'S ST. BOTH SIDES
- 1 UPH DR.ST.PRO BLK NATIONAL
- 1 PEDESTAL-NATIONAL AIR W/2 SHOCKS
- 1 COVER PEDASTAL NATIONAL NONE
- 1 SLIDE STOP NATIONAL DR.ST. NONE
- 1 RETAINER NATIONAL DR.ST.BELT
- 1 POUCH-DR.ST.STORAGE NONE
- 1 KICKPLATE-MOD.PANEL RS 36"
- 1 RISER-DRIVERS SEAT, NATIONAL
- 1 HAPTICS-NOT PRESENT
- 7 FIREBLOCK GRAY/BLACK UPHOLSTERY - IMMI SBR PASSENGER SEAT
- 7 HARDWARE-SBR WALL MOUNT C2/MINO
- 4 IMMI SBR 36" LS WALL MNT 3PT 2POS
- 3 IMMI SBR 36" RS WALL MNT 3PT 2POS

## **WINDOWS/GLASS**

- 1 GLASS-WINDSHIELD ONE PIECE WITH TINTED BAND
- 1 GLASS-RS FRT STAT TNT LAM
- 1 GLASS-LS FRT STAT TNT LAM
- 1 GLASS-RR STAT TINTED LAMINATED
- 1 FRAME-WDO SPLIT
- 6 FRAME-WDO SPLIT 30"W
- 2 FRAME-WDO SPLIT 40"W
- 1 FRAME-WDO P/O VERT LAM TINT LS
- 1 FRAME-WDO P/O VERT LAM TINT RS
- 6 GLASS-WDO TINT LAM 30"
- 2 GLASS-WDO TINT LAM 40"
- 1 STOPS-WDO 12"
- 1 GLASS-LOWER REAR DOOR LAMINATED TINTED
- 1 GLASS-UPPER REAR DOOR LAMINATED TINT
- 1 WDO-DRIVER'S LAM TINT

## **OTHER**

- 1 LOGO-FRT RS & RR
- 1 ELEC-FAN DRV'S WDO HDR
- 1 HATCH-RF ESC SPEC ADVANTAGE H1976-015-131 ENGLISH GRAY (1)
- 1 ARM ASSEMBLY-WINDSHIELD WIPER (2)
- 1 ELEC-ROOF HATCH - P/O WDO
- 1 OPER-FAN DRV'S WDO HDR
- 1 OPER-ALARM BACKING W/REV.

- 1 OPER-ROOF HATCH BUZZER
- 1 LOCATION-OVERHEAD STORAGE CENTER 24 F.A.K.
- 1 AC DUCT-NOT PRESENT NO SIDE EVAP
- 1 CONDENSER ALERT - NONE
- 1 EVAPORATOR QTY - NONE
- 1 ANTENNA - RADIO SWIVEL BASE
- 1 ELEC-ANTENNA RADIO COAXIAL
- 1 KIT-RADIO ANTENNA MOUNTING @ DRIVER'S HEADER
- 1 Manual-Drvr's/Maint.English
- 1 ELEC-NO ZONAR MONITORING
- 1 ELEC-BACKING CAMERA
- 1 ALERT-CONDENSER NONE
- 1 Elec-Aux BCA Power Cable
- 1 BCA-Aux w/o Contactor
- 1 TRIM-A POST
- 1 WHEELHOUSES-REAR L&R
- 1 STRINGER-ROOF 161T
- 1 FRONT END FRAME
- 1 FRT END FRAME MTG KIT
- 1 REAR END FRAME-28.68"DEEP
- 1 LOC-40" RAF SP 5TH 161T
- 1 RS TANK ALERT - NONE
- 1 DOOR ALERT - LS ENT NONE
- 1 TRIM-REAR DOOR
- 1 ELEC-AG2 AIR OP.ENT. DOOR
- 1 HINGES-REAR DOOR PIN TYPE
- 1 LATCH-SINGLE-POINT, REAR EMERGENCY DOOR
- 1 STOP-DOOR REAR EMERGENCY, 1-POS
- 1 OPER-DOOR AIR ENT.W/ BAT.2 POS.
- 1 OPER-VANDLCK.ENT./ EMER DR(S)
- 1 OPER-DR.RR.EMG.W/BUZ
- 1 ELEC-EMERG/EXIT DOORS
- 1 DOOR-LS ENT RS EXIT -NONE REQD
- 1 INT COLOR -RR DOOR GRAY
- 1 VANDALOCK-NONE REQUIRED RS
- 1 VANDALOCK-NONE REQUIRED LS
- 1 DOOR ALERT - RS EXIT NONE
- 1 SWITCH-PAD. ENT.DOOR AIR.
- 1 DOOR, REAR EMERGENCY
- 1 THRESHOLD REAR EMERGENCY DOOR
- 1 ELEC-DRIVER'S DOME LPS
- 1 ELEC-PASS DOME LPS MEDIUM ()
- 1 SWITCH-RKR DOME LPS ALL
- 1 Module-Pwr.Dist.Elec.Sys.
- 1 SWITCH-RKR PANEL LPS DIM
- 1 OPER-SWITCH, PANEL LPS DIMMER
- 1 LPS-EXT AFT OF ENT DOOR
- 1 OPER-STEPWLL LPSW/PARKLPS&ENT DR.
- 1 LPS-STPWLL LED (1)
- 1 ELEC-PASSENGER ADVISORY 161T
- 1 OPER-PASS ADV IGN/WARN/BUZZER
- 1 SWITCH-RKR FAN DEFROST L.S.
- 1 BUZZER-SWITCH PANEL 1 TONE
- 1 ELEC-PWR, GND, NETWORK, BUZZ
- 1 ELEC-LPS WARNING,8 LPS 161T
- 1 OPER-LPS, DOME RS ENT DR
- 1 LPS-PILOT POST TRIP INSP RED
- 1 OPER-LPS BODY TAIL W/PARK SW.
- 1 ELEC-LPS SI FRT DIRECTIONAL ONLY
- 1 OPER-LPS WARNING (8) PKG 2
- 1 OPER-LPS REV.W/RR EMG.DR.OPEN
- 1 ELEC-LPS ID/MKR PARK/SW.161T
- 1 SWITCH-RKR DOME LPS DRVR.ON/OFF
- 1 ELEC-LPS STROBE 6' FROM RR
- 1 SWITCH-RKR NOISE SUPPR ON/OFF

- 1 OPER-DRVR'S DOME LPS ON/OFF
- 1 OPER-HTR BOOSTER PUMP AUTOMATIC
- 1 OPER-LPS INT/EXT R.F. ENT DR.
- 1 OPER-LPS SERVICE BRAKE
- 1 OPER-SW.ID/MARK LPS W/PARK
- 1 SWITCH-RKR STROBE LPS
- 1 OPER-LPS DOME (1)ON/OFF
- 1 OPER-LPS REVERSE
- 1 ELEC-(2) SWITCH BANK
- 1 LPS-PILOT WARN LGTS RED
- 1 LPS-PILOT WARN LGTS AMBER
- 1 SWITCH-WARN LPS ON/AMB ACT.
- 1 OPER-LPS STROBE, IGN & SW ACTIV
- 1 ELEC-HARNESS COMP ASM 161T
- 1 OPER-LPS DIR./HAZ.
- 1 OPER-LPS SIDE DIRECT.ONLY
- 1 Block-PDM Customer Access
- 1 OPER-PRE-TRIP INSPECTION
- 1 ELEC-SEAT BELT PILOT LAMP
- 1 OPER-SEAT BELT PILOT LAMP
- 1 Elec-Stepwell Lamp
- 1 Elec-Standard Switch Interface
- 1 Elec-Heater Booster Pump
- 1 Oper-Buzzer, Switch Panel Tone
- 1 Starpoint-Junction Block
- 1 ELEC-MIR A NH & RC
- 1 ELEC-ELECTRIC STOP SIGN FRT
- 1 RAIL-EXTERIOR GUARD @ WINDOW,SEAT,FLOOR,SKIRT
- 1 RAIL-EXT GRD @ SEAT FRT END LS
- 1 RAIL-EXT GRD@ FLOOR, NONE
- 1 TRIM-FRT CAP RS/LS
- 1 PANELS-EXTERIOR REAR
- 1 SHEET-DRIVERS EXTERIOR 20 GA.
- 1 SHEET-UPPER SIDE EXTERIOR
- 1 UNDERCOATING-ASPHALT EMULSION
- 1 HEADERS-WINDOW INTERIOR 161T
- 1 PAINT-EXT ENT DOOR NONE
- 1 PANELS-EXT REAR SIDE LONG PANEL
- 1 LS STORAGE BOX 1 - NONE
- 1 LS STORAGE BOX 2 - NONE
- 1 ROOF SHEETS-(1) HATCH - 161T
- 1 RS STORAGE BOX 1 - NONE
- 1 RS STORAGE BOX 2 - NONE
- 1 RS STORAGE BOX ROH - NONE
- 1 LS STORAGE BOX ROH - NONE
- 1 PANELS-REAR END INTERIOR REAR GALVALUME
- 1 Panels-Rr End Int Si Long w/sld.pnl.
- 1 BULKHEAD-RR END INT.GRY
- 1 PANELS-ACCESS RR GRAY PASS ADVISORY
- 1 COVER-HARNESS ACCESS@HDR
- 1 COVER-ACCESS RR END HARNESS
- 1 COVER-ACCESS FRT END HARNESS
- 1 HEADLINING-REAR LONG SMOOTH, GRAY
- 1 STRIPS - AISLE, SNAP-IN BLACK
- 1 Flr-Plywood 5/8" 161T
- 1 COVER-FUEL SENDING INSPECTION
- 1 Molding-Shoe
- 1 ELEC- (4) INT SPEAKERS 161T
- 1 LUGGAGE RACK ALERT - NONE
- 1 SWITCH-RKR HTR UNDERSEAT 1ST
- 1 ELEC-HTR U/ SEAT POS.5
- 1 RAIL-SEAT
- 1 Lining-Side Int.
- 1 CABINET-SW, FWD
- 1 CABINET-SWITCH, LWR W/O POCKET

- 1 CABINET-SWITCH, UPPER
- 1 CABINET-TOP PLATE (2 BANK)
- 1 OPER-HTR U/ SEAT LS FWD
- 1 PANEL-ACCESSORY MOUNTING SAFTEY EQUIPMENT
- 1 INSULATION-VEST HEADLINING 2"
- 1 INSULATION-SIDELINING 2" POLY
- 1 INSULATION-RR BULKHEAD 2" POLY
- 1 HEADERS-WINDOW EXTERIOR 161T
- 1 HARNESS COVER COLOR - GRAY
- 1 SPEAKER ALERT - PRESENT
- 1 HEADLINING COLOR - GREY
- 1 HDLINING TYPE-1ST WDO ACOUSTIC
- 1 INSTALLATION-PARK BRAKE NONE
- 1 INSULATION-INT LONG REAR END
- 1 LUGGAGE RACK ALERT - NONE
- 1 PLATE-ACCELERATOR
- 1 LABEL-QR CODE
- 1 OPER-WDO P/O
- 1 PRICE ADJUSTMENT -IN COMBINATION W/001-310
- 1 CRUISE CTRL-ELEC ENG,W/SWITCHES IN STEERING WHEEL
- 1 ELECTRONIC CONTROL UNIT-DASH, PARKBRAKE, INTELLIPARK
- 1 VANDALOCK,STARTER DISABLE W/ANY LOCKED EMER DR(S), NO PILOT
- 1 NO RADIATOR/OIL PAN GUARD
- 1 REINFORCED NYLON FUEL LINES
- 1 PAINTED FUEL TANK, PAINTED BANDS
- 1 SINGLE SUCTION AND RETURN FUEL LINES
- 1 FUEL TANK MOUNTED BETWEEN RAILS, AFT OF REAR AXLE, WITH CAGE
- 1 STANDARD CHARGE AIR COOLER PLUMBING
- 1 REMOTE-MOUNTED SURGE TANK
- 1 BASIC WIRING SCHEMATIC,UNMOUNTED,12-VOLT NEGATIVE GROUND SYS
- 1 PAINTED BATTERY PANEL COVER
- 1 ENGINE AFTER TREATMENT DEVICE AUTOMATIC
- 1 BATTERY BOX FRAME MOUNTED
- 1 (3) DTNA 3000CCA FLOODED STARTING, 555RC THREADED STUD BATTE
- 1 BATT SHUTOFF SWITCH W/AUX CONTACT BATT BOX SMART CONTACT
- 1 INTEGRAL ELECTRONIC TURN SIGNAL FLASHER W/40A (20A PER SIDE
- 1 SELF CANCEL TURN SIGNAL SWITCH W/DIM/WASH&HAZZARD IN HANDLE
- 1 BATT ENABLED 3 AMBER INBOARD ID LAMPS,2 AMBER OUTBOARD MARKE
- 1 STROBE LAMP, IGNITION SWITCH OR LH DASH SWITCH ACTIVATED
- 1 L.E.D. WARNING SYSTEM LAMPS W/PULSING FEATURE
- 1 STANDARD BODY VISUAL WARNING,LOWER RR,REV LAMPS ON DR/OPEN
- 1 DRIVER'S IGNITION OPERATED DOME LP WITH ON/OFF SW
- 1 PASSENGER COMPARTMENT DOME LAMPS, IGNITION ACTIVATED
- 1 N/A
- 1 PASSENGER COMPARTMENT DOME LPS, SINGLE ON/OFF SW
- 1 STEPWELL LAMP ON WITH DOOR OPEN AND MARKER LAMPS ON
- 1 EIGHT LAMP WARNING SYSTEM,LH DASH SWITCH(S), PACKAGE 2
- 1 CURT WRIGHT 2K SERIES CAN BASED ACTUATOR WO PARK PAWL
- 1 DRIVELINE GUARD
- 1 NON-ASBESTOS FRONT BRAKE LININGS
- 1 FRONT SHOCK ABSORBERS
- 1 NON-ASBESTOS REAR BRAKE LININGS
- 1 NO DRIVELINE PARKING BRAKE
- 1 REAR OIL SEALS
- 1 MAXION 91262 22.5 X 8.25 10 HOLE HUB PILOT 5-HAND
- 1 MAXION 91262 22.5 X 8.25 10 HOLE HUB PILOT 5-HAND
- 1 NO POLISHED FRONT WHEELS
- 1 NO POLISHED REAR WHEELS
- 1 TWO QUART SEE THRU POWER STEERING RESERVOIR
- 1 STD FITTINGS POWER STEERING GEAR
- 1 POWER STEERING PUMP
- 1 4-SPOKE 18" STEERING WHEEL WITH SWITCHES
- 1 ZINC-PLATED HEXHEAD CHASSIS FASTENERS
- 1 2400MM (94") REAR FRAME OVERHANG
- 1 SQUARE END OF FRAME

- 1 BUMPER MOUNTING FOR SINGLE LICENSE PLATE
- 1 COMBINATION S/T/T/R LAMPS, LED
- 1 REAR EMERGENCY DOOR,IGNITION CONTROL,BUZZER ON W/DOOR OPEN
- 1 CAB MOUNTING FOR HOOD AND COWL CHASSIS
- 1 MANUAL ENT DOOR LOCK/BUZZER ON W/EMERGENCY DOORS UNLATCHED
- 1 ONE GALLON WINDSHIELD WASHER RESERVOIR
- 1 SINGLE ELECTRIC WINDSHIELD WIPER MOTOR W/DELAY
- 1 MS/S2 DASH
- 1 DASH ONLY A/C; NO BODY BUILDER PLUMBING
- 1 STANDARD HVAC DUCTING
- 1 CARBON WITH BASE BLACK ACCENT
- 1 DRIVER'S FAN,(1) MOUNTED ABOVE SIDE WINDOW
- 1 AUX BODY HEATER,UNDER SEAT,FWD
- 1 PANEL NONE
- 1 CONFIGURABLE INSTR PANELS W/UPPER STORAGE
- 1 DIGITAL ALARM CLOCK IN DRIVER DISPLAY
- 1 AIR PROVISIONS FOR CUSTOMER FURN DRIVERS AIR RIDE SEAT
- 1 ROOF MOUNTED VENT/ESCAPE HATCH
- 1 PUSH OUT BODY SIDE WINDOWS, BUZZER WITH WINDOW UNLATCHED
- 1 PREMIUM INSTRUMENT CLUSTER 5" TFT COLOR DISPLAY
- 1 SEPARATE PANEL LAMP DIMMER,LH DRIVER'S SWITCH PANEL
- 1 PRE/POST TRIP SYSTEM TEST
- 1 CHASSIS COWL AND HOOD ONLY
- 1 DUAL NEEDLE PRIMARY & SECONDARY AIR
- 1 NO AMMETER SUPPLIED
- 1 STANDARD BRAKE WIRING
- 1 NO DETROIT CONNECT SERVICES SELECTED
- 1 BUMPER: BLACK
- 1 NO SPARE WHEEL PAINT
- 1 CHASSIS: VENDOR BLACK
- 1 CEEA+ 667 ELECTRICAL ARCHITECTURE
- 1 EXPECTED GROSS VEHICLE WEIGHT CAPACITY
- 1 EXPECTED FRONT AXLE(S) LOAD
- 1 EXPECTED REAR DRIVE AXLE(S) LOAD
- 1 SCHOOL BUS SERVICE
- 1 COWL CHASSIS CONFIGURATION COMPLIES WITH SBMTC
- 1 BUS BODY WITH WHEELWELL
- 1 PASSENGER COMMODITY
- 1 100% ON-HIGHWAY (CITY) TERRAIN
- 1 DOMICILED TEXAS
- 1 THOMAS BUILT SCHOOL BUS 161T
- 1 EXT TOWING 2YR/UNLTD \$750 CAP US

## **CHASSIS**

### **AXLES AND SUSPENSIONS**

- 1 ALIGNMENT-4-WHEEL SAF-T-LINER C2
- 1 SPL100 DANA SPICER MAIN DRIVELINE
- 1 FRONT OIL SEALS
- 1 SYNTHETIC 75W-90 FRONT AXLE LUBE
- 1 CONMET IRON FRONT HUBS
- 1 SYNTHETIC 75W-90 REAR AXLE LUBE
- 1 DA-RS-17.5-4 17.5K R-SERIES SINGLE REAR AXLE
- 1 5.56 REAR AXLE RATIO
- 1 IRON REAR AXLE CARRIER HOUSING
- 1 REAR SHOCK ABSORBERS - ONE AXLE
- 1 CONMET IRON REAR HUBS
- 1 7,000 LB. TAPERLEAF FRONT SUSPENSION
- 1 AIRLINER 21,000 LB. REAR SUSPENSION
- 1 COMFORT-TEC SUSPENSION
- 1 SINGLE AIR SUSPN LEVELING VALVES

### **BRAKES**

- 1 ALERT-ENHANCED STABILITY CONTROL
- 1 AIR BRAKE PACKAGE
- 1 MERITOR 15 X 4 Q+ CAM FRONT BRAKES (ROCKWELL)
- 1 HALDEX LONGSTROKE FRONT BRAKE CHAMBER

- 1 MERITOR AUTOMATIC FRONT SLACK ADJUSTERS
- 1 CONMET CAST IRON FRONT BRAKE DRUMS
- 1 MERITOR 16 1/2 X 7 Q+ CAM REAR BRAKES, DBL-ANCHOR, FAB SHOES
- 1 HALDEX, LONGSTROKE, SINGLE DRIVE AXLE, SPRING-PARK CHAMBERS
- 1 MERITOR AUTOMATIC SLACK ADJUSTERS
- 1 CONMET CAST IRON REAR BRAKE DRUMS
- 1 STEEL AIR BRAKE RESERVOIRS INSIDE FRAME RAILS
- 1 BENDIX AD-9 AIR DRYER WITH HEATER
- 1 EXTERNAL CHARGING SCHRADER VALVE
- 1 WABCO 4S/4M ABS W/TRACTION CONTROL
- 1 BENDIX INTELLIPARK E-PARK BRAKE

### **CHASSIS EQUIPMENT**

- 1 EXHAUST-LS TURNDWN, BELOW BMPR
- 1 ANTI-FREEZE, OAT -34 DEGREE
- 1 SHIELD-EXHAUST PIPE
- 1 B2 106 CONVENTIONAL CHASSIS
- 1 SET-BACK AXLE - TRUCK
- 1 ELECTRIC GRID AIR INTAKE WARMER
- 1 NO CLUTCH PEDAL WITH NON-ADJUSTABLE
- 1 INTAKE MOUNTED AIR RESTRICTION INDICATOR WITHOUT GRADUATIONS
- 1 RIGHT HAND SIDE-FILL FUEL TANK CAP
- 1 60 GALLON/227 LITER STEEL RECTANGULAR FUEL TANK, BETWEEN RAIL
- 1 HORIZ TAILPIPE, EXIT LH REAR
- 1 11.5 GALLON DEF TANK
- 1 STEERING WHL MTD HORN CONTROL
- 1 NO BUMPER FRONT VISUAL WARNING DEVICE
- 1 MAGNETIC ENGINE DRAIN, REAR AXLE DRAIN & FILL PLUG
- 1 EXHAUST MITIGATION DEVICE FTL 4" ID SLIP
- 1 DA-F-8.0 0-3 8,000# FF1 71.5 KPI/3.74 DROP S
- 1 NO TRACTION STABILIZER
- 1 700 CUBIC INCH MINIMUM AUXILIARY AIR
- 1 PETCOCK DRAIN VALVES ON ALL AIR TANKS
- 1 ADJUSTABLE STEERING COLUMN
- 1 TRW THP-60 POWER STEERING
- 1 4025MM (158") WHEELBASE
- 1 5/16" X 3" X 10-1/8" STEEL FRAME 120,000 PSI YIELD
- 1 1-PIECE 14" PTD STL 1/4" HD BUMPER JACK PROVISION
- 1 FRONT FRAME-MOUNTED TOW HOOKS
- 1 NO AUTO TRACTION CHAINS
- 1 NO REAR TOWING DEVICE
- 1 STANDARD DUTY HOOD MOUNTING
- 1 FIBERGLASS HOOD
- 1 HOOD MTD CHROMED PLASTIC GRILLE
- 1 ALL LOCKS KEYED THE SAME
- 1 CHROME HOOD MOUNTED AIR INTAKE GRILLE
- 1 CAB FLOOR, TOE BOARD, FIREWALL HEAT SHIELD
- 1 NO INTERIOR GLOVE BOX/CAB FLOOR STORAGE
- 1 (2) CUPHOLDERS, LEFT HAND AND RIGHT HAND DASH
- 1 NO POSITIONING/LOCATING SYSTEM
- 1 REINFORCED NYLON, FABRIC AND WIRE BRAID CHASSIS AIR LINES

### **ELECTRICAL - CHASSIS**

- 1 LN 12 VOLT 270 AMP 4949PA PAD MOUNT ALTERNATOR
- 1 PROG RPM CTRL W A/C OR 12.75V LOW VOLT AUTO HI IDLE, DASH SW
- 1 DIAGNOSTIC INTERFACE CONNECTOR, 9-PIN, S
- 1 IGNITION SWITCH CONTROLLED ENGINE STOP
- 1 HEATED STEPS - NONE
- 1 ALTERNATELY FLASHING HEADLAMP SYSTEM W/BODY BUILDER ENGAGEMENT
- 1 12VOLT POWER SUPPLY LH PANEL
- 1 SOLID STATE CIRCUIT PROTECTION, PDMS WIT
- 1 STANDARD FRONT TURN SIGNAL LIGHTS
- 1 ROTARY HDLAMP SWITCH, MRKR LTS/HDLTS SW W/O FOG/RD LMPS
- 1 NO FENDER MTD TURN/MARK COMBO LPS
- 1 AMBER LED MIDSHIP TURN SIGNALS
- 1 DAYTIME RUNNING LIGHTS SET @ 100% & EXTERIOR LAMPS W/ENG RUN

- 1 LED LO/HI BEAM HDLTS CHROME BEZEL
- 1 NO UTILITY/ADVERTISING LIGHT
- 1 STOP SIGN PRESENT
- 1 NO BAGGAGE COMPARTMENT LAMP
- 1 NO BODY MTD INT SPOT/WORK LAMP
- 1 ELECTRONIC STABILITY CONTROL
- 1 NO LIFT DOOR
- 1 AIR OP ENT DR,BATT CTR,RH FT DR,PASS DOME LPS ON DOOR OPEN
- 1 OFF-ON RED LS PNL
- 1 AC W/ RECIRC; ON/OFF NOISE SUPR
- 1 DUAL ELEC HORN, PASSENGER ADVISORY BUZZER ON W/IGN AND WARN
- 1 NO OBSTACLE DETECTION SYSTEM
- 1 NO CAMERA/VIDEO/IMAGING SYSTEM
- 1 C/F J1939 RADIO W/PA
- 1 FASTEN SEAT BELT INDICATOR FOR CUSTOMER SUPPLIED SEAT BELT
- 1 ELECTRONIC SPEEDOMETER WITH SECONDARY KPH SCALE, NO ODOMETER
- 1 NO CONNECTIVITY HARDWARE
- 1 WARNING LAMP MONITORING-CEEA+
- 1 ENGINE AND HOUR METERS INTEGRAL WITH DRIVER DISPLAY
- 1 DIGITAL VOLTAGE DISPLAY INTEGRAL WITH DRIVER DISPLAY
- 1 ELECTRIC FUEL GAUGE
- 1 ELECTRIC ENGINE OIL PRESSURE GAUGE
- 1 ELECTRICAL ENGINE COOLANT TEMPERATURE GAUGE

### **ENGINE AND EQUIPMENT**

- 1 CUM B6.7 220 HP @ 2400 RPM, 2600 GOV, 600 LB/FT @ 1600 RPM
- 1 ANTI-FREEZE TO -34F, OAT (NITRITE AND SILICATE FREE)EXT LIFE
- 1 ENGINE-MOUNTED OIL CHECK AND FILL
- 1 CUMMINS 18.7 CFM COMPRESSOR
- 1 CUMMINS SPIN ON FUEL FILTER
- 1 STANDARD ENGINE OIL
- 1 FULL FLOW OIL FILTER
- 1 DETROIT F/W SEP W/WIF SENSOR & HAND PRIMER
- 1 CUMMINS ENG INTEGRAL BRAKE W/VARI TURBO,STOP LAMP ON AT 5%
- 1 ALUMINUM FLYWHEEL HOUSING
- 1 STANDARD OIL PAN
- 1 ELECTRONIC ENGINE, INTEGRAL WARNING & DERATE PROTECTION SYST
- 1 DELCO 12V 38MT HD STARTER WITH INTEGRATE
- 1 GATES BLUE STRIPE COOLANT HOSES
- 1 CONSTANT TORQUE BREEZE CLAMPS ON 1" IN DIA GREATER, SS C
- 1 DONALDSON ONE-STAGE AIR CLEANER
- 1 700 SQUARE INCH ALUMINUM RADIATOR
- 1 VISCOUS FAN DRIVE
- 1 NO IDLE SHUTDOWN CONFIGURATION
- 1 ELECTRONIC TACHOMETER 3000 RPM
- 1 DIGITAL TRANS OIL TEMP IN DRIVER DISPLAY

### **TRANSMISSION AND EQUIPMENT**

- 1 ALLISON 2500 PTS AUTOMATIC TRANSMISSION
- 1 ALLISON VOCATIONAL PACKAGE 354 - FIFTH GEN
- 1 TRANSMISSION OIL CHECK AND FILL
- 1 SYNTHETIC 50W TRANSMISSION LUBE (TES-295 COMPLIANT)
- 1 WATER TO OIL TRANSMISSION COOLER - IN RADIATOR END TANK
- 1 6M1-PROMARY MODE GEARS
- 1 NO TCU-LBSS VAC
- 1 FUELSENSE GHG
- 1 NO MODE SWITCH

### **WHEELS AND TIRES**

- 1 FRONT HANKOOK AH24 11R22.5 14 PLY TIRES
- 1 REAR HANKOOK AH24 11R22.5 14 PLY TIRES
- 1 BENDIX SMARTIRE MONITOR SYSTEM
- 1 TIRE/WHEEL BALANCING-LEAD FREE WEIGHTS
- 1 ACCURIDE PK-BLACK21 POWDER BLACK WHEEL (N0001H)- FRONT
- 1 ACCURIDE PKBLK21 POWDER BLACK WHEEL (N0001H) - REAR

### **OTHER TYPE**

**Electrical - body**

- 1 ELEC-(2) USB OUTLET LS CABINET

**DEALER ADD On's**

**EQUIPMENT**

- 1 NO CAMERAS OR TWO-WAY RADIO
- 1 Rear IW-10 A/C System
- 1 Vehicle Inspection

**Meets all FMVSS requirements in effect at the time of manufacture.**

**Total for 1 complete unit(s):**

**\$ 131,200.00**

**Delivery Cost:**

**Quote Available Upon Request**

**Additional options you may want to consider:**

**[ADDITIONAL EQUIPMENT]**

**\$ [COST]**

**Terms and Conditions:**

**Quote Expires:**





## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of Castroville ES Playground Equipment and Surfacing from Park Place Recreation Designs Inc.

### **Background Information**

Castroville Elementary existing playground equipment is in need of replacement. The playground equipment being proposed will match the new district standard and will include shade canopies over the elevated play structures. The new playgrounds will also receive new synthetic turf surfacing.

### **Administrative Consideration**

Pricing was competitively procured through the BuyBoard Cooperative. The District will use the BuyBoard Cooperative Contract #781-25 through Park Place Recreation Designs Inc. to purchase and install the playground equipment and surfacing in the amount of \$643,097. Administration is recommending an additional \$25,000 for contingency on the project for a total cost of \$668,097.

### **Funding Source**

The General Operating Fund (199) will be used for this project.

### **Recommendation**

It is recommended the Board approve the proposal for the replacement of the Castroville ES playground equipment and surfacing from Park Place Recreation Designs Inc. in the amount \$668,097.



**PARK PLACE**  
RECREATION DESIGNS  
**BuyBoard Contract #781-25**

Customer: Medina Valley ISD

Date: 2025.10.15

Project: Castroville ES  
**Playground Equipment and Installation**

(Quotes valid for 30 days)

ITEM DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
Lower House Area: Combined Play Structure #TC15512	1	\$ 41,594.00	\$ 41,594.00
Lower House Area: Critter Puzzle panel, freestanding	1	2,166.00	2,166.00
Lower House Area: Swingset Swing Frame 2-3/8" OD for 8 seats (7 belt seats, 1 ADA Therapeutic seat)	1	7,240.00	7,240.00
Upper House Area: Play Structure #714-S536 for ages 5-12	1	62,622.00	62,622.00
Upper House: Fitness Equipment — Parallel Bars #159004, Horizontal Ladder #159006 and Triple Chinning Bars	1	4,769.00	4,769.00
Upper House: Climbers - Balance Beam #714913S, Camelback Climber #4482, Geodesic Dome Climber #4022	1	10,495.00	10,495.00
Upper House: Swingset Swing Frame 2-3/8" OD, 2 frames (for total of 15 belt seats, 1 ADA Therapeutic seat)	1	13,012.00	13,012.00
BuyBoard Discount ( <b>BuyBoard Contract #781-25</b> )			(25,402.00)
Installation - turnkey installation (received unload deliveries, complete assembly and installation on site) INCLUDES: labor, materials, machinery, insurance. EXCLUDES removal of existing play equipment & pea gravel			36,860.00
ADDITIVE ALTERNATE: 6' tall chain link construction fencing (no privacy screen) around construction sites			3,421.00
ADDITIVE ALTERNATE: add privacy screen and additional sand bags to chain link construction fencing			2,670.00
Freight			6,905.00
		Subtotal	\$ 166,352.00
*Tax exempt certificate required at time of order, otherwise sales tax will be added	Tax	0%	\$ 0.00
*Payments made by credit card will be assessed a 3% convenience fee added to the Grand Total		<b>GRAND TOTAL</b>	\$ 166,352.00

\*Pricing is for materials/delivery only, installation is only included when priced above. Any work not specifically described shall be considered excluded.  
 \*Unless priced above, the following items are excluded: *Sealed Drawings, Permits, Payment/Performance Bonds, TDLR Registration/Review/Inspections.*  
 \*Standard Terms: Payment is due at the time of order unless one of the following is mutually agreed upon: Fully executed contract/subcontract agreement; Purchase Orders accepted from municipalities/schools; signed proposal with down payment (typically 50%)

Authorized By: \_\_\_\_\_

Printed Name Signature Date



Park Place Recreation Designs, Inc. - PO Box 18186 San Antonio, TX 78218 - [fun@miracleparkplace.com](mailto:fun@miracleparkplace.com) - 800-626-9238

BuyBoard Contract #781-25

Prices and details contained within this proposal are confidential and privileged, and intended for the sole use of the person or entity to which it is addressed ("recipient"). The recipient shall keep confidential and shall not disclose this pricing or the information contained herein to any third person or entity (private or governmental) except to such of its employees or agents who need to know for the purpose of purchasing product



**PARK PLACE**  
RECREATION DESIGNS  
*BuyBoard Contract #781-25*

Customer: Medina Valley ISD

Date: 2025.10.15

Project: Castroville ES  
**Shade Canopy Structures and Installation**

(Quotes valid for 30 days)

ITEM DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
K-2nd Area: Joined Hip Structure, overall size 24' X 60' with 12' entry height 6 columns, 2 fabric tops, includes anchor bolts	1	\$ 17,440.00	\$ 17,440.00
3rd-5th Area: Oversize Hip Structure, overall size 45' X 40' with 14' entry height 4 columns, 1 fabric top, includes anchor bolts	1	25,328.00	25,328.00
Sealed Shop Drawings	2	800.00	1,600.00
Does not include local building permit fees, if required			
BuyBoard Discount ( <b>BuyBoard Contract #781-25</b> )			(2,139.00)
Installation - turnkey installation (receive and unload deliveries, concrete footings, complete assembly) All labor, materials, machinery and insurance included. Does not include site grading			26,900.00
Freight			2,620.00
		Subtotal	\$ 71,749.00
*Tax exempt certificate required at time of order, otherwise sales tax will be added	Tax	0%	\$ 0.00
*Payments made by credit card will be assessed a 3% convenience fee added to the Grand Total		<b>GRAND TOTAL</b>	\$ 71,749.00

- \*Pricing is for materials/delivery only, installation is only included when priced above. Any work not specifically described shall be considered excluded.
- \*Unless priced above, the following items are excluded: *Sealed Drawings, Permits, Payment/Performance Bonds, TDLR Registration/Review/Inspections.*
- \*Standard Terms: Payment is due at the time of order unless one of the following is mutually agreed upon: Fully executed contract/subcontract agreement; Purchase Orders accepted from municipalities/schools; signed proposal with down payment (typically 50%)

Authorized By: \_\_\_\_\_

Printed Name

Signature

Date



BuyBoard Contract #781-25

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**PARK PLACE**  
RECREATION DESIGNS  
*BuyBoard Contract #781-25*

Customer: Medina Valley ISD

Project: Castroville ES  
**Synthetic Turf Surfacing and Installation**

Date: 2025.09.26

(Quotes valid for 30 days)

ITEM DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
Synthetic Turf International PL 929 Easy Play turf surfacing with Brock powerbase pad Includes installation with rock base and geotextile fabric Approx. 9,245 sq ft in 3rd-5th play area and 3,845 sq ft in K-2nd play area	13090	\$ 21.00	\$ 274,890.00
Concrete Curb and Flatwork - Perimeter Concrete Curb, 8" wide X 12" tall with 8" footing, access sidewalk connections. 632 linear feet of curbing, 30 linear feet sidewalk, reconstruct end of ramp at 3rd-5th area for access Includes 2 inch compacted base layer and weep holes for drainage outlet	1	70,157.00	70,157.00
ADDITIVE ALTERNATE: pour concrete slab 4 inch thick with #3 rebar as sub-grade to synthetic turf throughout inside of perimeter curb. Alternate includes deduct for turf gravel base and add for concrete slab	1	69,943.00	OPTIONAL, not included in total
BuyBoard Discount ( <b>BuyBoard Contract #781-25</b> )			(13,744.00)
Freight			3,750.00
		Subtotal	\$ 335,053.00
*Tax exempt certificate required at time of order, otherwise sales tax will be added	Tax	0%	\$ 0.00
*Payments made by credit card will be assessed a 3% convenience fee added to the Grand Total		<b>GRAND TOTAL</b>	\$ 335,053.00

- \*Pricing is for materials/delivery only, installation is only included when priced above. Any work not specifically described shall be considered excluded.
- \*Unless priced above, the following items are excluded: *Sealed Drawings, Permits, Payment/Performance Bonds, TDLR Registration/Review/Inspections.*
- \*Standard Terms: Payment is due at the time of order unless one of the following is mutually agreed upon: Fully executed contract/subcontract agreement; Purchase Orders accepted from municipalities/schools; signed proposal with down payment (typically 50%)

Authorized By: \_\_\_\_\_

Printed Name

Signature

Date



BuyBoard Contract #781-25

Park Place Recreation Designs, Inc. - PO Box 18186 San Antonio, TX 78218 - [fun@miracleparkplace.com](mailto:fun@miracleparkplace.com) - 800-626-9238

Prices and details contained within this proposal are confidential and privileged, and intended for the sole use of the person or entity to which it is addressed ("recipient"). The recipient shall keep confidential and shall not disclose this pricing or the information contained herein to any third person or entity (private or governmental) except to such of its employees or agents who need to know for the purpose of purchasing product

### Proposed Construction Timeline

From date of NTP with approved color choices  
Play equipment and shade canopies have approximately 8 week lead time for manufacture and delivery. We propose to begin work on site 2 weeks prior to receipt of shipments with concrete curb form work.

TOTAL estimated time on site: 11 weeks for separate mobilizations (5 weeks lower house; 6 weeks Upper House) or 8 weeks if able to work both sites simultaneously

Approximate durations:  
4 weeks concrete perimeter curb  
1 week shade canopies  
2 weeks play equipment  
3 weeks synthetic turf surfacing

These durations may overlap if allowed to work both areas simultaneously or slightly extend if separate mobilizations are required



Proposed limits of construction fencing

Lower House Area



Upper House Area

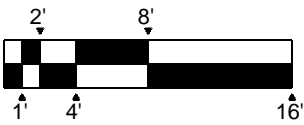










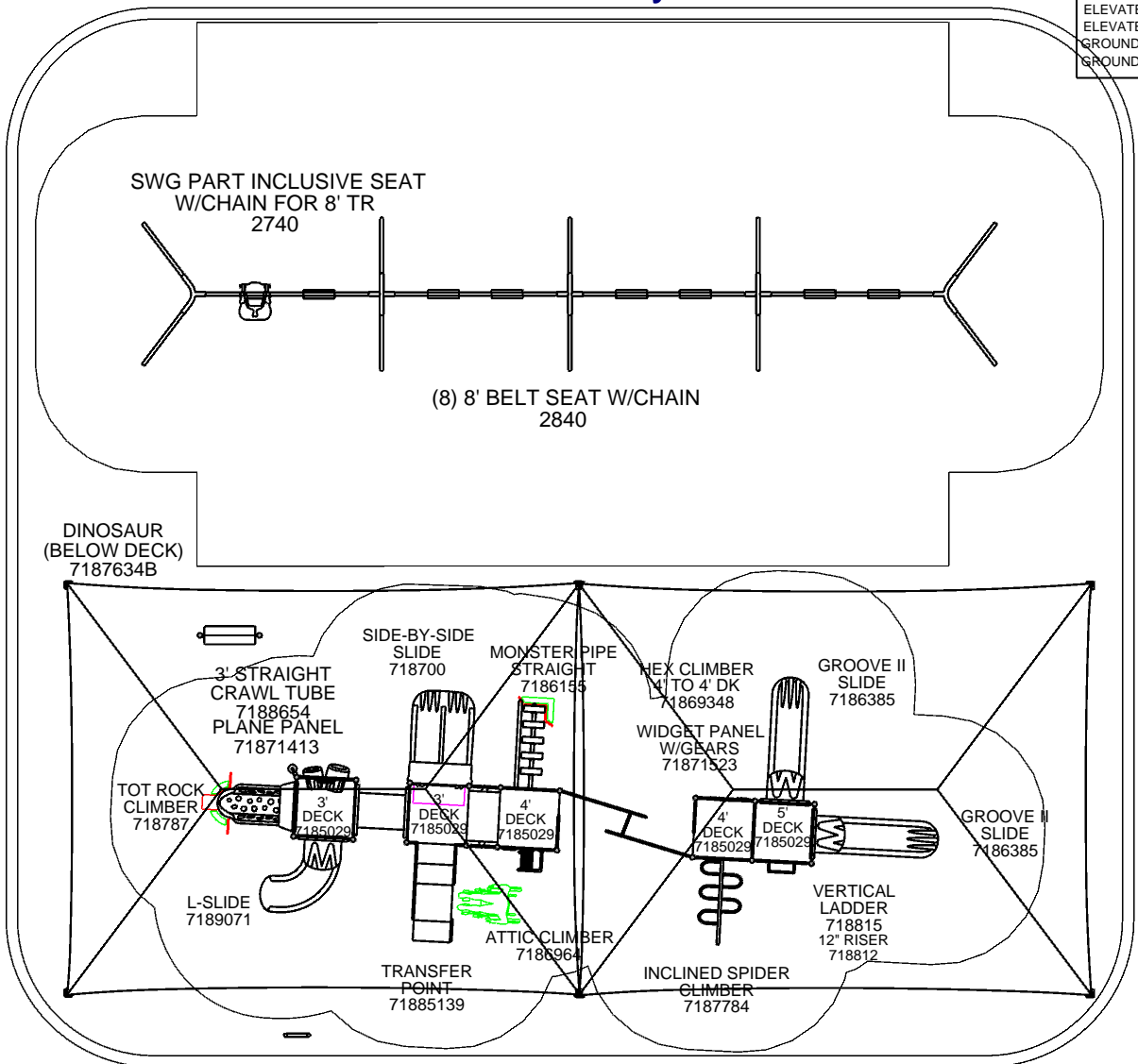


# Castroville Elementary TC15512 Medina Valley ISD

Child Capacity: 75

FOR KIDS AGES  
**5-12**  
YEARS

AGE GROUP: 5-12_ASTM	
ELEVATED PLAY ACTIVITIES - TOTAL: 13	
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY TRANSFER: 5	REQ'D 7
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY RAMP: 0	REQ'D 0
GROUND LEVEL ACTIVITY TYPE: 3	REQ'D 3
GROUND LEVEL QUANTITY: 11	REQ'D 4



2-LG STD SWG FRAME ONLY  
8' TR 2 SEATS REQ MC  
2901

2-LG STD ADD-A-BAY  
8' TR 2 SEATS REQ MC  
2901X

1/2 CALYPSO 2 DRUM  
(BELOW DECK)  
71871513HB

BELL  
718796P1

1' ADA STAIR  
7188109



**PARK PLACE REC DESIGN INC**  
PO BOX 18186  
SAN ANTONIO, TX

PHONE NO: Enter Phone No.  
FAX NO: Enter Fax number

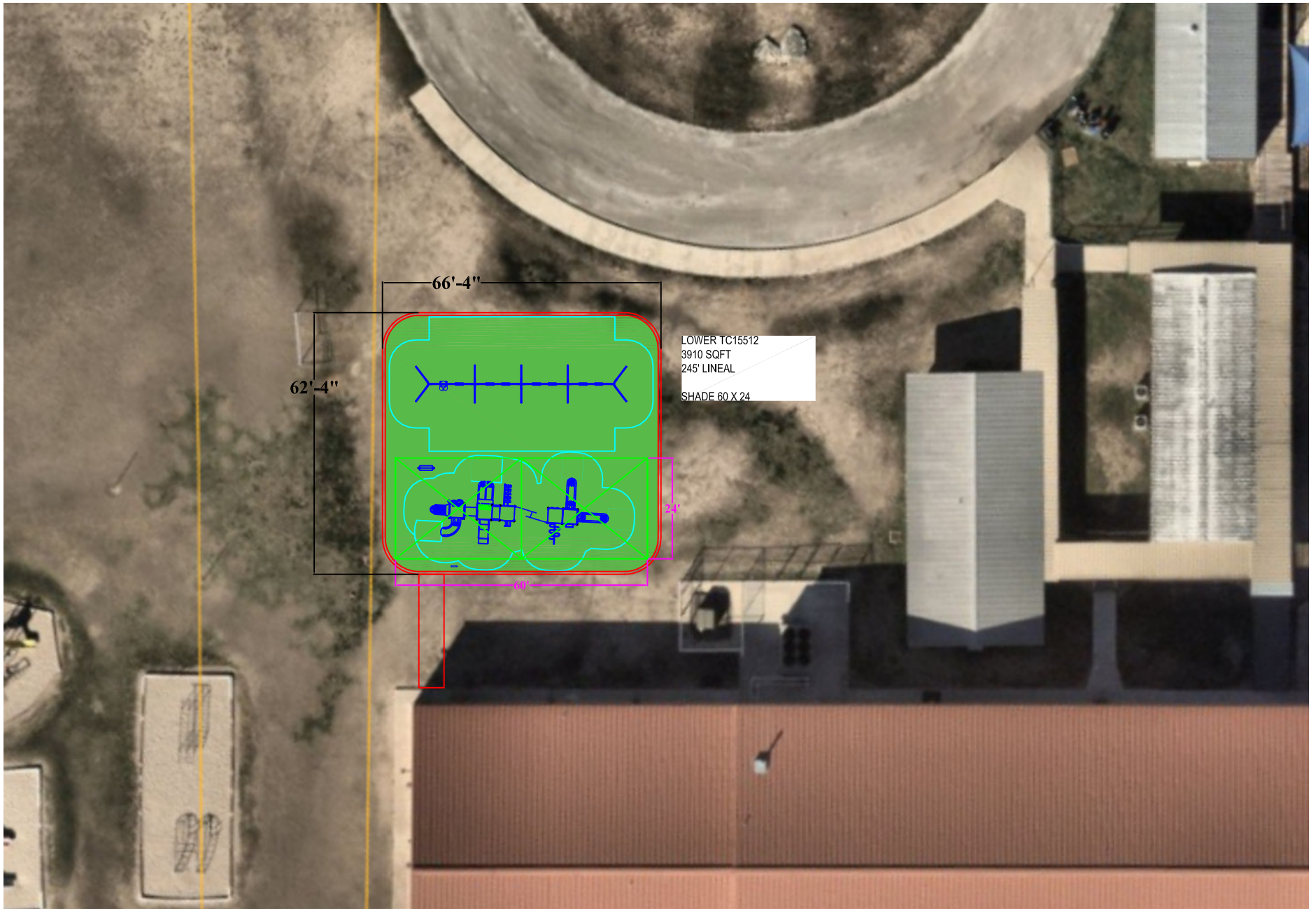
GROUND SPACE: 61' x 48'-6"  
PROTECTIVE AREA: 63' x 61'  
DRAWN BY: Venny Davila  
DATE: 10/15/2025

<b>25015012</b>	
✓	COMPLIES TO ASTM/CPSC
✓	COMPLIES TO ADA

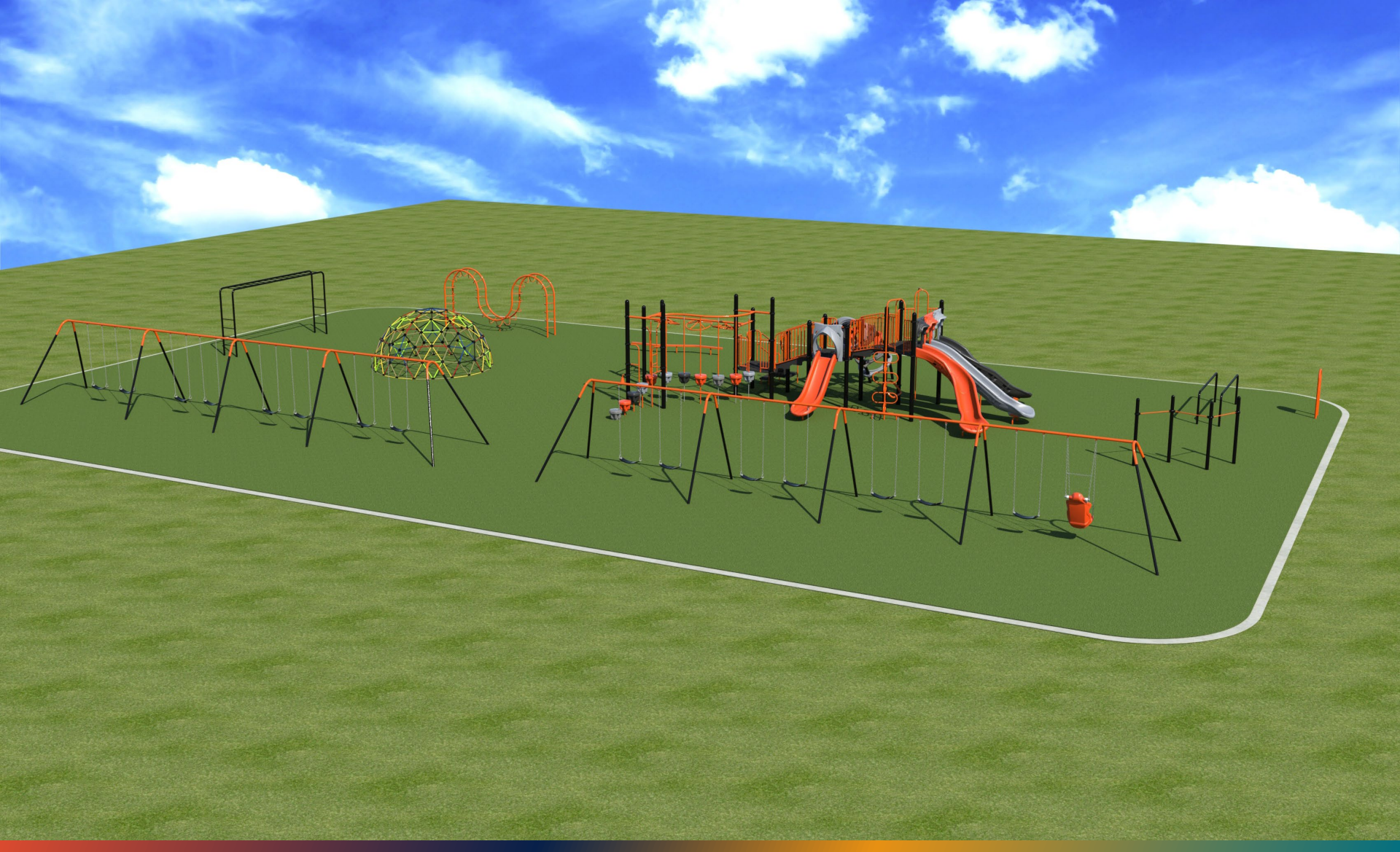
To promote safe and proper equipment use by children, Miracle recommends the installation of either a Miracle safety sign or other appropriate safety signage near each play system's main entry point(s) to inform parents and supervisors of the age appropriateness of the playsystem and general rules for safe play.

THE PLAY COMPONENTS IDENTIFIED IN THIS PLAN ARE IPEMA CERTIFIED. THE USE AND LAYOUT OF THESE COMPONENTS CONFORM TO THE REQUIREMENTS OF ASTM F1487.

AN ENERGY ABSORBING PROTECTIVE SURFACE IS REQUIRED UNDER & AROUND ALL PLAY SYSTEMS



LOWER TC15512  
3910 SQFT  
245' LINEAL  
SHADE 60 X 24

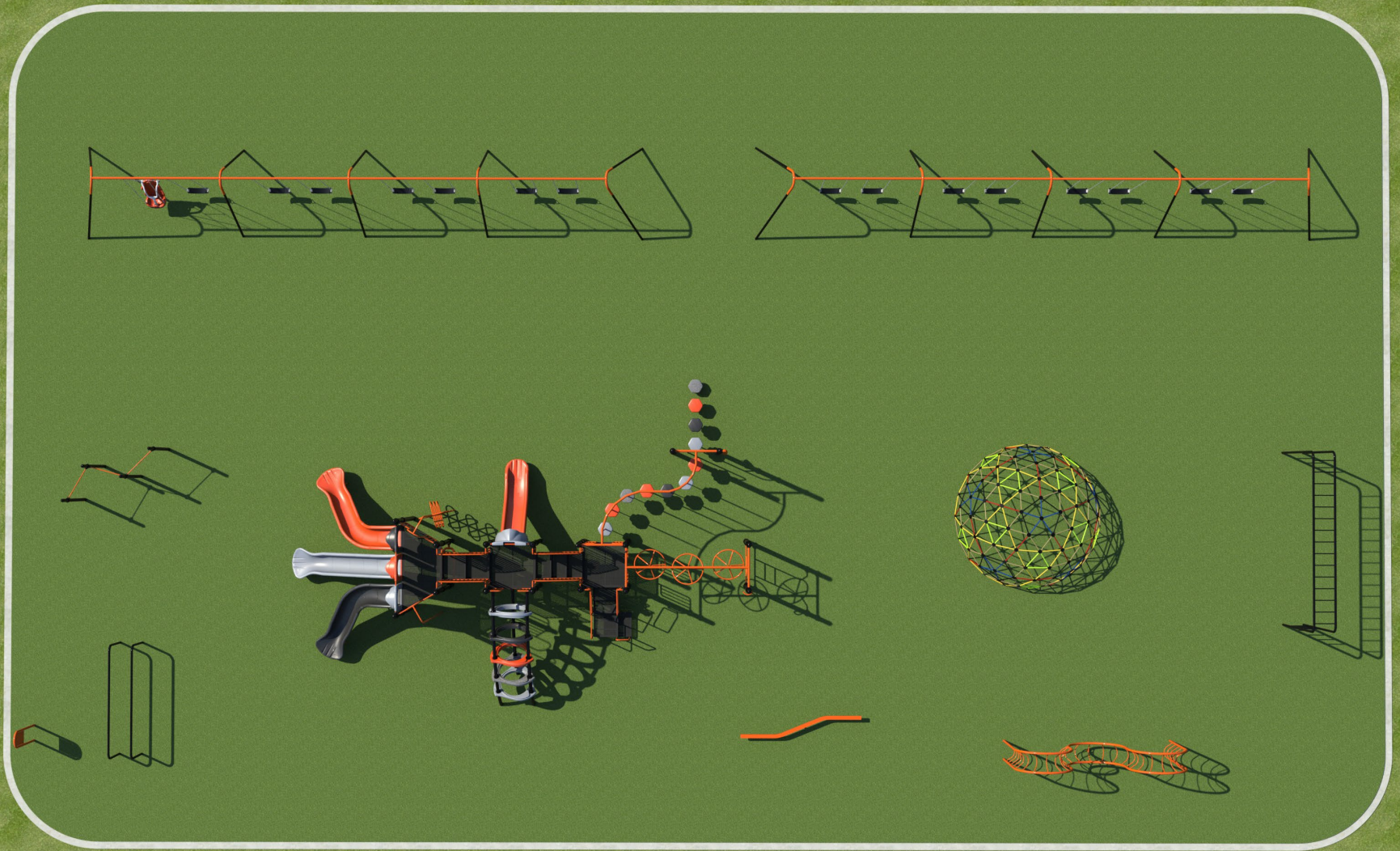


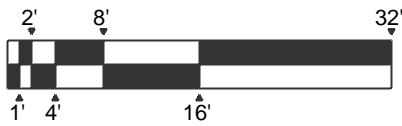












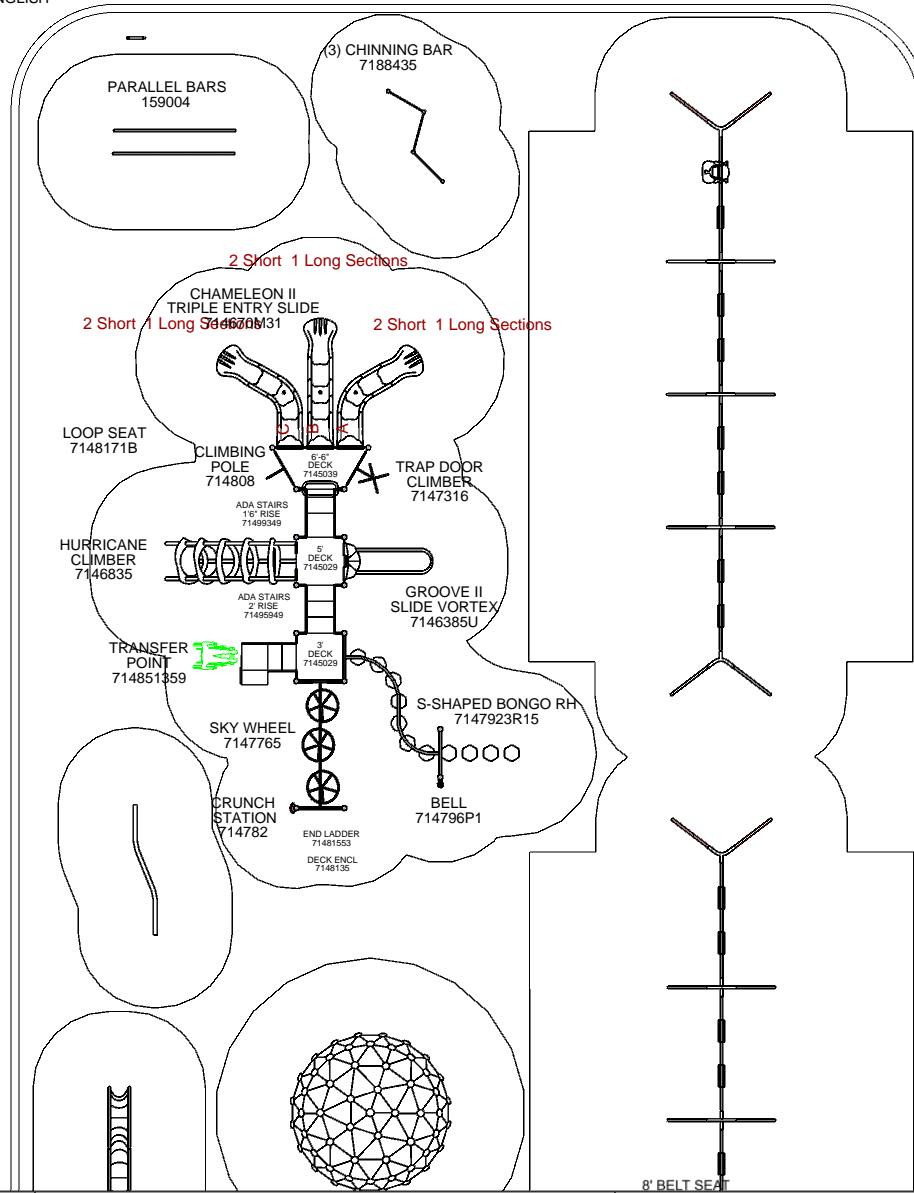
# Castroville Elementary 714-S536 Medina Valley ISD

Child Capacity: 122

FOR KIDS AGES  
**5-12**  
YEARS

AGE GROUP: 5-12_ASTM	
ELEVATED PLAY ACTIVITIES - TOTAL:	9
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY TRANSFER:	9 REQ'D 5
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY RAMP:	0 REQ'D 0
GROUND LEVEL ACTIVITY TYPE:	5 REQ'D 3
GROUND LEVEL QUANTITY:	26 REQ'D 3

RISK MANAGEMENT SIGN - ENGLISH  
787



- SWG PART INCLUSIVE SEAT W/CHAIN FOR 8' TR 2740
- (7) 8' BELT SEAT W/CHAIN 2840
- 2-LG STD SWG FRAME ONLY 8' TR 2 SEATS REQ MC 2901
- (3) 2-LG STD ADD-A-BAY 8' TR 2 SEATS REQ MC 2901X

CURVED BALANCE BEAM  
714913S



**PARK PLACE REC DESIGN INC**  
 PO BOX 18186  
 SAN ANTONIO, TX  
 PHONE NO: Enter Phone No.  
 FAX NO: Enter Fax number  
 GROUND SPACE: 56' x 115'-6"  
 PROTECTIVE AREA: 73'-6" x 124'  
 DRAWN BY: Venny Davila  
 DATE: 09/24/2025

25015012

COMPLIES TO ADA

To promote safe and proper equipment use by children. Miracle recommends the installation of either a Miracle safety sign or other appropriate safety signage near each play system's main entry point(s) to inform parents and supervisors of the age appropriateness of the play system and general rules for safe play.

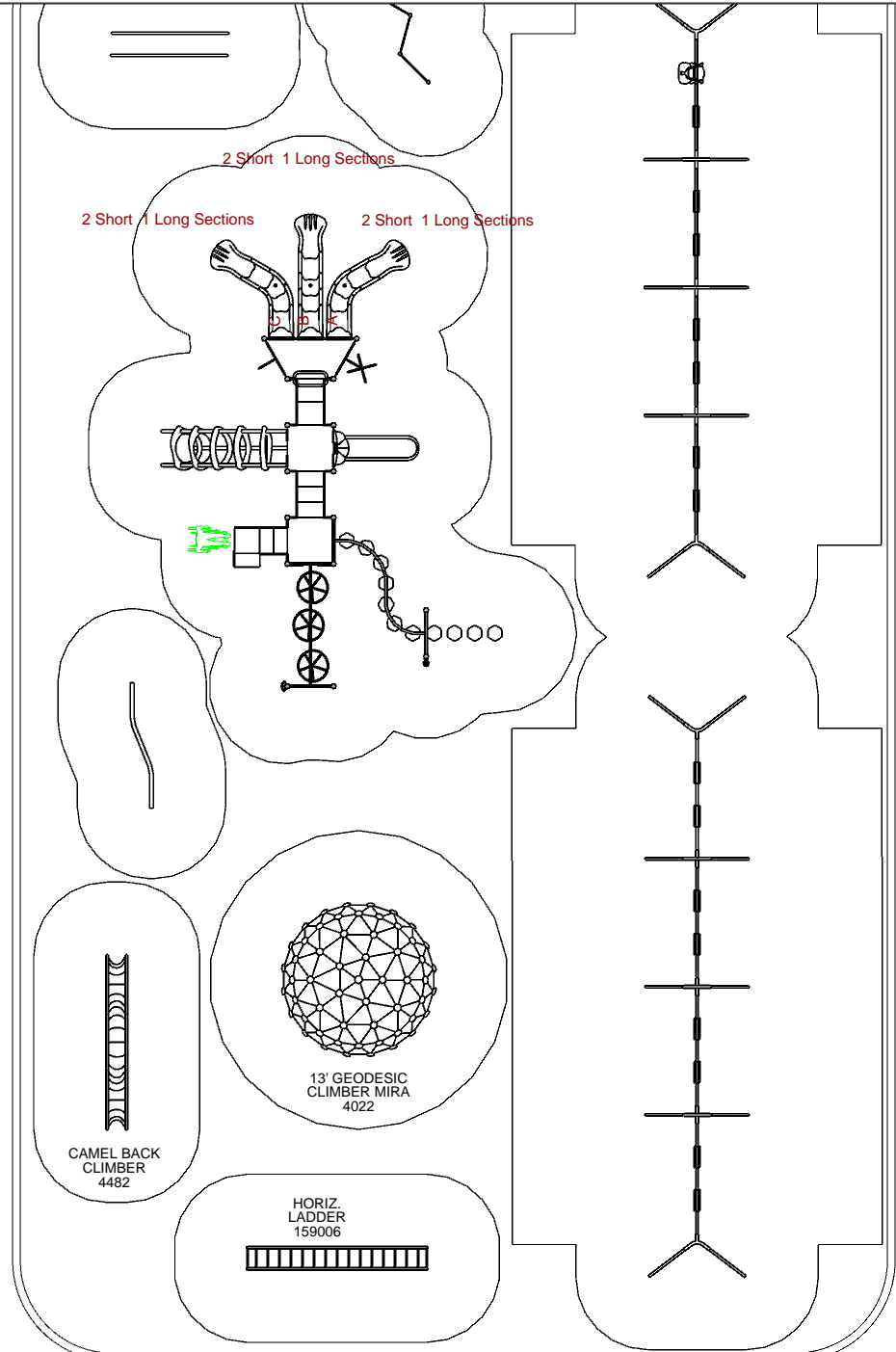
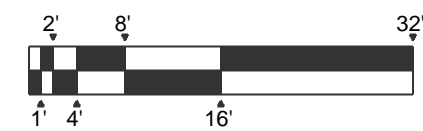
88

AN ENERGY ABSORBING PROTECTIVE SURFACE IS REQUIRED UNDER & AROUND ALL PLAY SYSTEMS

Child Capacity: 122

FOR KIDS AGES  
**5-12**  
YEARS

AGE GROUP: 5-12_ASTM	
ELEVATED PLAY ACTIVITIES - TOTAL: 9	
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY TRANSFER: 9	REQ'D 5
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY RAMP: 0	REQ'D 0
GROUND LEVEL ACTIVITY TYPE: 5	REQ'D 3
GROUND LEVEL QUANTITY: 26	REQ'D 3



CURVED BALANCE BEAM  
714913S

2 Short 1 Long Sections  
2 Short 1 Long Sections  
2 Short 1 Long Sections

CAMEL BACK  
CLIMBER  
4482

13' GEODESIC  
CLIMBER MIRA  
4022

HORIZ.  
LADDER  
159006

(8) 8' BELT SEAT W/CHAIN  
2840

2-LG STD SWG FRAME ONLY  
8' TR 2 SEATS REQ MC  
2901

2-LG STD ADD-A-BAY  
8' TR 2 SEATS REQ MC  
2901X



<b>PARK PLACE REC DESIGN INC</b>	
PO BOX 18186 SAN ANTONIO, TX	PHONE NO: Enter Phone No. FAX NO: Enter Fax number
GROUND SPACE: 56' x 115'-6"	
PROTECTIVE AREA: 73'-6" x 124'	
DRAWN BY: Venny Davila	DATE: 09/24/2025

25015012

COMPLIES TO ADA

To promote safe and proper equipment use by children. Miracle recommends the installation of either a Miracle safety sign or other appropriate safety signage near each play system's main entry point(s) to inform parents and supervisors of the age appropriateness of the play system and general rules for safe play.

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AN ENERGY ABSORBING PROTECTIVE SURFACE IS REQUIRED UNDER & AROUND ALL PLAY SYSTEMS





## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of Creek View High School Administration Furniture

### **Background Information**

The District will be providing new administration furniture at Creek View High School. This includes furniture for principal, vice-principals, counselors, conference rooms, nurse, kitchen manager, and athletic coordinators.

### **Administrative Consideration**

Pricing was competitively procured through the BuyBoard Cooperative. The District will use the BuyBoard Cooperative Contract #767-25 through Indeco Sales Inc. to purchase the administrative furniture in the amount \$228,063.00.

### **Funding Source:**

2023 High School #2 FF&E Bond Funds will be used for this project.

### **Recommendation:**

It is recommended the Board approve the purchase for the Creek View High School Administration Furniture from Ideco Sales Inc. in the amount of \$228,063.00.



## Proposal

Indeco - San Antonio  
 805 E. 4th Avenue  
 Belton, TX 76513  
 Phone: 1-800-692-4256

Order Number	17780
Date	10/14/2025
Customer PO No	
Customer Name	Medina Valley ISD
Salesperson	Ted Scarborough
Project Number	
Terms	NET 30
Page	1 of 28

T Medina Valley ISD  
 O 8449 FM 471 S  
 Castroville, TX 78009

ATTN: Accounts Payable  
 Email: finance@mvisd.org

S Creek View High Schol  
 H TDB  
 I Castroville, TX 78009  
 P

T  
 O ATTN: Yvette Huffman  
 Phone: 830.391.2243 x 4025  
 Email: yvette.huffman@mvisd.org

Prepared for : Ted Scarborough

BuyBoard Contract #767-25

Group	Quantity	Description	Unit Price	Extended Amount
Clinic Waiting - A235	1.0		1,496.00	1,496.00

Line	Quantity	Description	Unit Price	Extended Amount
84	5.00 Each	HON HIGS6--N-E-IC-(2)-WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package (Clinic Waiting) - A235	247.00	1,235.00
85	1.00 Each	HON H80192--\$(L1STD)-.LK11-LK11 OCCASIONAL LAMINATE OCCASIONAL CORNER TABLE 24L 24W 20H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package (Clinic Waiting) - A235	261.00	261.00

Group	Quantity	Description	Unit Price	Extended Amount
Library Desk - D200	1.0		394.00	394.00

Line	Quantity	Description	Unit Price	Extended Amount
114	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider	394.00	394.00



## Proposal

Indeco - San Antonio  
 805 E. 4th Avenue  
 Belton, TX 76513  
 Phone: 1-800-692-4256

Order Number	17780
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Customer Name	Medina Valley ISD
Salesperson	Ted Scarborough
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		.A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Library Desk) - D200		
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Group	Quantity	Description	Unit Price	Extended Amount
Package (Conf. Flip-Table)	1.0		19,866.00	19,866.00

Line	Quantity	Description	Unit Price	Extended Amount
78	2.00 Each	HON HTLCRED72S--\$(L1STD)-.LKI1-.KI-\$(L1STD)-.LKI1-.4-.N-\$(L1STD)-.LKI1 Preside 20x72 36H Hospitality Credenza w/Shelf \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut .KI:Kingswood Walnut \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut .4:Rounded Square Black .N:No Cutout \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package (Conf. Flip-Table) - A226, A244	1,524.00	3,048.00
79	24.00 Each	HON HITLM--.Y0-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Low-back .Y0:Simple Synchro-Tilt Control .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Conf. Flip-Table) - A226, A244	360.00	8,640.00
80	4.00 Each	HON HMVH-2448G-NS--.N-\$(L1STD)-.LKI1-.KI-.C-\$(P1)-.P8T MOTVTE HALFRD 2MM .N:No Grommets \$(L1STD):Grd L1 Standard Laminates	633.00	2,532.00



## Proposal

Indeco - San Antonio  
 805 E. 4th Avenue  
 Belton, TX 76513  
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Order Number	17780
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Customer Name	Medina Valley ISD
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Project Number	
Terms	NET 30
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		.LK11:Kingswood Walnut .KI:Kingswood Walnut .C:Caster \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package (Conf. Flip-Table) - A226, A244		
81	2.00 Each	HON HMVR-2460G-NS--.G1-\$(L1STD)-.LK11-.KI-.C-\$(P1)-.P8T MOTIVATE RECT TABLE .G1:4x8 Electrical Port \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut .C:Caster \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package (Conf. Flip-Table) - A226, A244	659.00	1,318.00
82	6.00 Each	HON HMVR-2460G-NS--.G-\$(L1STD)-.LK11-.KI-.C-\$(P1)-.P8T MOTIVATE RECT TABLE .G:3" Round Grommet \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut .C:Caster \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package (Conf. Flip-Table) - A226, A244	654.00	3,924.00
83	2.00 Each	HON HQH5-P-3P1B--.SVR MHOB G1 POP-UP PORTFOR IQ 3 AC PWR/1 BLANK .SVR:Silver Tag: Package (Conf. Flip-Table) - A226, A244	202.00	404.00

Group	Quantity	Description	Unit Price	Extended Amount
Package (Small Conf. Flip-Table)	1.0		5,703.00	5,703.00

Line	Quantity	Description	Unit Price	Extended Amount
89	8.00 Each	HON HITLM--.Y0-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Low-back .Y0:Simple Synchro-Tilt Control .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl	360.00	2,880.00



## Proposal

Indeco - San Antonio  
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 Belton, TX 76513  
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Order Number	17780
Date	10/14/2025
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Customer Name	Medina Valley ISD
Salesperson	Ted Scarborough
Project Number	
Terms	NET 30
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		39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Small Conf. Flip-Table) - A249		
90	1.00 Each	HON HMVR-2460G-NS--.G1-\$(L1STD)-.LK11-.KI-.C-\$(P1)-.P8T MOTIVATE RECT TABLE .G1:4x8 Electrical Port \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut .C:Caster \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package (Small Conf. Flip-Table) - A249	659.00	659.00
91	3.00 Each	HON HMVR-2460G-NS--.G-\$(L1STD)-.LK11-.KI-.C-\$(P1)-.P8T MOTIVATE RECT TABLE .G:3" Round Grommet \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut .C:Caster \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package (Small Conf. Flip-Table) - A249	654.00	1,962.00
92	1.00 Each	HON HQH5-P-3P1B--.SVR MHOB G1 POP-UP PORTFOR IQ 3 AC PWR/1 BLANK .SVR:Silver Tag: Package (Small Conf. Flip-Table) - A249	202.00	202.00

Group	Quantity	Description	Unit Price	Extended Amount
Package A	1.0		6,694.00	6,694.00

Line	Quantity	Description	Unit Price	Extended Amount
33	1.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package A - A206	363.00	363.00
34	1.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut	363.00	363.00



## Proposal

**Indeco - San Antonio**  
**805 E. 4th Avenue**  
**Belton, TX 76513**  
**Phone: 1-800-692-4256**

Order Number	17780
Date	10/14/2025
Customer PO No	
Customer Name	Medina Valley ISD
Salesperson	Ted Scarborough
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35	1.00 Each	Tag: Package A - A206 HON H105292--\$(L1STD)-.LKI1-LKI1 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	303.00	303.00
36	1.00 Each	HON H105302L--\$(L1STD)-.LKI1-LKI1 10500 SERIES PERSONAL WARDROBE/STRG CAB 24W 24D 66-5/8H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	1,128.00	1,128.00
37	1.00 Each	HON H10534K--\$(L1STD)-.LKI1-LKI1 10500 Series72x37 1/8 Stack-On Storage 4-Dr Locking ETA \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	579.00	579.00
38	1.00 Each	HON H10541--\$(L1STD)-.LKI1-LKI1 10500 SERIES CRED SHELL 72W X 24D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	368.00	368.00
39	1.00 Each	HON H10563--\$(L1STD)-.LKI1-LKI1 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	515.00	515.00
40	1.00 Each	HON H10570--\$(L1STD)-.LKI1-LKI1 10500 SERIES BRIDGE 47W X 24D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206	194.00	194.00
41	1.00 Each	HON H105856--\$(L1STD)-.LKI1 10500 SERIES BACK ENCLOSURE FOR 72W STACK ON STORAGE \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package A - A206	127.00	127.00
42	1.00 Each	HON H10592--\$(L1STD)-.LKI1-LKI1	404.00	404.00



## Proposal

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Salesperson	Ted Scarborough
Project Number	
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		10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package A - A206		
43	1.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package A - A206	109.00	109.00
44	1.00 Each	HON H90056--\$(A)-.APN-28 10500 SERIES TCKBD FOR 72W STACK ON STRG BCK ENCLOSURE \$(A):Grd A Fab .APN:Appoint 28:Carbon Tag: Package A - A206	175.00	175.00
45	1.00 Each	HON HLINEARA2 FIELD INSTALL DWR/DOOR KITS LINEAR BLK 2-PACK Tag: Package A - A206	35.00	35.00
46	1.00 Each	HON HLINEARA3 FIELD INSTALL DWR/DOOR KITS LINEAR BLK 3-PACK Tag: Package A - A206	38.00	38.00
47	4.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package A - A206	247.00	988.00
48	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package A - A206	394.00	394.00



## Proposal

Indeco - San Antonio  
 805 E. 4th Avenue  
 Belton, TX 76513  
 Phone: 1-800-692-4256

Order Number	17780
Date	10/14/2025
Customer PO No	
Customer Name	Medina Valley ISD
Salesperson	Ted Scarborough
Project Number	
Terms	NET 30
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49	1.00 Each	HON HCTRND42--.N-\$(L1STD)-.LK11-.KI Arrange Table 42" Round Top .N:No Grommet \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut Tag: Package A - A206	254.00	254.00
50	1.00 Each	HON HCT29LX--\$(P1)-.PLAT Arrnge Seated Hght X-base for 42-48" Srfc \$(P1):P1 Paint Opts .PLAT:Platinum Textured Tag: Package A - A206	337.00	337.00
51	1.00 Each	HON HF27B--~ Black Removable Lock Core Kit ~:Undecided KEY Option Tag: Package A - A206	20.00	20.00

Group	Quantity	Description	Unit Price	Extended Amount
Package B	1.0		34,808.00	34,808.00

Line	Quantity	Description	Unit Price	Extended Amount
93	8.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	363.00	2,904.00
94	8.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	363.00	2,904.00
95	8.00 Each	HON H105292--\$(L1STD)-.LK11-LK11 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	303.00	2,424.00
96	8.00 Each	HON H105302L--\$(L1STD)-.LK11-LK11 10500 SERIES PERSONAL WARDROBE/STRG CAB 24W 24D 66-5/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut	1,128.00	9,024.00



## Proposal

**Indeco - San Antonio**  
**805 E. 4th Avenue**  
**Belton, TX 76513**  
**Phone: 1-800-692-4256**

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		LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203		
97	8.00 Each	HON H10563--\$(L1STD)-.LK11-LK11 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	515.00	4,120.00
98	8.00 Each	HON H10561--\$(L1STD)-.LK11-LK11 10500 Series Return Shell 29-1/2H x 48W x 24D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	278.00	2,224.00
99	8.00 Each	HON H10592--\$(L1STD)-.LK11-LK11 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	404.00	3,232.00
100	8.00 Each	HON H1522--\$(L1STD)-.LK11 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	109.00	872.00
101	16.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203	247.00	3,952.00
102	8.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar	394.00	3,152.00



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.SB:Standard Base  
 .TI:Titanium  
 Tag: Package B - B223, B325, C101, C119, C218, D131, E118, F203

Group	Quantity	Description	Unit Price	Extended Amount
Package B - (Coach)	1.0		5,453.00	5,453.00

Line	Quantity	Description	Unit Price	Extended Amount
122	1.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B (Coach) - E104	363.00	363.00
123	1.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B (Coach) - E104	363.00	363.00
124	1.00 Each	HON H105292--\$(L1STD)-.LK11-LK11 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B (Coach) - E104	303.00	303.00
125	1.00 Each	HON H105302L--\$(L1STD)-.LK11-LK11 10500 SERIES PERSONAL WARDROBE/STRG CAB 24W 24D 66-5/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B (Coach) - E104	1,128.00	1,128.00
126	1.00 Each	HON H10563--\$(L1STD)-.LK11-LK11 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B (Coach) - E104	515.00	515.00
127	1.00 Each	HON H10561--\$(L1STD)-.LK11-LK11 10500 Series Return Shell 29-1/2H x 48W x 24D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut	278.00	278.00



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		Tag: Package B (Coach) - E104		
128	1.00 Each	HON H10592--\$(L1STD)-.LKI1-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package B (Coach) - E104	404.00	404.00
129	1.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package B (Coach) - E104	109.00	109.00
130	2.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package B (Coach) - E104	247.00	494.00
131	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package B (Coach) - E104	394.00	394.00
132	1.00 Each	HON HTG1PWR-3P-1B--.SVR MHOB G1 POPUP PORT-3 AC PWR-1 BLANK-6 CORD .SVR:Silver Tag: Package B (Coach) - E104	210.00	210.00
133	1.00 Each	HON HTLMT4260L--.G1-\$(L1STD)-.LKI1-.KI-\$(L1STD)-.LKI1 PRESIDE 42X60 SEATED TEAM TOUCHDOWN TBL .G1:Cut Out For Pop Up Port \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut .KI:Kingswood Walnut	580.00	580.00



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		\$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B (Coach) - E104		
134	1.00 Each	HON HTLMTLBACK--\$(L1STD)-.LK11 PRESIDE BACK PANEL FOR SEATED TEAM TOUCHDOWN TBL \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B (Coach) - E104	155.00	155.00
135	1.00 Each	HON HTLMTTV--\$(P1)-.P PRESIDE TV MOUNT \$(P1):P1 Paint Opts .P:Black Tag: Package B (Coach) - E104	157.00	157.00

Group	Quantity	Description	Unit Price	Extended Amount
Package B.2	1.0		16,101.00	16,101.00

Line	Quantity	Description	Unit Price	Extended Amount
21	3.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	363.00	1,089.00
22	3.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	363.00	1,089.00
23	3.00 Each	HON H105292--\$(L1STD)-.LK11-LK11 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	303.00	909.00
24	3.00 Each	HON H105302L--\$(L1STD)-.LK11-LK11 10500 SERIES PERSONAL WARDROBE/STRG CAB 24W 24D 66-5/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	1,128.00	3,384.00
25	3.00 Each	HON H10563--\$(L1STD)-.LK11-LK11	515.00	1,545.00



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		10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package B.2 - A204, A205, A207		
26	3.00 Each	HON H10561--\$(L1STD)-.LK11-LKI1 10500 Series Return Shell 29-1/2H x 48W x 24D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	278.00	834.00
27	3.00 Each	HON H10592--\$(L1STD)-.LK11-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	404.00	1,212.00
28	3.00 Each	HON H1522--\$(L1STD)-.LK11 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	109.00	327.00
29	12.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package B.2 - A204, A205, A207	247.00	2,964.00
30	3.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package B.2 - A204, A205, A207	394.00	1,182.00
31	3.00	HON	307.00	921.00



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	Each	HCT29MX--\$(P1)-.PLAT ARRANGE SEATED HEIGHT X-BASE FOR 36IN SURFACES \$(P1):P1 Paint Opts .PLAT:Platinum Textured Tag: Package B.2 - A204, A205, A207		
32	3.00 Each	HON HCTRND36--.N\$(L1STD)-.LK11-.KI ARRANGE TABLE 36IN ROUND TOP .N:No Grommet \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut .KI:Kingswood Walnut Tag: Package B.2 - A204, A205, A207	215.00	645.00

Group	Quantity	Description	Unit Price	Extended Amount
Package C	1.0		38,565.00	38,565.00

Line	Quantity	Description	Unit Price	Extended Amount
69	9.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	363.00	3,267.00
70	9.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	363.00	3,267.00
71	9.00 Each	HON H10516--\$(L1STD)-.LK11-LK11 10500 SERIES LAT FILE 4-DR36W 20D 59-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	1,111.00	9,999.00
72	9.00 Each	HON H105292--\$(L1STD)-.LK11-LK11 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	303.00	2,727.00
73	9.00 Each	HON H10563--\$(L1STD)-.LK11-LK11 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates	515.00	4,635.00



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		.LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232		
74	9.00 Each	HON H105684--\$(L1STD)-.LK11-LK11 10500 Series Return Shell 29-1/2H x 60W x 24D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	338.00	3,042.00
75	9.00 Each	HON H10592--\$(L1STD)-.LK11-LK11 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	404.00	3,636.00
76	18.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	247.00	4,446.00
77	9.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package C - A223, A224, A225, A227, A228, A229, A230, A231, A232	394.00	3,546.00

Group	Quantity	Description	Unit Price	Extended Amount
Package D	1.0		29,450.00	29,450.00

Line	Quantity	Description	Unit Price	Extended Amount
6	10.00	HON	363.00	3,630.00



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	Each	H10502--\$(L1STD)-.LKI1 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A		
7	10.00 Each	HON H10504--\$(L1STD)-.LKI1 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	363.00	3,630.00
8	10.00 Each	HON H105292--\$(L1STD)-.LKI1-LKI1 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	303.00	3,030.00
9	10.00 Each	HON H10563--\$(L1STD)-.LKI1-LKI1 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	515.00	5,150.00
10	10.00 Each	HON H10592--\$(L1STD)-.LKI1-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	404.00	4,040.00
11	10.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	109.00	1,090.00
12	20.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph	247.00	4,940.00



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		.WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A		
13	10.00 Each	HON HIWMM--Y1-.A-.TS-.IC-(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package D - A201C, A237, A243, A245, A246, A247, A248, A250, D200D, D201A	394.00	3,940.00

Group	Quantity	Description	Unit Price	Extended Amount
Package D (SRO)	1.0		3,079.00	3,079.00

Line	Quantity	Description	Unit Price	Extended Amount
136	1.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package D (SRO) - F202	363.00	363.00
137	1.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package D (SRO) - F202	363.00	363.00
138	1.00 Each	HON H105292--\$(L1STD)-.LK11-LK11 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package D (SRO) - F202	303.00	303.00
139	1.00 Each	HON H10563--\$(L1STD)-.LK11-LK11 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X	515.00	515.00



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		\$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D (SRO) - F202		
140	1.00 Each	HON H10592--\$(L1STD)-.LK11-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D (SRO) - F202	404.00	404.00
141	1.00 Each	HON H1522--\$(L1STD)-.LK11 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package D (SRO) - F202	109.00	109.00
142	2.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package D (SRO) - F202	247.00	494.00
143	1.00 Each	HON HIWMBT--.Y4-.N-.A-.IC-\$(2)-.WP-39-.TL-.SB-.TI-.N IGN 2.0 BIG & TALL .Y4:Synchro-Tilt .N:Armless .A:All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium .N:Armless Tag: Package D (SRO) - F202	528.00	528.00

Group	Quantity	Description	Unit Price	Extended Amount
Package D.2	1.0		4,349.00	4,349.00

Line	Quantity	Description	Unit Price	Extended Amount
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## Proposal

**Indeco - San Antonio**  
**805 E. 4th Avenue**  
**Belton, TX 76513**  
**Phone: 1-800-692-4256**

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62	1.00 Each	HON H10502--\$(L1STD)-.LKI1 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D.2 - A222	363.00	363.00
63	1.00 Each	HON H10504--\$(L1STD)-.LKI1 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D.2 - A222	363.00	363.00
64	2.00 Each	HON H10516--\$(L1STD)-.LKI1-LKI1 10500 SERIES LAT FILE 4-DR36W 20D 59-1/8H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D.2 - A222	1,111.00	2,222.00
65	1.00 Each	HON H10592--\$(L1STD)-.LKI1-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D.2 - A222	404.00	404.00
66	1.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D.2 - A222	109.00	109.00
67	2.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package D.2 - A222	247.00	494.00
68	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph	394.00	394.00



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	.WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package D.2 - A222		
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Group	Quantity	Description	Unit Price	Extended Amount
Package D.3	1.0		4,902.00	4,902.00

Line	Quantity	Description	Unit Price	Extended Amount
52	2.00 Each	HON H10502--\$(L1STD)-.LKI1 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D.3 - A213	363.00	726.00
53	2.00 Each	HON H10504--\$(L1STD)-.LKI1 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package D.3 - A213	363.00	726.00
54	2.00 Each	HON H105292--\$(L1STD)-.LKI1-LKI1 1050 SERIES BOOKCASE HUTCH 36W X 37-1/8H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D.3 - A213	303.00	606.00
55	2.00 Each	HON H10563--\$(L1STD)-.LKI1-LKI1 10500 SERIES LAT FILE 2-DRAWER 36W X 20D X \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D.3 - A213	515.00	1,030.00
56	2.00 Each	HON H10592--\$(L1STD)-.LKI1-LKI1 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut LKI1:Kingswood Walnut Tag: Package D.3 - A213	404.00	808.00
57	2.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates	109.00	218.00



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		.LK11:Kingswood Walnut Tag: Package D.3 - A213		
58	2.00 Each	HON HIWMM--Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package D.3 - A213	394.00	788.00

Group	Quantity	Description	Unit Price	Extended Amount
Package E - Food Service	1.0		5,882.00	5,882.00

Line	Quantity	Description	Unit Price	Extended Amount
103	2.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package E (Food Service) - D101H	363.00	726.00
104	2.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package E (Food Service) - D101H	363.00	726.00
105	1.00 Each	HON H10561--\$(L1STD)-.LK11-LK11 10500 Series Return Shell 29-1/2H x 48W x 24D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package E (Food Service) - D101H	278.00	278.00
106	2.00 Each	HON H10592--\$(L1STD)-.LK11-LK11 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package E (Food Service) - D101H	404.00	808.00



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107	2.00 Each	HON H1522--\$(L1STD)-.LKI1 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package E (Food Service) - D101H	109.00	218.00
108	1.00 Each	HON H782--.L-(P1)-.P8T BRIGADE 700 SERIES LATERAL FILE 36W 2 DRAWER .L:Standard Random Key Lock \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package E (Food Service) - D101H	544.00	544.00
109	1.00 Each	HON H784--.L-(P1)-.P8T BRIGADE 700 SERIES LATERAL FILE 36W 4 DRAWER .L:Standard Random Key Lock \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package E (Food Service) - D101H	948.00	948.00
110	1.00 Each	HON HS60ABC--\$(P1)-.P8T BRIGADE BOOKCASE 4-SHELF 12-5/8D X 34-1/2W X 59H \$(P1):P1 Paint Opts .P8T:Titanium Tag: Package E (Food Service) - D101H	284.00	284.00
111	2.00 Each	HON HIGS6--.N-.E-.IC-(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package E (Food Service) - D101H	247.00	494.00
112	2.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package E (Food Service) - D101H	394.00	788.00



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113	2.00 Each	HON HF23S--- Contain Satin Removable Lock Core Kit ~:Undecided KEY Option Tag: Package E (Food Service) - D101H	34.00	68.00
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Group	Quantity	Description	Unit Price	Extended Amount
Package T - Tech Office	1.0		3,268.00	3,268.00

Line	Quantity	Description	Unit Price	Extended Amount
115	1.00 Each	ARTCOBELL ALTS-4868--0-N8-CLOSED Cabinet, Tall Storage, 48"-wide, Casters 0:Standard Laminates N8:Kingswood Walnut CLOSED:Closed Tag: Package T (Tech Office) - D200E	1,141.00	1,141.00
116	1.00 Each	HON H10502--\$(L1STD)-.LK11 10500 SERIES FLOORSTND FULL HT PED B/B/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package T (Tech Office) - D200E	363.00	363.00
117	1.00 Each	HON H10504--\$(L1STD)-.LK11 10500 SERIES FLOORSTNDING FULL HT PED F/F 15-5/8W X 22-3/4D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package T (Tech Office) - D200E	363.00	363.00
118	1.00 Each	HON H10592--\$(L1STD)-.LK11-LK11 10500 SERIES DESK SHELL 72W X 30D X 29-1/2H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package T (Tech Office) - D200E	404.00	404.00
119	1.00 Each	HON H1522--\$(L1STD)-.LK11 WOOD CENTER DRAWER 22W X 15-3/8D \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package T (Tech Office) - D200E	109.00	109.00
120	2.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide	247.00	494.00



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		.IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package T (Tech Office) - D200E		
121	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package T (Tech Office) - D200E	394.00	394.00

Group	Quantity	Description	Unit Price	Extended Amount
Receptionist - A201A	1.0		1,182.00	1,182.00

Line	Quantity	Description	Unit Price	Extended Amount
4	3.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Receptionist) - A201A	394.00	1,182.00

Group	Quantity	Description	Unit Price	Extended Amount
Receptionist - A201B	1.0		788.00	788.00

Line	Quantity	Description	Unit Price	Extended Amount
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5	2.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Receptionist) - A201B	394.00	788.00
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Group	Quantity	Description	Unit Price	Extended Amount
Receptionist - A221A	1.0		394.00	394.00

Line	Quantity	Description	Unit Price	Extended Amount
61	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Receptionist) - A221A	394.00	394.00

Group	Quantity	Description	Unit Price	Extended Amount
Receptionist - A241A	1.0		394.00	394.00

Line	Quantity	Description	Unit Price	Extended Amount
88	1.00 Each	HON HIWMM--.Y1-.A-.TS-.IC-\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Mid-back .Y1:Synchro-Tilt W Seat Slider .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster	394.00	394.00



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.IC:4-Way Charcoal  
 \$(2):Grade 2 Uph  
 .WP:Whisper Vinyl  
 39:Charcoal  
 .TL:Titanium Adjustable Lumbar  
 .SB:Standard Base  
 .TI:Titanium  
 Tag: Package (Receptionist) - A241A

Group	Quantity	Description	Unit Price	Extended Amount
Small Conf Single Table - A202	1.0		7,737.00	7,737.00

Line	Quantity	Description	Unit Price	Extended Amount
14	1.00 Each	HON HTLCRED72S--\$(L1STD)-.LKI1-.KI\$(L1STD)-.LKI1-.4-.N\$(L1STD)-.LKI1 Preside 20x72 36H Hospitality Credenza w/Shelf \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut .KI:Kingswood Walnut \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut .4:Rounded Square Black .N:No Cutout \$(L1STD):Grd L1 Standard Laminates .LKI1:Kingswood Walnut Tag: Package (Small Conf Single-Table) - A202	1,524.00	1,524.00
15	12.00 Each	HON HITLM--.Y0-.A-.TS-.IC\$(2)-.WP-39-.TL-.SB-.TI Ignition 2 Task Low-back .Y0:Simple Synchro-Tilt Control .A:Height and Width Adj. Arm .TS:Titanium All Surface Caster .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .TL:Titanium Adjustable Lumbar .SB:Standard Base .TI:Titanium Tag: Package (Small Conf Single-Table) - A202	360.00	4,320.00
16	1.00 Each	HON HQB INTERLINK IQ POWER BASE IN-FEED Tag: Package (Small Conf Single-Table) - A202	279.00	279.00
17	2.00 Each	HON HQH5-P-3P1B--.SVR MHOB G1 POP-UP PORTFOR IQ 3 AC PWR/1 BLANK	202.00	404.00



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		.SVR:Silver Tag: Package (Small Conf Single-Table) - A202		
18	1.00 Each	HON HQJ3 INTERLINK IQ POWER JUMPER 3FT Tag: Package (Small Conf Single-Table) - A202	59.00	59.00
19	1.00 Each	HON HTLA48144--.G-KI-.G1-\$(L1STD)-.LK11 2 piece-PRESIDE 144W X 48D RACETRACK SHAPED LAMINATE TOP .G:2MM/Flat KI:Kingswood Walnut .G1:Cut Out For Pop Up Port \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut Tag: Package (Small Conf Single-Table) - A202	659.00	659.00
20	1.00 Each	HON HTTLEG144--\$(P1)-.P8T PRESIDE ALUMINUM T LEG FOR 144 TABLE TOPS \$(P1):P1 Paint Opt .P8T:Titanium Tag: Package (Small Conf Single-Table) - A202	492.00	492.00

Group	Quantity	Description	Unit Price	Extended Amount
Waiting Area - A201	1.0		3,656.00	3,656.00

Line	Quantity	Description	Unit Price	Extended Amount
1	10.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package (Waiting Area) - A201	247.00	2,470.00
2	1.00 Each	HON H80192--\$(L1STD)-.LK11-LK11 OCCASIONAL LAMINATE OCCASIONAL CORNER TABLE 24L 24W 20H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package (Waiting Area) - A201	261.00	261.00
3	1.00 Each	HON HTLSCURECCNSL1253--\$(L1STD)-.LK11-\$(P1)-.P7A SCULPT 12 INCHX53 INCH RECT CONSOLE TBL	925.00	925.00



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\$(L1STD):Grd L1 Standard Laminates  
 .LK11:Kingswood Walnut  
 \$(P1):P1 Paint Opts  
 .P7A:Textured Charcoal  
 Tag: Package (Waiting Area) - A201

Group	Quantity	Description	Unit Price	Extended Amount
Waiting Area - A221	1.0		2,745.00	2,745.00

Line	Quantity	Description	Unit Price	Extended Amount
59	9.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic Tag: Package (Waiting Area) - A221	247.00	2,223.00
60	2.00 Each	HON H80192--\$(L1STD)-.LK11-LK11 OCCASIONAL LAMINATE OCCASIONAL CORNER TABLE 24L 24W 20H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package (Waiting Area) - A221	261.00	522.00

Group	Quantity	Description	Unit Price	Extended Amount
Waiting Area - A241	1.0		2,237.00	2,237.00

Line	Quantity	Description	Unit Price	Extended Amount
86	8.00 Each	HON HIGS6--.N-.E-.IC-\$(2)-.WP-39-.PLAT IGNITION GUEST/MULTI-PURPOSE CHAIR FOUR-LEG STACKING .N:Armless .E:Nylon Glide .IC:4-Way Charcoal \$(2):Grade 2 Uph .WP:Whisper Vinyl 39:Charcoal .PLAT:Textured Platinum Metallic	247.00	1,976.00



## Proposal

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87	1.00 Each	Tag: Package (Waiting Area) - A241 HON H80192--\$(L1STD)-.LK11-LK11 OCCASIONAL LAMINATE OCCASIONAL CORNER TABLE 24L 24W 20H \$(L1STD):Grd L1 Standard Laminates .LK11:Kingswood Walnut LK11:Kingswood Walnut Tag: Package (Waiting Area) - A235	261.00	261.00
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<b>Individual Items</b>		28,920.00
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Line	Quantity	Description	Unit Price	Extended Amount
144	150.00 Each	HON HF23B--~ Black Removable Lock Core Kit ~:Undecided KEY Option	20.00	3,000.00
145	1.00 Each	HON HON SURCHARGE HON SURCHARGE	5,929.00	5,929.00
146	1.00 Each	Indeco Freight Freight Freight	4,251.00	4,251.00
147	1.00 Each	Indeco Install Install Install	15,740.00	15,740.00

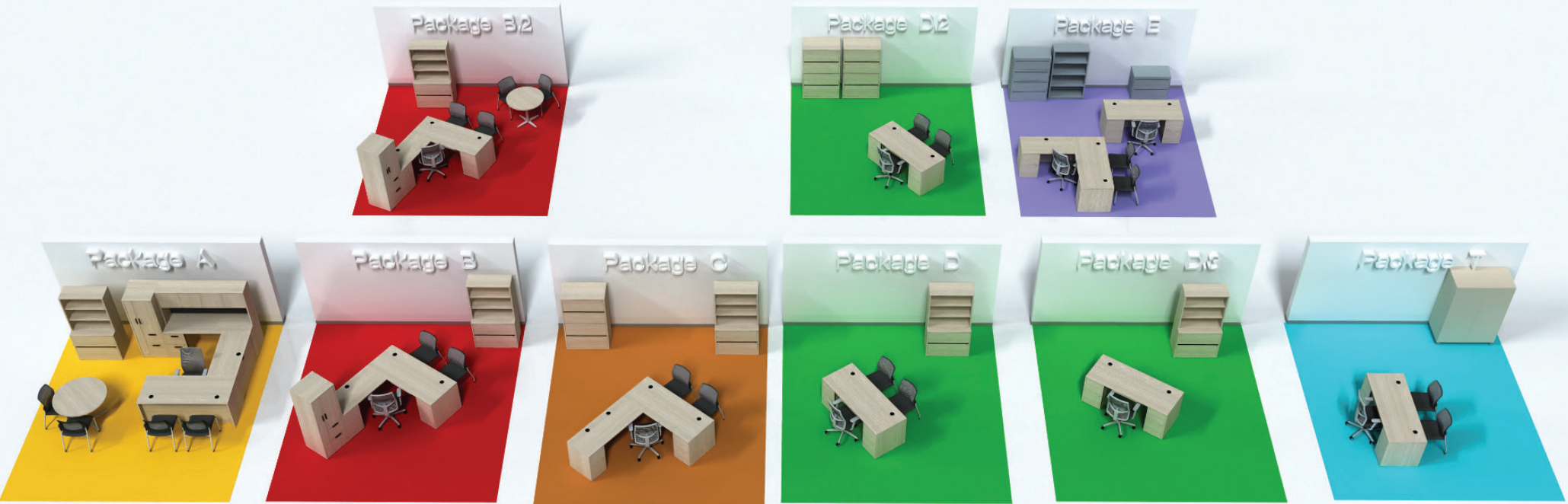
Order Sub-Total :	\$228,063.00
<b>TOTAL ORDER :</b>	<b>\$228,063.00</b>

Please review the quotation and notify us if any changes are needed. Pricing is valid for 30 days from date above.  
 Thank you for the opportunity to be of service!

# **Medina Valley ISD**

Creek View HS / District Standards (ADMIN) FF&E

10/02/2025





Package B



## PACKAGE B.2

Vice-Principal w/ Table





# PACKAGE D

Small Admin (SRO)

Package D



## PACKAGE D.2

Small Admin w/ Filing

# Package D.2



## PACKAGE D.3

Small Admin w/o Chairs

Package D.3



# PACKAGE E

Food Service Office



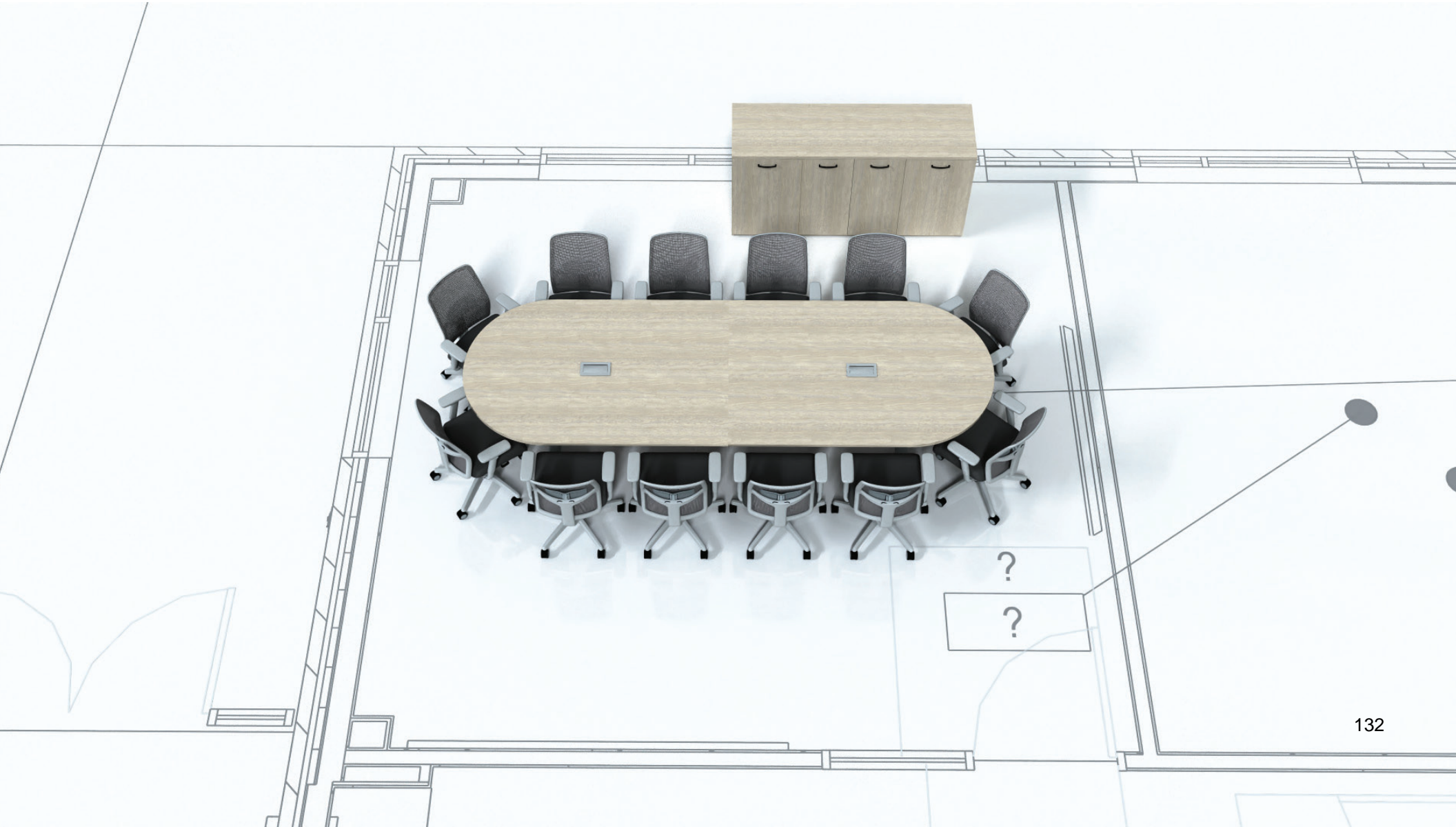


# **Conference Rooms**

A202, A226, A244, A249

# CONFERENCE

A202 (Main Admin)



# CONFERENCE

A226 (Counseling)



# CONFERENCE

A244 (Special Education)



# CONFERENCE

A249 (Special Education Small)

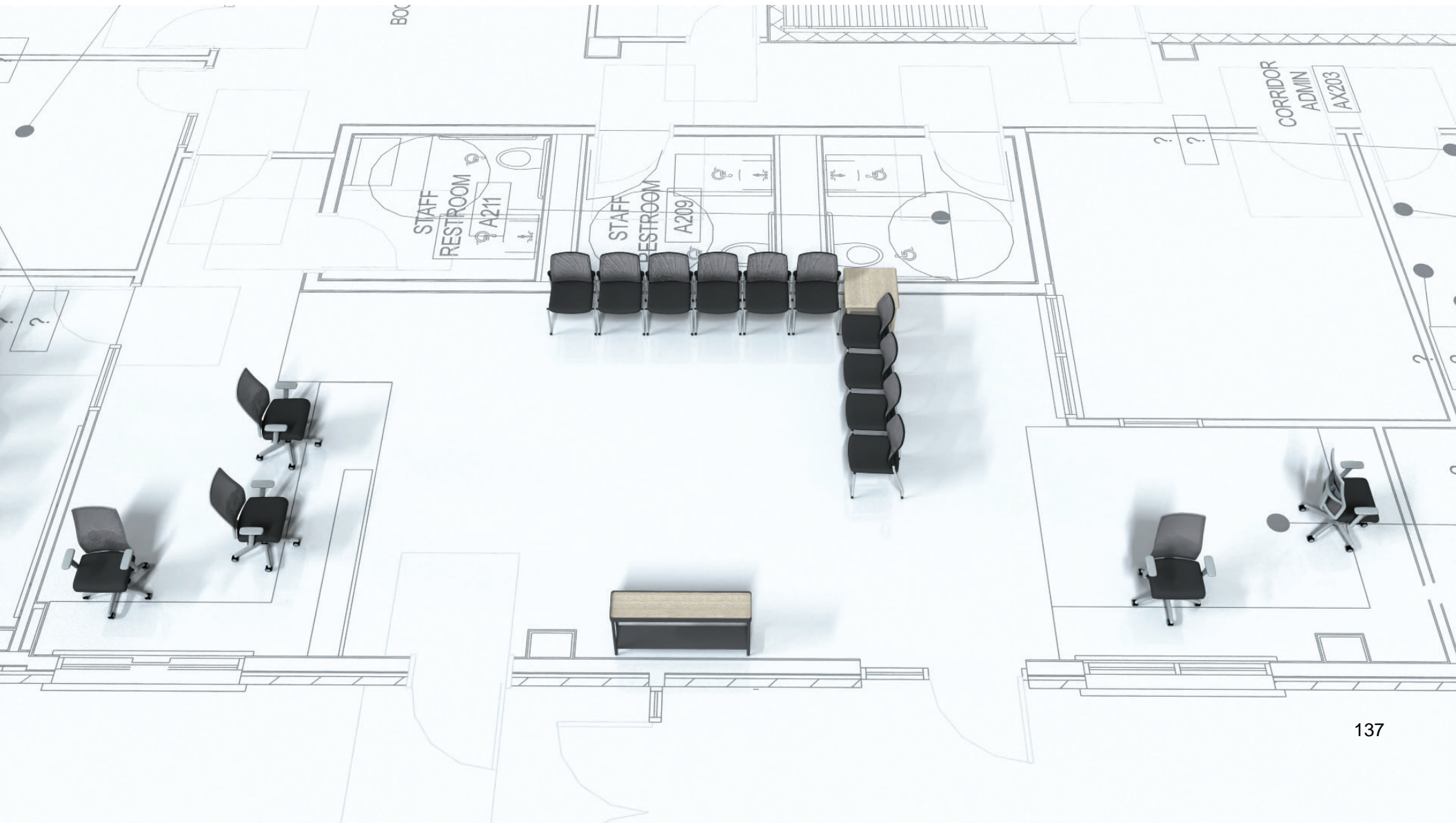


# Waiting & Reception

A201, A221, A235, A241

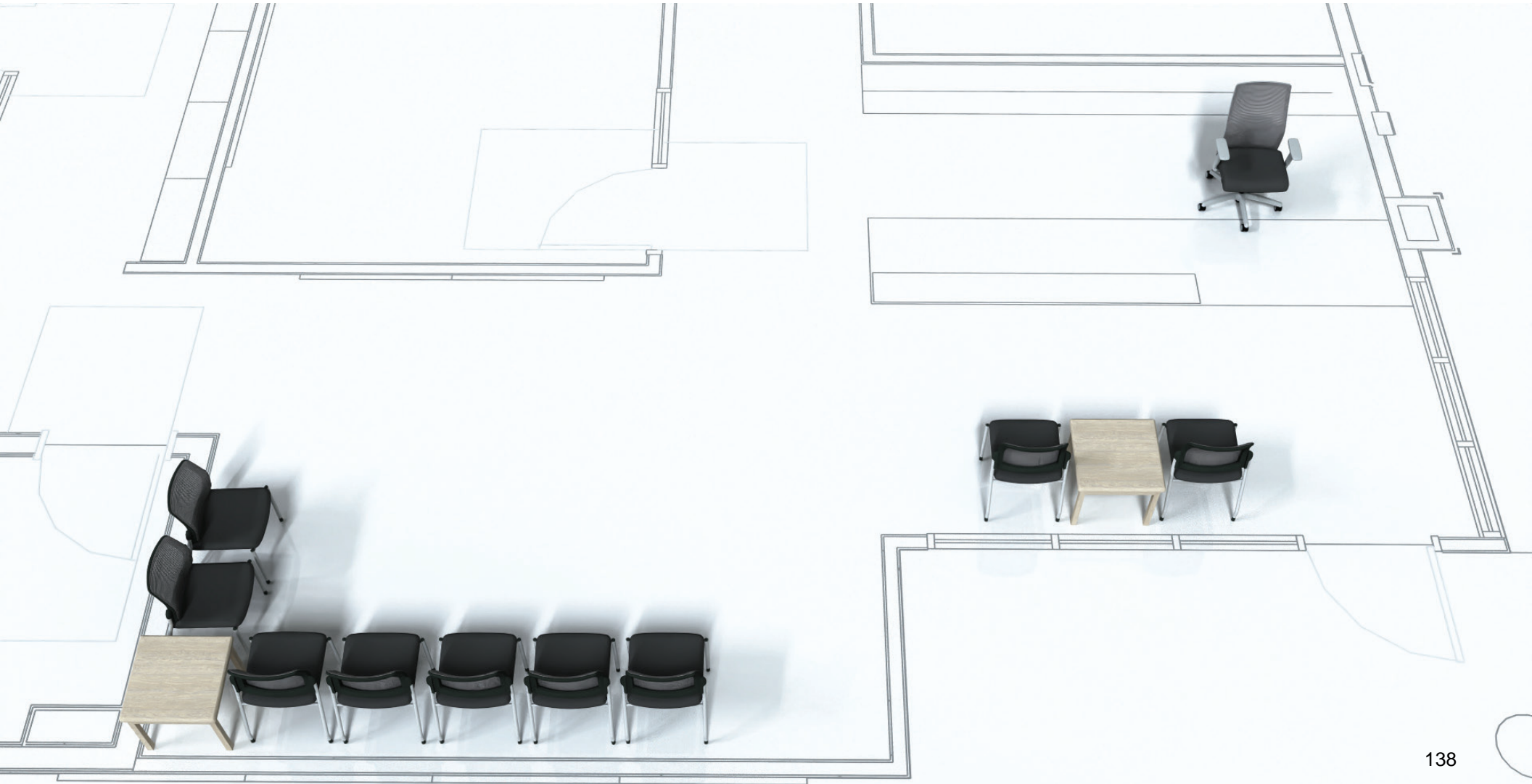
# RECEPTION

A201 (Main Admin)



# RECEPTION

A221 (Counseling)



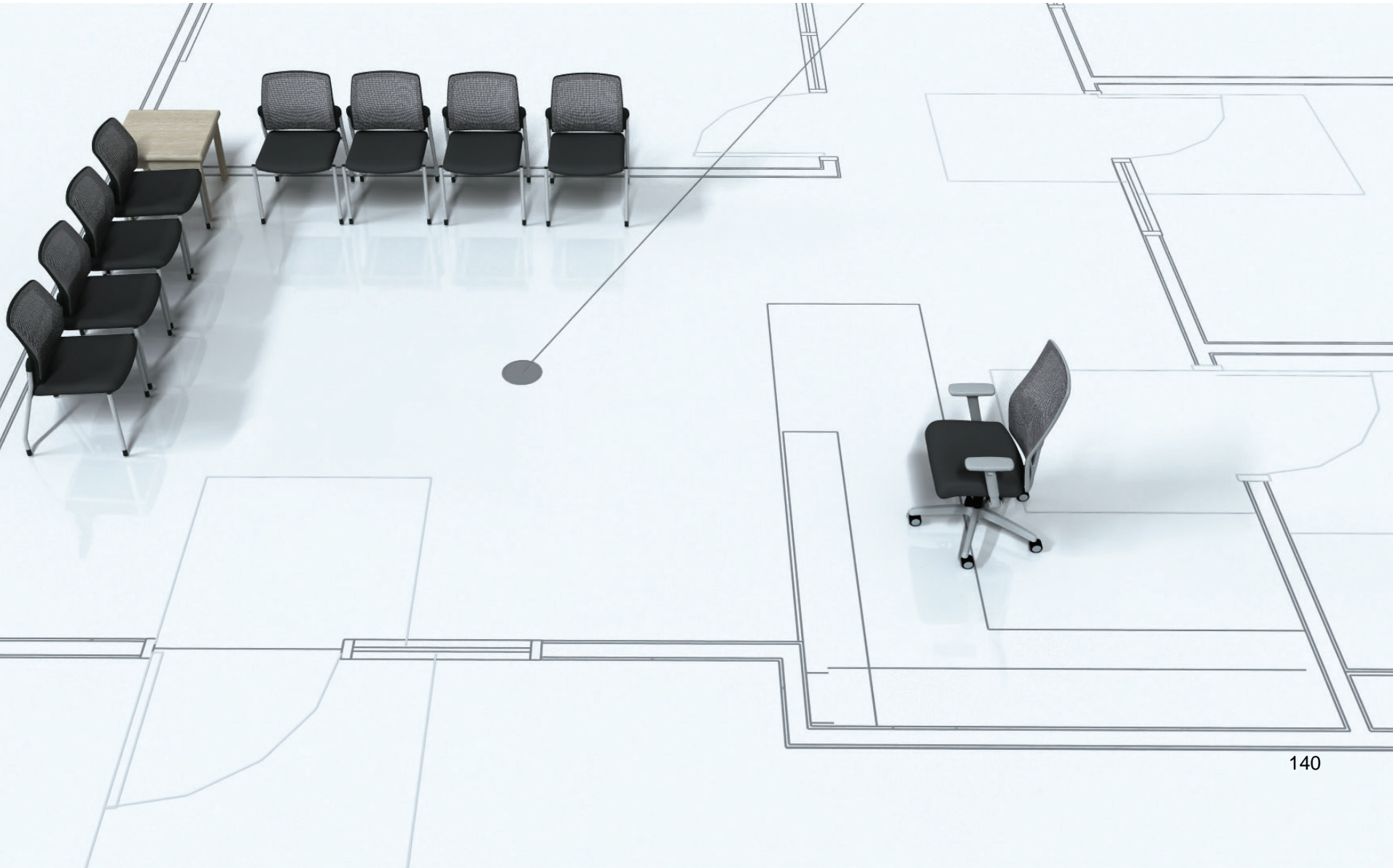
# RECEPTION

A235 (Nurse / Clinic)



# RECEPTION

A241 (Special Education)



# COACHES

E114C (New Room Designation)





**Agenda Item Memorandum**

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of Creek View High School FF&E Purchases

**Background Information**

The opening of Creek View High School requires multiple purchases to be made in the coming months. Single purchases over \$50,000 are brought to the Board for consideration and possible approval as required by Board Policy. The items presented are those that require the longest lead times.

**Administrative Consideration**

The District issued requests for quotes as needed for the goods and services in accordance with prescribed requirements specifically of Texas Education Code Section 44.031 Purchasing Contracts, including purchasing through cooperative contracts. The items and vendors being presented for board consideration and approval are:

Vendor	Goods	Contract	Amount
Taylor Music	Instruments	Region 13 #24027	\$98,720.00
Wenger Corporation	Fine Arts Equipment	BB #712-23	\$169,059.92
Steinway	Pianos	CTPA #81-23	\$88,962.00
Advanced Technologies Consultants	CTE Equipment	TIPS #210902	\$157,715.63

**Funding Source**

Bond 2023 (624)

**Recommendation**

Administration is recommending that the Board of Trustees approve the purchase of various furniture, fixtures, and equipment for Creek View High School. The purchases will be made from the identified vendors through various purchasing cooperative contracts.



513 South Main Street  
Aberdeen, SD 57401  
1-800-872-2263

September 24, 2025

Medina Valley Schools  
Attention: Juan Rodriguez  
8449 FM 471 South  
Castroville, TX

**\*Price Quotation\***

**Region 2013 Purchasing Cooperative #24027 Expires 4/30/2026**

Thank you for giving us the opportunity to submit the following quotation.

Qty.	Item Description	Unit Price	Extension	Estimated Delivery
8	Miraphone 1291-4U Professional tuba with MTS 1207 case (recessed wheels)  Miraphone Full Size Tubas – Brass finish Compact Style German Craftsmanship Key of BBb 4 Front action piston valves Nickel silver lead pipe 18.5" Upright bell .835" large bore Brass construction with nickel trim Height 35.5" Weight 22 lbs Includes Miraphone TU33 mouthpiece	\$12,340.00	\$98,720.00	Currently in stock for immediate delivery

These are Professional tuba that are built and imported from Germany. Currently we have 8 with brass finish in stock and will hold these for 30 days. With the unknown tariff situation, we must NO BID these tubas in the bright silver finish.

Above items will be shipped prepaid. School PO required, 0% Net 30 days. NO CARD PAYMENTS. Price quotation good for 30 days.

Sincerely, *Stan Kolb*

Stan Kolb, President  
**TAYLOR MUSIC, INC.**  
513 S. Main Street  
Aberdeen, SD 57401

Phone: 1-800-872-2263  
Fax: 1-605-225-2051  
Web Site: <http://www.1800usaband.com>  
Email: [stan@1800usaband.com](mailto:stan@1800usaband.com)

**Quote Date:** 10/8/2025  
**Expires:** 11/7/2025  
**Payment Terms:** Net 30 Days



Wenger Corporation  
 555 Park Drive  
 Owatonna, MN 55060-4940  
 United States

Install March/April 2026- Creek View HS

C O R P O R A T I O N

**QUOTE 3373390**

Phone: 507-455-4100  
 Fax: 507-455-4258

Page 1 of 3

<p><b>Quote To:</b>          Juan Carlos Rodriguez          Creek View High School          308 County Road 381          San Antonio TX 78253-6826          United States</p>	<p><b>Ship To:</b>          Juan Carlos Rodriguez          Creek View High School          308 County Road 381          San Antonio TX 78253-6826          United States</p>
<p><b>Phone:</b> 83093122431122  <b>E-Mail:</b> juan.rodriquez@mvisd.org</p>	<p><b>Salesperson:</b> Nancy Ashcroft  <b>Phone:</b> +1 (507) 774-8344  <b>E-Mail:</b> Nancy.Ashcroft@wengercorp.com</p>

**Quote Comments:**

*\*Wenger is an approved vendor for Music Equipment through BuyBoard. Items on this quotation are available on BuyBoard Bid #712-23. This contract is in effect through August 31, 2025, and may be subject to an additional one-year renewal*

*Customer to check and verify all items before ordering.*

*Please include the quote number on the PO when you send the order to us.*

*Freight quoted is for a one-time shipment. As a result, once orders placed, delivery dates may change. Customer-requested split shipments will result in an additional freight charge.*

*Wenger Corporation expressly incorporates by reference all of the terms and conditions as specified at: ([www.wengercorp.com/terms-and-conditions.php](http://www.wengercorp.com/terms-and-conditions.php)) and makes them part of this quotation.*

*Current estimated lead-time is 10 weeks plus transit, subject to change.*

*Tariffs, Taxes, Duties, Fees and Permits Imposed: With respect to any product purchase hereunder, if any federal, state or local Tariff, Tax, Duty, Fee or Permit is imposed by Applicable Law on the Seller in connection with any such purchase, then the Buyer shall be required to pay to Seller such additional costs*

Line	PartNum/Description	Qty	Net Price	Ext. Price
1.00	0337151 Nota Standard Chair Black Frame/Black Seat 20.5"	200 EA	\$111.00	\$22,200.00
2.00	127A261 Chair Move & Store Cart	15 EA	\$453.00	\$6,795.00
3.00	038A500 ENDUR MUSIC STAND	250 EA	\$81.00	\$20,250.00
4.00	039C202 Music Stand Move & Store Cart Large	14 EA	\$547.00	\$7,658.00
5.00	1110302 Double Podium	3 EA	\$1,336.00	\$4,008.00

USD

Quote Date: 10/8/2025  
 Expires: 11/7/2025  
 Payment Terms: Net 30 Days



Wenger Corporation  
 555 Park Drive  
 Owatonna, MN 55060-4940  
 United States

Install March/April 2026- Creek View HS

C O R P O R A T I O N

**QUOTE 3373390**

Phone: 507-455-4100  
 Fax: 507-455-4258

Page 2 of 3

6.00	236D011	3 EA	\$779.00	\$2,337.00
	Flex Conductor's Stand HPL Desk			
7.00	236C006	3 EA	\$124.00	\$372.00
	Flex Conductor's Stand Basket 2-Pack			
8.00	157G091	3 EA	\$864.00	\$2,592.00
	Conductor/String Bassist/Percussionist Chair Black			
9.00	186L054.100	7 EA	\$3,590.00	\$25,130.00
	Legacy Classic Acoustical Shell, Tapered Canopy Oyster			
10.00	098G541	2 EA	\$721.00	\$1,442.00
	Signature Choral Riser Accessory Siderail Set			
11.00	Freight	1 EA	\$3,742.45	\$3,742.45
	Freight Services			
12.00	Install	1 EA	\$22,208.47	\$22,208.47
	Installation Services			

*This pricing includes complete delivery and installation, which includes unloading, assembling and removal of debris by Wenger-trained technicians, at non-prevailing, non-union wage rates, to 1st floor locations during regular business hours (7:00 am - 6:00 pm).*

*After hours installations and 2nd floor or greater locations will incur additional fees. Check with your representative for further details and updated pricing.*

*If you are a tax-exempt organization and quote includes tax, please send a copy of your tax-exempt certificate and we will remove the sales tax. Thank you*

*Install year: 2026*  
*Floor level of installation: 1st*

13.00	280A200.106	9 EA	\$802.00	\$7,218.00
	StageTek Rectangular Deck Cracked Ice 4'x8',Center Brace			
14.00	280B100.122	12 EA	\$6.00	\$72.00
	StageTek Fixed Leg 8" Elevation			
15.00	280B100.123	12 EA	\$10.00	\$120.00
	StageTek Fixed Leg 16" Elevation			
16.00	280B100.124	12 EA	\$14.00	\$168.00
	StageTek Fixed Leg 24" Elevation			
17.00	113K001	2 EA	\$929.00	\$1,858.00
	Staging Universal Deck & Rail Cart			
18.00	281A600	9 EA	\$15.00	\$135.00
	LEG STORAGE CLIP,STAGETEK INDOOR,4 PK			
19.00	281A340	10 EA	\$32.00	\$320.00
	STAGETEK,CONNECT,2 LEG,RECT			
20.00	098H054	14 EA	\$2,543.00	\$35,602.00
	Signature 4-Step Choral Riser			

**Quote Date:** 10/8/2025  
**Expires:** 11/7/2025  
**Payment Terms:** Net 30 Days



Wenger Corporation  
555 Park Drive  
Owatonna, MN 55060-4940  
United States

Install March/April 2026- Creek View HS

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**QUOTE 3373390**

Phone: 507-455-4100

Fax: 507-455-4258

Page 3 of 3

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21.00	146M023.111	4 EA	\$1,208.00	\$4,832.00
	Mobile Choral Folio, 3 column, 1.5" spacing, Composite Wood, Undefined Color, No door			

---

Lines Total \$169,059.92

Total Taxes \$0.00

**Quote Total \$169,059.92**

Terms and Conditions: <https://www.wengercorp.com/terms-and-conditions.php>



Brands of  
Wenger Corporation





**MEDINA VALLEY ISD  
PIANO ACQUISITION PROPOSAL – REVISED FINAL**

<b>Brand</b>	<b>Model</b>	<b>Size</b>	<b>Finish</b>	<b>Institutional</b>	<b>Incl. Accessories</b>
Boston	GP215	7'1"	EP	\$ 51,662.	\$ 54,590.00 (Cover & Dolly)
Boston	GP178	5'10"	EP	\$ 31,738.	\$ 34,372.00 (Cover & Dolly)

*PIANO QUOTE GOOD FOR IN-STOCK MODELS ONLY – Exception is Accessories to be ordered.*

**TOTAL WITH ACCESSORIES: 1- Boston GP215, 1-Boston GP178 \$ 88,962.00**

**BENCHES INCLUDED:**

BOSTON: Grands = Petite Adjustable Bench

**COVER:**

Instrument Covers II	7' Grand	\$ 1,482.
	5'10 Grand	\$ 1,320.

Padded and quilted, with a non-degradable foam (*Steinway & Sons* embroidered in gold @ curved r. side/ NC)

**DOLLIES:**

Jansen	6543 (7'Grand) with 3 Locking Casters	\$ 1,446.
	6542 (5'10" Grand) with 3 " "	\$ 1,314.

**SERVICE INCLUDED POST DELIVERY:**

1- On-site Concert Prep following delivery to include tuning, voicing, and regulating to match acoustics and performance standards.

**APPROVED VENDOR:**

CENTRAL TEXAS PURCHASING ALLIANCE (CTPA):  
Contract #81-23 (NORTH EAST ISD) / Expires 8.31.2028

October 8, 2025

*Deborah C. Moore, Director of Institutional Sales & Services*



**Quote**

Prices valid for 30 days  
 44800 Helm St.  
 Plymouth, MI 48170  
 800-348-8447 | www.atctrain.com

Presented to: David Solis  
 Medina Valley ISD  
 8449 FM 471 S.  
 Castroville, TX 78009  
[david.solis@mvisd.org](mailto:david.solis@mvisd.org)  
 830-931-2243

9/30/25  
 Mark De La Cruz  
 (210) 393-0237  
[mdelacruz@atctrain.com](mailto:mdelacruz@atctrain.com)

Terms	Project	Delivery	FOB Point
Net 30	Medina Valley Construction Lab	30-90 Days ARO	ATC

Item#	Qty	Description	Part#	Unit Price	Extended
1	10	20V MAX Circular Saw, 6-1/2-Inch Blade, 460 MWO Engine, 0-50 Degree Bevel Capability	DCS391B	\$180.00	\$1,800.00
2	10	20V MAX Cordless Drill and Impact Driver, Power Tool Combo Kit with 2 Batteries and Charger	DCK240C2	\$249.00	\$2,490.00
3	15	16 oz Claw Hammer with Fiberglass Handle	820909774402	\$24.00	\$360.00
4	30	Powerlock II Power Return Rule	BOS33425	\$28.00	\$840.00
5	30	Carpenter Square 7 inch	B0BQ3Z1MWJ	\$25.00	\$750.00
6	15	Level, 24", Box Beam	CMHT82346	\$41.00	\$615.00
7	15	16" x 24" Carpenter Square	B0DSHRWF6P	\$27.00	\$405.00
8	30	Leather Tool Belt	DWST550112	\$101.00	\$3,030.00
9	10	Chalk Line, Classic Reel, Blue	IWHT48441BC	\$14.00	\$140.00
10	10	20 Inch Teflon Coating Blades Hand Saw	767615193380	\$31.00	\$310.00
11	10	15" Heavy-Duty Flat Pry Bar	SH-PB-B1-15-1	\$19.00	\$190.00
12	20	8-Piece Bar Clamps	E70060	\$35.00	\$700.00
13	5	2-in-1 Folding Work Table	WX051	\$167.00	\$835.00
14	2	Sliding Compound Miter Saw, 12-Inch	DWS779	\$624.00	\$1,248.00
15	2	10-Inch Table Saw with Rolling Stand	DWE7491RS	\$901.00	\$1,802.00
16	5	20V MAX XR Jig Saw	DCS334B	\$183.00	\$915.00
17	5	20V MAX Cordless Reciprocating Saw	DCS387B	\$166.00	\$830.00
18	10	12/3 Gauge Heavy Duty Outdoor Extension Cord	B09WR4ZHRD	\$43.00	\$430.00
19	30	Clear Safety Glasses	B0CY1FF8H2	\$14.00	\$420.00
20	30	Noise Reduction Ear Muffs	PC-08361503	\$17.00	\$510.00
27	4	GB Vented Storage Lockers	WB493250GY	\$1,060.00	\$4,240.00





<b>Sub-Total</b>	<b>\$22,860.00</b>
<b>Shipping</b>	<b>\$1,250.00</b>
<b>Installation</b>	<b>\$1,000.00</b>
<b>Grand Total</b>	<b>\$25,110.00</b>



**Quote**

Prices valid for 60 days  
 44800 Helm St.  
 Plymouth, MI 48170  
 800-348-8447 | [www.atctrain.com](http://www.atctrain.com)

Presented to: David Solis  
 Medina Valley ISD  
 8449 FM 471 S.  
 Castroville, TX 78009  
[david.solis@mvisd.org](mailto:david.solis@mvisd.org)  
 830-931-2243

9/30/25  
 Mark De La Cruz  
 210-393-0237  
[mdelacruz@atctrain.com](mailto:mdelacruz@atctrain.com)

Terms	Project	Delivery	FOB Point
Net 30	DiaMedical	8 - 10 Weeks ARO	ATC

Item#	Qty	Description	Part#	Unit Price	Extended
	1	24 Bin Mobile Storage Rack - 8-Tier - Rack Dimensions (36"w x 14.25"d x 63.5"h)	CS029915	\$510.00	\$510.00
		Eight (8) Steel Wire Shelves - Twenty-four (24) Durable Sliding Bins - Ten (10) Removable Bin Dividers & Labels - Set Of Four (4) 3" Wheels			
1					
	1	24 Bin Mobile Storage Rack - 8-Tier - Rack Dimensions (36"w x 14.25"d x 63.5"h)	CS029915	\$510.00	\$510.00
		- Eight (8) Steel Wire Shelves - Twenty-four (24) Durable Sliding Bins - Ten (10) Removable Bin Dividers & Labels - Set Of Four (4) 3" Wheels			
2					
3	1	Blockade Hamper Bag Gray 26 Gallon Flip Top with Elastic	FR140146	\$29.00	\$29.00
4	1	Covered Square Hamper - New - One (1) Year Warranty On Hamper *Bag Not Included	CS013201	\$377.00	\$377.00

<b>Item#</b>	<b>Qty</b>	<b>Description</b>	<b>Part#</b>	<b>Unit Price</b>	<b>Extended</b>
5	1	Drive Medical Stand Alone Toilet Safety Rail	PTC111776	\$176.00	\$176.00
6	2	Injection Belly	MS079901	\$171.00	\$342.00
7	6	Drive Medical Economy 2 Hook IV Pole - New	IV080505	\$121.00	\$726.00
8	2	Gaumard Susie/Simon Nursing Patient Care Simulator with Ostomy, Dark Skin Tone	MS013004-DS	\$1,653.00	\$3,306.00
9	1	Gaumard Susie/Simon Nursing Patient Care Simulator with Ostomy, Medium Skin Tone	MS013004	\$1,503.00	\$1,503.00
	1	Mechanical Tray Scale Pounds Only 50lb Capacity Portable - 19 3/8 x 12 3/8 x 3 3/4 Inch	DG028338	\$377.00	\$377.00
10	3	Imprinted Nursing/Medical Clipboard	MED053160	\$31.00	\$93.00
11	2	Adult Resuscitator (BVM) with Mask - 2500 mL	RES091286-ADLT	\$45.00	\$90.00
12	2	Pediatric Resuscitator (BVM) with Mask - 2500 mL	RES091286-PED	\$49.00	\$98.00
13	40	Vinyl MedSoft Pillow - 20"x26"	MDT219683H	\$15.00	\$600.00
14	1	Deluxe Dual Sex Torso with Opened Back, 28-part	AM020190	\$1,932.00	\$1,932.00
15	2	Human Digestive System - Three (3) Parts	AM040023	\$368.00	\$736.00
16	1	Male Multi-Venous Arm - Light	MS150380-LGT	\$810.00	\$810.00
17	1	Male Multi-Venous Arm - Tan	MS150380-TAN	\$810.00	\$810.00
18	1	Male Multi-Venous Arm - Brown	MS150380-BRN	\$810.00	\$810.00
19	2	Veinlite EMS PRO Vein Finder	DG170006	\$474.00	\$948.00
20	15	ADC Adtemp 433 Non-Contact Thermometer	DG250139	\$86.00	\$1,290.00
21	20	Digital Thermometer	DG028222	\$5.00	\$100.00
22	4	Suretemp Plus 690 Starter Kit	DG028351	\$906.00	\$3,624.00
23	15	Advantage 6015 Wrist Digital BP Monitor	DG010620	\$92.00	\$1,380.00
24	15	Advantage Plus 6022 Automatic Digital BP Monitor	DG010612	\$100.00	\$1,500.00
25	15	ADC Prosphyg 760 Pocket Aneroid Sphygmomanometer - Adult	DG010602	\$52.00	\$780.00
26	1	ADC Prosphyg 760 Pocket Aneroid	DG010602	\$52.00	\$52.00
27	15	Protekt Pulse Oximeter	COV012004	\$50.00	\$750.00

<i>Item#</i>	<i>Qty</i>	<i>Description</i>	<i>Part#</i>	<i>Unit Price</i>	<i>Extended</i>
28	15	3M™ Littmann® Lightweight II S.E. 28" Stethoscope - Black	DG028164-BLK	\$101.00	\$1,515.00
29	4	Medline Repositioning Sheets, Comfort Glide, 78" ×	PTC111034	\$215.00	\$860.00
30	6	Blockade Hamper Bag Gray 26 Gallon Flip Top with	FR140146	\$29.00	\$174.00
31	1	X Ray Illuminator 1 Bank	DG028176	\$422.00	\$422.00
	6	Covered Square Hamper - New - Includes One (1) Year Warranty On Hamper *Bag Not Included	CS013201	\$377.00	\$2,262.00
32					
33	4	Deluxe 3-in-1 Steel Bedside Commode - Each	PTC111004-EA	\$76.00	\$304.00
	1	Patient Slider Board - New - 72" x 22" x 3/16"	MCM122	\$270.00	\$270.00
34		- 5lbs			
35	30	Anatomy Dissecting Kit	SR220148	\$21.00	\$630.00
	10	Demo Dose® Inject-Ed Injection Trainer, Diversity Three-Pack - The Demo Dose® Inject-Ed Trainer helps students learn how to safely and effectively use needles to inject medication. This trainer allows injection and draining, and can be used repeatedly.	MS150632-3PK	\$132.00	\$1,320.00
36					
37	30	Practice Suture Kit with Demo Dose Sutures	DM50860	\$83.00	\$2,490.00
38	2	Latex-Free 1" x 18" Tourniquets - Case of 100	SK020183	\$49.00	\$98.00
39	4	Dynarex Aluminium Crutches - Adult - 1/Pair	PTC111541-ADLT	\$59.00	\$236.00
	2	DynaRide Heavy Duty Wheelchairs -22 Inch -Detachable arms with padded desk-length armrests -Push to lock brakes -Includes extra heavy-duty elevating leg rest and extra wide foot plates -24-in Steel spoke wheels with extra heavy-duty 8" solid rubber front casters; precision-sealed wheel and caster bearings -Max capacity: 450 lb. -Latex-free	MDS705211	\$741.00	\$1,482.00
41					

<i>Item#</i>	<i>Qty</i>	<i>Description</i>	<i>Part#</i>	<i>Unit Price</i>	<i>Extended</i>
42	3	Health O Meter Eye Level Digital Scale	DG083602	\$919.00	\$2,757.00
43	3	Detecto Mechanical Standing Scale w/ Height	DG082501	\$707.00	\$2,121.00
44	20	Gait Transfer Belt Metal Buckle White	PTC111039	\$19.00	\$380.00
45	2	Graham-Field Deluxe Folding Walker, Two Button with 5" Wheels	PTC111477	\$159.00	\$318.00
46	2	Graham-Field Cane Offset Bronze Soft Grip - New	PTC111630	\$22.00	\$44.00
47	2	Quad Cane - Small Base	PTC111123-SM	\$64.00	\$128.00
48	4	Drive Medical Painaway Pro Muscle Stimulator and Tens Unit With Heat Therapy	PTC111779	\$307.00	\$1,228.00
49	4	ECG Paper	DG028429	\$40.00	\$160.00
50	4	Pocket Nurse® 3-Lead ECG Snap Style SIMcable	DG028286	\$54.12	\$216.47
51	1	Kendall 5500 Diagnostic Tab Electrodes - Case of	DG028473	\$238.82	\$238.82
52	2	DynaLube Lubricating Jelly Sterile, 4 Ounce - Tube	PTC111526-4OZ	\$4.12	\$8.24
53	4	Dynarex Junior Wood Tongue Depressors - Non-	PTC111527-6IN	\$18.24	\$72.94
54	4	Dynarex Cotton Tipped Applicator	MED053506	\$13.53	\$54.12
55	2	Clay Tube Sealing Compound 10 Trays/Pack	DG028297	\$109.41	\$218.82
56	4	SharpSafety Phlebotomy Sharps Container - 1	INF101122	\$6.82	\$27.29
57	4	SharpSafety™ Safety In-Room Sharps Container	INF100962-4GA	\$31.76	\$127.06
58	2	Simulated Stool for Life/form® Ostomy Care	PM300494	\$70.59	\$141.18
59	50	Gauze Sponge - 4" x 4" 12-Ply Non-Sterile - Case	MED053512	\$9.29	\$464.71
60	50	Dynarex Bandage Adhesive Fabric 0.75 x 3 IN	PTC111075	\$3.65	\$182.35
61	40	Rectangular Wash Basin - Mauve - 7.4 Quart - each	PTC111596	\$6.82	\$272.94
62	20	Pocket Nurse Medicine Cups - 10/Pk	MED053035	\$0.71	\$14.12
63	500	Dynarex Transfer Pipette, Large Bulb, 7mL	MED053818	\$0.71	\$352.94
64	5	BD Vacutainer® PLUS Plastic K2EDTA Whole	IV080273	\$32.94	\$164.71
65	5	Assure Lance Lockout Safety Lancet, 21G -	MED053566	\$25.88	\$129.41
66	1	Coban Nonsterile Self Adherent Wrap - Tan	PTC111622	\$92.94	\$92.94
67	30	Oral Axillary Digital Thermometers	COV012030	\$32.94	\$988.24
68	40	Medline Reusable OR Towel, Ceil Blue	PTC111706	\$5.06	\$202.35
69	15	Deluxe Cut Patient Gown with Ties One Size Fits	PTC111585	\$21.76	\$326.47
70	3	Pocket Nurse Bouffant Cap, 21", Blue - 100/Box	SR220124-	\$16.47	\$49.41
71	6	Non-Conductive Shoe Covers - 50 Pairs/Box	INF100932	\$31.76	\$190.59
72	6	Fortera360 Pleated Face Mask w/ Ties - 50/Box	INF100966	\$6.47	\$38.82
73	40	Protective Eye Goggles with Splash Guard	INF100946	\$6.34	\$253.59
74	2	Mask N95 Respirator Molded, Cone Style - Box of	INF100927	\$324.69	\$649.39
75	1	Full Length Face Shield - Case of 400	INF091054-	\$705.84	\$705.84
76	1	Pocket Nurse Isolation Gown, Fluid Resistant -	INF100968	\$128.22	\$128.22
77	4	3-Ply Tissue Exam Gown - Universal Blue - 50/Case	PTC111552-BLU	\$72.93	\$291.71
78	2	Dynarex Reinforced Sterile Surgical Gowns - Medi	SR102020-MED	\$303.52	\$607.03
79	2	Gown Surgical Reinforced Large - Case of 20	SR102020	\$303.52	\$607.03
80	1	Sterile Surgical Gowns - Case of 20 - XL	SR102020-XL	\$329.40	\$329.40
81	40	Pocket Nurse® Nitrile Gloves - Small - 100/Box	INF100906-S	\$30.58	\$1,223.01

Item#	Qty	Description	Part#	Unit Price	Extended
82	40	Pocket Nurse® Nitrile Gloves - Medium - 100/Box	INF100906-M	\$30.58	\$1,223.01
83	40	Pocket Nurse® Nitrile Gloves - Large - 100/Box	INF100906-L	\$30.58	\$1,223.01
84	40	Pocket Nurse® Nitrile Gloves - Extra Large - 100/Box	INF100906-XL	\$30.58	\$1,223.01
85	10	Pocket Nurse® Bath Towel Each Natural 20" x 40"	PTC111616	\$11.16	\$111.63
86	5	Steri-Drape Surgical Pack -each	SR220176	\$65.87	\$329.35
87	8	Purell Advanced Instant Hand Sanitizer 12 oz.	INF100991	\$9.75	\$78.01
88	20	Dial Instant Hand Sanitizer With Moisturizers, Frag	INF100986	\$6.10	\$122.09
89	20	Dial® Antimicrobial Liquid Soap Pump - 16 oz	INF100945	\$11.63	\$232.68
90	6	<b>PDI® Super Sani Cloths</b>	INF100911	\$18.22	\$109.33
91	10	Sanidry Disinfectant Wipes - Case of Four (4)	COV012059	\$83.52	\$835.16
92	10	Lysol® Disinfectant Spray, Crisp Linen Scent 19 oz.	INF101006	\$21.76	\$217.65
93	100	Dynarex Alcohol Prep Pads, Sterile - Large - 100/ Box	SK020207-BX	\$5.52	\$551.63
94	10	<b>Dynarex Providone Iodine Prep Pad, Medium -</b>	PTC111721	\$69.40	\$693.99
95	200	Stool Specimen Container	MED053485	\$0.81	\$162.09
96	200	Specimen Collection Container - Nonsterile - Clean	DYND30335H	\$1.28	\$256.21
97	8	<b>Pocket Nurse® Snellen Eye Chart - Each</b>	PTC111024	\$29.40	\$235.19
98	8	Bed Sheet Package - Size: 36" x 80"	PTC081053	\$59.99	\$479.90
99	8	Ribcord Bedspread - 76 x 110" Fire Resistant, Royal	PTC111553-RBLU	\$54.10	\$432.84
100	20	<b>Demo Dose 1 mL Clear Ampules - 10/Box</b>	PM208113	\$12.34	\$246.80
101	10	Demo Dose® Clear Ampule, 2 mL - 10/Box	PM208112	\$13.52	\$135.16
102	10	Demo Dose 5 mL Clear Ampules - 10/Pack	PM208115	\$15.87	\$158.69
103	3	<b>Demo Dose Ampule Breakers - 144/Box</b>	PM207910	\$24.69	\$74.08
104	400	Empty 10mL Vial - Each	PM300511	\$1.87	\$747.71
105	1	<b>Steam Indicator Strips 250/Box</b>	SR220151	\$34.10	\$34.10
106	4	<b>Innov2Learn Gluco III Blood Glucose Meter</b>	DG028513	\$3,232.89	\$12,931.56
107	4	Health O Meter Eye Level Digital Scale, 500 lb.	DG028441	\$731.75	\$2,927.01
108	15	Nasco Variety Food Assortment - Kit	PTC111572	\$383.48	\$5,752.16
109	4	Ishihara Test Chart-14 Plate - 1 Each	DG028471	\$331.75	\$1,327.01
110	2	Pocket Nurse® Anatomical 12-Chart Package	AM020295	\$355.28	\$710.56
111	10	Pocket Nurse® Latex-Free Closed Insert Foley Tray,	MED053004	\$28.22	\$282.22
112	3	Clear Storage Boxes - 18 x 12 x 12" - Pack of 6	CS110301	\$164.71	\$494.12
113	2	<b>Infrared Ear Temperature Probe Cover (200/kit)</b>	11.57.208058	\$75.28	\$150.56
114	1	Filac 3000 Probe Covers - 500/Case	DG028128	\$62.34	\$62.34
115	30	Fragranced Shampoo & Body Wash - Each	MSC095060H	\$3.63	\$109.02
116	17	Comb Black Plastic 7 Inch - Bag of 12	MED053033	\$4.93	\$83.78
117	200	DawnMist® Adult Brush 7-14 Inch Ivory Nylon Tuft	PTC111269	\$2.46	\$491.50
118	15	DawnMist® Shave Cream Aerosol Can - 1.5 oz	PTC111549-1.5Oz	\$2.93	\$43.92
119	200	<b>DawnMist® Standard Disposable Razor Blue</b>	MED053034	\$0.93	\$185.62
120	2	Clarity Platinum 10 Parameter Urinalysis Strips - Box	MED053046	\$61.16	\$122.33
121	300	DawnMist® Toothbrush 30 Tuft Ivory - Each	PTC111247	\$1.28	\$384.31
122	300	Dynarex® Morning Fresh Toothpaste:	PTC111613	\$1.28	\$384.31
123	5	Dynarex Disposable Underpads - 30" x 30" - Box of	PTC000008	\$88.22	\$441.11
124	2	Briefs Pullups Medium 34-44in Regular Absorbency - E	PTC111759	\$14.10	\$28.21
125	2	Briefs Pullups Large 44-58in Regular Absorbency - Bag	PTC111760	\$14.10	\$28.21
126	2	<b>GLUCOCARD® Blood Glucose Test Strips - 50/BX</b>	DG028111	\$24.69	\$49.39
127	30	Emesis Basin 500 mL Capacity	PTC111028	\$1.28	\$38.43
128	15	<b>Pocket Nurse® Washcloth White</b>	PTC111617	\$2.58	\$38.63
129	8	Pocket Nurse® Fitted Bed Sheet 39"x 80"x 9"*Non-Retu	PTC111559	\$27.05	\$216.37
130	8	Pocket Nurse® Flat Bed Sheet 66"x 115" *Non- Returna	PTC111560	\$30.58	\$244.60
131	1	Micro-Hematocrit Capillary Tubes - Blue 100/Vial	MED053342	\$21.16	\$21.16

Item#	Qty	Description	Part#	Unit Price	Extended
132	1	Micro-Hematocrit Capillary Tubes Heparinized - Red1	MED053340	\$14.10	\$14.10
133	1	Dynarex Sterilization Pouch, Self Sealing - 5.25 x 10" - 2	MED053495	\$23.52	\$23.52
134	1	Dukal Latex Tourniquets, Flat, 100/Box	PTC111703	\$21.75	\$21.75
135	3	<b>Dynarex Nitrile Surgical Gloves, Sterile - Size 6 - 50</b>	INF100909-6	\$101.16	\$303.49
136	3	Dynarex Nitrile Surgical Gloves, Sterile - Size 6.5 - 50 P	INF100909-6.5	\$101.16	\$303.49
137	3	Dynarex Nitrile Surgical Gloves, Sterile - Size 7 - 50 Pai	INF100909-7	\$101.16	\$303.49
138	3	Dynarex Nitrile Surgical Gloves, Sterile - Size 7.5 - 50 P	INF100909-7.5	\$101.16	\$303.49
139	10	TacMed Solutions™ SOF® Tourniquet - Rescue Orange	MED121042	\$40.00	\$400.00
140	20	Complete Suture Practice Kit - 35 pcs	SR220155	\$87.05	\$1,740.92
141	40	<b>Pocket Nurse® Teaching Skin Stapler, Disposable</b>	MED053496	\$29.40	\$1,175.95
142	1	Dynarex Minor Laceration Tray w/ Instruments, Sterile	MED053551	\$195.28	\$195.28
143	15	DawnMist® Hand and Body Lotion - 8 oz	PTC111238-8OZ	\$5.28	\$79.22
144	4	<b>Innovative Healthcare Corporation DermAssist®</b>	OB141029	\$10.69	\$42.77
145	15	<b>Pocket Nurse® Latex-Free Closed Insert Foley</b>	MED053004	\$28.22	\$423.33
146	15	<b>Dover™ Open Urethral Tray with Red Rubber</b>	PTC111344	\$7.28	\$109.22
147	15	<b>BT Call Cord w/Button - Classic</b>	HW050922	\$99.99	\$1,499.80
148	40	Pocket Nurse® Alert Wristband, Reusable Bundle	PTC111022-BNDI	\$5.16	\$206.54
149	4	<b>Retractable Tape Measure - White</b>	MED053057-Whi	\$3.05	\$12.18
150	5	Dynarex DynaFit Compression Stockings - Knee,	PTC111161- MEL	\$10.69	\$53.46
151	5	<b>Dynarex DynaFit Compression Stockings - Knee,</b>	PTC111161-LGKI	\$10.69	\$53.46
152	5	Dynarex DynaFit Compression Stockings - Knee,	PTC111161- XLG	\$10.69	\$53.46
153	15	<b>Terry Bib with Hook and Loop Strap, Adult</b>	PTC111350	\$7.87	\$118.04
154	4	Convatec Ostomy Touch - Each	PTC111225	\$6.58	\$26.30
155	4	<b>Pocket Nurse® Ostomy Closure Tail, Straight</b>	PTC111667	\$1.28	\$5.12
156	1	Oral Swabsticks	PTC071055	\$59.99	\$59.99
157	1	Disposable Paper Cups - Bag of 250	MED053548	\$5.63	\$5.63
158	400	Specimen Collection Container - Nonsterile - Clean	DYND30335H	\$1.28	\$512.42
159	4	Povidone Iodine Swabsticks - 50/Box	SR220145	\$16.46	\$65.83
160	1	Latex-Free 1" x 18" Tourniquets - Case of 100	SK020183	\$45.87	\$45.87
161	10	BD™ Luer-Lok™ Tip Syringe Only - 1 mL - 100/Box	MED053236	\$107.05	\$1,070.46
162	5	BD™ Luer-Lok™ Tip Syringe Only - 3 mL - 200/Box	MED053237	\$47.05	\$235.23
163	8	BD™ Syringe Only with BD Luer-Lok™ Tip, 5 mL -	MED053238	\$45.87	\$366.95
164	1000	BD™ Luer-Lok™ Tip Syringe Only - 10 mL	MED053300	\$0.81	\$810.46
165	200	E-Z Dry Scrub Brush	SR220126	\$2.22	\$444.44
166	1	Classic Brain, 5 part	AM020113	\$382.48	\$382.48
167	1	Normal Kidney Model by GPI Anatomicals	AM030131	\$112.89	\$112.89
168	1	Human Lung Model with Larynx, 7 part - 3B Smart	AM020135	\$890.39	\$890.39
169	1	Classic Unisex - Torso - 14 part Removable Parts:	AM020228	\$1,095.29	\$1,095.29

<b>Sub-Total</b>	<b>\$103,856.63</b>
<b>Shipping</b>	<b>\$3,750.00</b>
<b>Installation</b>	<b>\$1,000.00</b>
<b>Grand Total</b>	<b>\$108,606.63</b>



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Terms	Project	Delivery	FOB Point
Net 30	Medina Valley Automotive Lab	30-90 Days ARO	ATC

Item#	Qty	Description	Part#	Unit Price	Extended
1	5	Mechanics Tool Set, 256-Piece Hand Tool and Socket	CMMT45256	\$235.00	\$1,175.00
2	5	Wrench Set, SAE / Metric, 32-Piece	CMMT12080	\$131.00	\$655.00
3	10	Screwdriver Set, Slotted & Phillips, 14Piece	CMHT65045	\$40.00	\$400.00
	10	Pliers Set, 3 Piece Set, 6 Inch Long Nose, 6 Inch Slip	CMHT84103R	\$33.00	\$330.00
4		Joint, 8 Inch Groove Joint			
5	5	M18 Fuel 1/2 HIGH Torque Impact Wrench	2967-21B	\$507.00	\$2,535.00
6	5	M12 Fuel 3/8" High Speed Cordless Ratchet Kit	2567-22	\$396.00	\$1,980.00
	5	18V Lithium-Ion 1/2 Inch Cordless Drill Driver	2606-21CT	\$235.00	\$1,175.00
7		Compact Kit			
8	5	Torque Wrench, 1/2" Drive	CMMT99434	\$117.00	\$585.00
	5	3 Ton Hydraulic Floor Jack Dual Pump, 6600 lb	AS830026W	\$278.00	\$1,390.00
9		Capacity			
10	10	6 Ton Double Locking, 13000 lb Capacity	AS46002	\$118.00	\$1,180.00
11	2	Garage Creeper, 40 in, 450 lbs Load Capacity	MC 402Z	\$62.00	\$124.00
12	10	Rechargeable Work Light, 30W 3000 Lumen LED	6973365304714	\$42.00	\$420.00
	5	Multimeter, Digital Manual-Ranging 600V AC/DC	MM325	\$42.00	\$210.00
13		Voltage Tester			
14	5	OBD2 Scanner FX6100 Bidirectional Scan Tool	FX6100	\$390.00	\$1,950.00
15	5	Silverline Elite Automotive Test Kit	MV8500	\$133.00	\$665.00
16	10	Adjustable Oil Filter Wrench From 2-1/2 inch to 4.5	G10015U	\$17.00	\$170.00
17	5	Heavy Duty Pry Bar Set	194716824395 0995758231	\$83.00	\$415.00
18	30	Clear Safety Glasses	B0CY1FF8H2	\$14.00	\$420.00
19	30	Noise Reduction Ear Muffs	PC-08361503	\$17.00	\$510.00
20	30	High Performance Anti-Slip Grip Safety Gloves	MG-55-012	\$44.00	\$1,320.00
21	1	1000Lb Air & Hydraulic Telescopic Transmission Jack	613364088791	\$1,458.00	\$1,458.00
22	1	Waste Oil Drain Tank 20 Gallon	917	\$156.00	\$156.00
23	1	5000 LBS Engine Hoist with Load Leveler	Engine Hoist	\$403.00	\$403.00
24	2	Engine Stand	5150105	\$638.00	\$1,276.00
25	1	Chalk Line	IWHT48441BC	\$14.00	\$14.00
26	1	Level, 24", Box Beam	CMHT82346	\$28.00	\$28.00

<b>Sub-Total</b>	<b>\$20,944.00</b>
<b>Shipping</b>	<b>\$1,255.00</b>
<b>Installation</b>	<b>\$1,800</b>
<b>Grand Total</b>	<b>\$23,999.00</b>



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** 10/27/2025

**Agenda Item:** Consider approving the Fall 2025 library book add

### **Background Information:**

In accordance with Texas Senate Bill 13, School Boards must approve all proposed library materials (purchases or donations) in an open meeting after a public review period. Proposed library lists must be made available for public review at least 30 days before final board action. The book lists of new titles under consideration for purchase and/or use in our campus libraries were posted for public review on the district website on September 26, 2025.

### **Funding Source:**

General Operating Fund 199

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

- Fall 2025 - Elementary Book List
- Fall 2025 - Middle School Book List
- Fall 2025 - High School Book List

### **Recommendation:**

It is recommended that the Board of Trustees approve the books on the elementary, middle and high school book lists as posted on the district website.

<b>Title</b>	<b>Series Title</b>	<b>Author</b>	<b>New to Collection</b>
10 dogs		Gravett, Emily	Yes
The 13th day of Christmas		Rex, Adam	Yes
The 26-Story Treehouse --Pirate Problems! (Special Collectors Edition)	Treehouse	Griffiths, Andy	Yes
3 Weeks in the Rainforest A Rapid Inventory in the Amazon		Swanson, Jennifer	Yes
Aaron Sonador y la serpiente sigilosa	Questioneers	Beaty, Andrea	Yes
About Time		Dk Publishing	Yes
Above, below and long ago : animals, plants and fossils in hidden places		Bright, Michael	Yes
Abran paso a la mariposa		Burach, Ross	Yes
Abuelita's gift : a Dia de Muertos story		Rios Ramirez, Mariana	Yes
Abuelita's song		Amescua, Gloria	Yes
Abuelita y yo		Carranza, Leonarda	Yes
Action Dude	Action Dude	Riley, Andy	Yes
Action Dude. Vacation on the moon	Action Dude	Riley, Andy	Yes
Ada Magnifica, cientifica. Todo sobre hornear!	Ada Twist, Scientist: The Why Files	Beaty, Andrea	Yes
Ada Magnifica, cientifica. Todo sobre las plantas!	Ada Twist, Scientist: The Why Files	Beaty, Andrea	Yes
Ada Magnifica, cientifica. Todo sobre los insectos!	Ada Twist, Scientist: The Why Files	Beaty, Andrea	Yes
Ada Magnifica, cientifica. Todo sobre los robots!	Ada Twist, Scientist: The Why Files	Beaty, Andrea	Yes
Ada Magnifica, cientifica. Todo sobre volar!	Ada Twist, Scientist: The Why Files	Beaty, Andrea	Yes
Ada Magnifica y las mascotas desaparecidas	Questioneers	Beaty, Andrea	Yes
Ada Magnifica y los pantalones peligrosos	Questioneers	Beaty, Andrea	Yes
Adam sobresale... y Max avanza!	Autism Looks Like Me	Miller, Connie Colwell	Yes
The adventures of Invisible Boy		Horner, Doogie	Yes
The adventures of Super Diaper Baby : the first graphic novel		Pilkey, Dav	Yes
Agents of S.U.I.T. Wild ghost chase	InvestiGators: Agents of S. U. I. T.	Green, John Patrick	Yes
Air Commandos	US Military	Marlin, Charles	Yes
Airplanes	Genius Kid: Vehicles	Latham, Bethany	Yes
Alana's cupcake garden	Cupcake Diaries: The New Batch	Simon, Coco	Yes

Un aleteo de esperanza		Harmony, Cynthia	Yes
Alien Family Road Trip	Red's Planet	Pittman, Eddie	Yes
All ears	FunJungle	Gibbs, Stuart	Yes
All-pro baseball almanac	Sports Illustrated Kids: Everything Sports Almanacs	Donnelly, Patrick	Yes
All-pro basketball almanac	Sports Illustrated Kids: Everything Sports Almanacs	Smith, Elliott	Yes
All-pro football almanac	Sports Illustrated Kids: Everything Sports Almanacs	Donnelly, Patrick	Yes
All-pro soccer almanac	Sports Illustrated Kids: Everything Sports Almanacs	Donnelly, Patrick	Yes
All the best dogs		Jenkins, Emily	Yes
Amari and the despicable wonders	Supernatural Investigations	Alston, B. B	Yes
Amari and the Night Brothers #4	Supernatural Investigations	Alston, B. B	Yes
American paint horses	Bullfrog Books: Meet the Horses	Koestler-Grack, Rachel A	Yes
Amil and the after		Hiranandani, Veera	Yes
Amy looks before she leaps	Critter Club	Barkley, Callie	Yes
Ancient Egypt		Willis, Justine	Yes
Ancient Rome --From Everyday Life to an Emperor's Life	DK Ancient Histories	Dk	Yes
And yet you shine : the Kohinoor diamond, colonization, and resistance		Kelkar, Supriya	Yes
Animal Rescue Friends. 4,Finding home	Animal Rescue Friends	Tropper, Jana	Yes
Animals in the hot desert	Pull Ahead Readers: Let's Look at Animal Habitats-Nonfiction	Peters, Katie	Yes
Anthony Edwards vs. Dwyane Wade : who would win?	Lerner Sports: All-Star Smackdown	Doeden, Matt	Yes
Are Spider Webs Stronger Than Steel? Discover the Science Behind Arachnology	Big Questions Answered	Watson, Olivia	Yes
Areli es una dreamer : una historia real		Morales, Areli	Yes
Army Rangers	US Military	Marlin, Charles	Yes
Art club		Doucet, Rashad	Yes
The art of film	Amazing Art Forms	Shaw, Mary	Yes
The art of music	Amazing Art Forms	Ransom, Candice F	Yes
The art of painting	Amazing Art Forms	Richmond, Marley	Yes
The art of photography	Amazing Art Forms	Clarke, David J	Yes
The art of poetry	Amazing Art Forms	Stickney, Laura	Yes

The art of sculpting	Amazing Art Forms	Richmond, Marley	Yes
The art of theater	Amazing Art Forms	Hale, K. A	Yes
ARTificial intelligence		Biedrzycki, David	Yes
Ash the blaze dragon	Dragon Girls	Mara, Maddy	Yes
Asterix. Volume thirteen	Asterix Omnibus	Ferri, Jean-Yves	Yes
Axolotl and Axolittle		Hitchman, Jess	Yes
Ayana Ndoum takes the stage	Kids in Mrs. Z's Class	Magoon, Kekla	Yes
Baby lions	Blastoff! Beginners: Too Cute!	Neuenfeldt, Elizabeth	Yes
Baby seals	Blastoff! Beginners: Too Cute!	Neuenfeldt, Elizabeth	Yes
Baby-sitters little sister. 11,Karen's ghost	Baby-Sitters Little Sister	Yingst, DK	Yes
Baby skunks	Blastoff! Beginners: Too Cute!	Neuenfeldt, Elizabeth	Yes
Baby turtles	Blastoff! Beginners: Too Cute!	Neuenfeldt, Elizabeth	Yes
The Bad Guys in Attack of the Zitten (Color Edition)	Bad Guys: Color Edition	Blabey, Aaron	Yes
The Bad Guys in Intergalactic Gas (Color Edition)	Bad Guys: Color Edition	Blabey, Aaron	Yes
The Bad Guys in mission unpluckable	Bad Guys: Color Edition	Blabey, Aaron	Yes
The Bad Guys in the furball strikes back	Bad Guys: Color Edition	Blabey, Aaron	Yes
The bad idea and other stories	Earl and Worm	Pizzoli, Greg	Yes
Bald eagle vs. Steller's sea eagle	Torque: Animal Battles	Sommer, Nathan	Yes
Band camp! 1,All together now!	Band Camp	Smith, Brian	Yes
Barb the last Berzerker. Book 2,Barb and the ghost blade	Barb the Last Berzerker	Abdo, Dan	Yes
Barb Vs. the Leech Queen	Barb the Last Berzerker	Abdo, Dan	Yes
The bark park	Good Dog (Little Simon)	Higgins, Cam	Yes
Baseball	Genius Kid: Sports	Leatherland, Noah	Yes
Baseball GOATs	GOATs in Sports	Abdo, Kenny	Yes
Basketball	Genius Kid: Sports	Leatherland, Noah	Yes
Basketball GOATs	GOATs in Sports	Abdo, Kenny	Yes
Basketball records that will be tough to beat	Unbreakable Sports Records	Donnelly, Patrick	Yes
Battle of the Super Rabbit Boys!	Branches: Press Start!	Flintham, Thomas	Yes
Be bold! Be brave!= Se audaz, se valiente! : 11 Latinas who made U.S. History = 11 Latinas que hicieron historia en Estados Unidos		Reynoso, Naibe	Yes
Bear feels sad	Bear and Friends	Wilson, Karma	Yes

Bear finds eggs	Bear and Friends	Wilson, Karma	Yes
Bear's lost glasses		Timmers, Leo	Yes
The beat I drum	Life of a Cactus	Bowling, Dusti	Yes
Becoming Boba		Ho, Joanna	Yes
Bee & Flea and the puddle problem	Bee & Flea	Humphrey, Anna	Yes
The bees of Notre-Dame		Browne, Meghan P	Yes
The beginning of all things	Legendarios	Valenti, Karla	Yes
Being home		Sorell, Traci	Yes
Besties. Find their groove	World of Click	Miller, Kayla	Yes
Besties. Prank war	World of Click	Miller, Kayla	Yes
Besties Set Sail	World of Click	Miller, Kayla	Yes
Betty the Yeti is afraid of Teddy	Betty the Yeti	Marx, Mandy R	Yes
Beware of the Dino-Snake --a Branches Book	Branches: Pets Rule!	Tan, Susan	Yes
Bibsy Cross and the bike-a-thon	Bibsy Cross	Scanlon, Liz Garton	Yes
Bibsy Cross and the creepy-crawlies	Bibsy Cross	Scanlon, Liz Garton	Yes
Una bicicleta como la de Sergio		Boelts, Maribeth	Yes
Big changes for Plum!	Plum!	Phelan, Matt	Yes
The big mess and other stories	Earl and Worm	Pizzoli, Greg	Yes
The Big Mousetake	Great Puptective	Tysoe, Alina	Yes
Big Nate blasts off	Big Nate (Harper)	Peirce, Lincoln	Yes
Big Nate flips out	Big Nate (Harper)	Peirce, Lincoln	Yes
The Bins Breakout	Racc Pack	Cooke, Stephanie	Yes
Bird Brothers, a Delhi Story		Singh, Rina	Yes
Biscuit and the great fall day	I Can Read! My First: Biscuit	Capucilli, Alyssa Satin	Yes
Bittersweet Based on the True Tale of the Berlin Candy Bombers		Mandin, Christy	Yes
The Bizarre Bazaar Down a Dark Path (A Graphic Novel)	Bizarre Bazaar	Nayeri, Daniel	Yes
The Bizarre Bazaar Mirror Town. Tales passing strange	Bizarre Bazaar	Nayeri, Daniel	Yes
Blablabla		Vo, Young	Yes
Black diamond kings	Sports Royalty	Smith, Charles R	Yes
Blake Laser		Marantz, Keith	Yes
Blast from the past	Geronimo Stilton	Stilton, Geronimo	Yes
Bluey 5-minute stories.	Bluey		Yes

Bluey. Cricket.	Bluey		Yes
Bob the vampire snail		Zuill, Andrea	Yes
The bone wars : the true story of an epic battle to find dinosaur fossils		Kurtz, Jane	Yes
Bones and berserkers : 13 true tales of terror	Nathan Hale's Hazardous Tales	Hale, Nathan	Yes
The book that almost rhymed		Abed, Omar	Yes
Bored panda		Bender, Mike	Yes
Boxers	Zoom in on Dogs	Statts, Leo	Yes
Braided Roots --The Interweaving of History, Family, and a Father's Love		Westbrook, Pasha	Yes
Breakout		Wyman, Christina	Yes
Bruce saves the planet	Mother Bruce Series	Higgins, Ryan T	Yes
Buenas noches, pequeno Pez Arcoiris	Rainbow Fish	Pfister, Marcus	Yes
Bulldogs	Zoom in on Dogs	Statts, Leo	Yes
Bunns Rabbit		Barillaro, Alan	Yes
Busted		Gemeinhart, Dan	Yes
Butt or face? Vol. 3, Super gross butts	Butt or Face	Lavelle, Kari	Yes
Butt or Face? Volume 4 Ador-A-Butts!	Butt or Face	Lavelle, Kari	Yes
Cabin Head and Tree Head	Cabin Head and Tree Head	Campbell, Scott	Yes
Caitlin Clark : basketball superstar	PrimeTime: Basketball Superstars	Hewson, Anthony K	Yes
Camel spider vs. black fat-tailed scorpion	Torque: Animal Battles	Sommer, Nathan	Yes
Camila la estrella de los videojuegos	Camila the Star	Salazar, Alicia	Yes
Camila la estrella del baile	Camila the Star	Salazar, Alicia	Yes
Camila la estrella del canto	Camila the Star	Salazar, Alicia	Yes
Camila la estrella del concurso de talentos	Camila the Star	Salazar, Alicia	Yes
Can we talk? : how humans stay in touch	Orca Timeline	Birmingham, Maria	Yes
Can You Survive a Deadly Earthquake? An Interactive Survival Adventure	You Choose: Surviving Natural Disasters	Kingsley Troupe, Thomas	Yes
Can You Survive a Raging Hurricane? An Interactive Survival Adventure	You Choose: Surviving Natural Disasters	Doeden, Matt	Yes
Can You Survive a Roaring Tornado? An Interactive Survival Adventure	You Choose: Surviving Natural Disasters	Kingsley Troupe, Thomas	Yes
Can You Survive a Surging Tsunami? An Interactive Survival Adventure	You Choose: Surviving Natural Disasters	Doeden, Matt	Yes
La cancion del cambio : himno para ninos		Gorman, Amanda	Yes
Cancion del desierto		Kemp, Laekan Zea	Yes

Captain Awesome and the smile snatcher	Captain Awesome	Kirby, Stan	Yes
Captain Awesome is a spy!	Captain Awesome	Kirby, Stan	Yes
Cars	Genius Kid: Vehicles	Latham, Bethany	Yes
Carter Avery's tricky fourth-grade year		Buyea, Rob	Yes
The Cartoonists Club		Telgemeier, Raina	Yes
The Case of the Heartbreak Heist	Pigeon Private Detectives	Curran-Bauer, Christee	Yes
Cat Ninja. 6,The heart of a hero	Cat Ninja	Cody, Matthew	Yes
Cat on the run in Hidden layers!	Cat on the Run	Blabey, Aaron	Yes
CatStronauts. Cosmic clutter	CatStronauts	Brockington, Drew	Yes
Chancho el apestoso	Pig The Pug	Blabey, Aaron	Yes
Charlotte the Rose Dragon	Dragon Girls	Mara, Maddy	Yes
Charro Claus and the Tejas Kid		Garza, Xavier	Yes
Chef's secret	Front Desk	Yang, Kelly	Yes
Chevrolet Corvette Z06	Epic: Cool Cars	Duling, Kaitlyn	Yes
Chicka chicka tricka treat	Chicka Chicka Book	Chung, Julien	Yes
The child king of Uxmal	Legendarios	Valenti, Karla	Yes
Chooch helped		Rogers, Andrea L	Yes
Christopher Columbus and the Taino people	History Smashers	Messner, Kate	Yes
The Chumash	Blastoff! Discovery: Native American Nations	Marcks, Betty	Yes
City of dragons. 3,Quest for the true dragon	City of Dragons	Yogis, Jaimal	Yes
Civil rights then & now : a timeline of the fight for equality in America		Daniele, Kristina Brooke	Yes
Climbing the volcano : a journey in haiku		Manley, Curtis	Yes
The Clock		Fong, Pam	Yes
Cloud puppy. 2,Game on!	Cloud Puppy	Miller, Kelly Leigh	Yes
Coach Hyatt is a riot!	My Weird School Daze	Gutman, Dan	Yes
A color of his own = Su propio color		Lionni, Leo	Yes
Con pollo : a bilingual playtime adventure		Fallon, Jimmy	Yes
Cool Nata	Nat Enough	Scrivan, Maria	Yes
Cornbread & Poppy for the win	Cornbread & Poppy	Cordell, Matthew	Yes
Corre, Pequeno Chaskil : una aventura en el camino Inka		Llanos, Mariana	Yes
Cosechando esperanza : la historia de Cesar Chavez		Krull, Kathleen	Yes

Cottonmouth vs. snapping turtle	Torque: Animal Battles	Sommer, Nathan	Yes
Coyote lost and found	Coyote Sunrise	Gemeinhart, Dan	Yes
Cracking the code : the human quest to uncover secrets	Orca Timeline	Kehoe, Rachel	Yes
A Crankenstein valentine		Berger, Samantha	Yes
Cranky, crabby crow (saves the world)		Tabor, Corey R	Yes
Creaky Acres		Brill, Calista	Yes
The creepening of Dogwood House		Royce, Eden	Yes
Creepy sheepy		Cummins, Lucy Ruth	Yes
Cristiano Ronaldo	My Itty-Bitty Bio	Loh-Hagan, Virginia	Yes
Cristiano Ronaldo vs. Lionel Messi : soccer legends face off	Sports Illustrated Kids: Legend vs. Legend	Bischer, Karen	Yes
A crown of stories : the life and language of beloved writer Toni Morrison		Weatherford, Carole Boston	Yes
Cryptid Kids. 2, Moby Duck	Cryptid Kids	Goetter, Sara	Yes
Cupcake diaries, the graphic novel. #7, Emma all stirred up!	Cupcake Diaries	Simon, Coco	Yes
Cupcake diaries, the graphic novel. #8, Alexis cool as a cupcake	Cupcake Diaries	Simon, Coco	Yes
Curious George : home run	Green Light Readers: Level 1	Zappy, Erica	Yes
Curlfriends Back in Business (A Graphic Novel)	Curlfriends	Miller, Sharee	Yes
Cute animals that could kill you dead		Hartman, Brooke	Yes
Cyclops Vs. Ogre	Mythical Matchups	Sautter, A. J	Yes
Darkstalker --a Graphic Novel	Wings of Fire: Legends Graphic Novel	Sutherland, Tui T	Yes
Daughter of the light-footed people : the story of indigenous marathon champion Lorena Ramirez		Cabot, Belen Medina	Yes
Dawn of the Axolotl	Branches: Pets Rule!	Tan, Susan	Yes
Dawn on the Coast	Baby-Sitters Club	Nopra, Arley	Yes
A day in the life of a firefighter	DK Super Readers Level 1	Towler, Paige	Yes
A day in the life of fossils, fire, and other fantastic finds		Barfield, Mike	Yes
The day the crayons made friends		Daywalt, Drew	Yes
The deadliest snake	Deadliest (Norton)	Spicer Rice, Eleanor	Yes
The deadliest spider		Spicer Rice, Eleanor	Yes
Defending the Swamp Dragon	Branches: Dragon Masters	West, Tracey	Yes
Delta Force	US Military	Marlin, Charles	Yes

Dentists		Arnold, Quinn M	Yes
Desert --Journey Through the Hot Sands and Frosty Lands	Earth's Incredible Habitats	Dk	Yes
Dia de los Muertos ABC = Day of the Dead ABC	Holiday ABCs	Belt, Gabriela Orozco	Yes
El dia terrible de Rita y Rafi		Deedy, Carmen Agra	Yes
Diary of an 8-Bit Warrior Book 8	Diary Of An 8-Bit Warrior	Cube Kid	Yes
The dictionary story		Jeffers, Oliver	Yes
Dig, dig, dinosaur		Goswami, Anjali	Yes
The Dirt!		Leigh, Lindsey	Yes
Dive! : the story of breathing underwater		Gall, Chris	Yes
Dog Man. Big Jim believes	Dog Man	Pilkey, Dav	Yes
Dogtown	Dogtown	Applegate, Katherine	Yes
Dolphins	Under the Sea Animals	Culliford, Amy	Yes
Don't trust cats : life lessons from Chip the dog		Petty, Dev	Yes
Don't Waste the Poop! Ready-To-Read Level 2		Singer, Marilyn	Yes
Dory Fantasmagory Center of the Universe	Dory Fantasmagory	Hanlon, Abigail	Yes
Dot! scribble! go!		Tullet, Herve	Yes
Dragon Kingdom of Wrenly. 12,Restless ruins	Dragon Kingdom of Wrenly	Quinn, Jordan	Yes
Dragon Vs. Hydra	Mythical Matchups	Sautter, A. J	Yes
Dream	Wish (Farrar, Straus and Giroux)	O'Connor, Barbara	Yes
Dream Big	Dream On	Hale, Shannon	Yes
Dream on	Dream On	Hale, Shannon	Yes
Duck, duck, Peach	Great Peach Experiment	Downing, Erin Soderberg	Yes
Ducks	Bullfrog Books: Animals On The Farm	Dieker, Wendy Strobel	Yes
Earl & Worm #3 Snow Problem and Other Stories	Earl and Worm	Pizzoli, Greg	Yes
Earth Day and the environment	History Smashers	Messner, Kate	Yes
Ellie Finds Her Voice	Critter Club	Barkley, Callie	Yes
Eloise the flame dragon	Dragon Girls	Mara, Maddy	Yes
Emergency quarters		Matias, Carlos	Yes
Emily's cupcake chaos!	Cupcake Diaries: The New Batch	Simon, Coco	Yes
Emily Windsnap and the crystal caves	Emily Windsnap	Kessler, Liz	Yes

Emily Windsnap and the tides of time	Emily Windsnap	Kessler, Liz	Yes
Entirely Emmie	Emmie & Friends	Libenson, Terri	Yes
El escape de la robot salvaje	Wild Robot	Brown, Peter	Yes
Escape monstruoso	Diary of a Roblox Pro	Avatar, Ari	Yes
Esos zapatos		Boelts, Maribeth	Yes
Estamos en otono = It's fall		Bishop, Celeste	Yes
Estamos en primavera = It's spring		Heckt, Jackie	Yes
Eternal flame		Landis, Matthew	Yes
Europa	City Spies	Ponti, James	Yes
Eva and the new teacher	Branches: Owl Diaries	Elliot, Rebecca	Yes
Eva Delgado, maestra de segundo grado	Questioneers	Beaty, Andrea	Yes
Eva Delgado y la sombra tenebrosa	Questioneers	Beaty, Andrea	Yes
Eva Saves the Day --a Branches Book	Branches: Owl Diaries	Elliott, Rebecca	Yes
The experiment		Stead, Rebecca	Yes
Extreme places : the most remote homes on earth		Laroche, Giles	Yes
The fabulous Fannie Farmer : kitchen scientist and America's cook		Smith, Emma Bland	Yes
The face in the mirror and other scary stories	Mister Shivers	Brallier, Max	Yes
Fairy Vs. Mermaid	Mythical Matchups	Sautter, A. J	Yes
Fake birds, flat Earth, and more conspiracy theories about our planet	Investigating Conspiracy Theories	Simpson, Phillip W	Yes
La familia bola		Carretero, Monica	Yes
Farmers		Arnold, Quinn M	Yes
Fearless Trailblazers --11 Latinos Who Made U.S History (Bilingual, in English and Spanish)	Little Biographies for Bright Minds (Bilingual, Spanish and English)	Reynoso, Naibe	Yes
Felix Powell, boy dog		Kelly, Erin Entrada	Yes
Ferris		DiCamillo, Kate	Yes
Ferris		DiCamillo, Kate	Yes
A few beautiful minutes : experiencing a solar eclipse		Fox, Kate Allen	Yes
Fgteev The Big Shrink!: a Graphic Novel	FGTeeV	Fgteev	Yes
FGTeev. The switcheroo rescue!	FGTeeV		Yes
Field guide to broken promises		Stecher, Leah	Yes
Fiesta		Javernick, Ellen	Yes

Fiesta!		Shahan, Sherry	Yes
The fiesta dress : a quinceanera tale		McNelly McCormack, Caren	Yes
Fiesta femenina : celebrating women of Mexican folklore		Gerson, Mary-Joan	Yes
Fiesta for me!		Mar, Valeria	Yes
Fire and ash	Bamboo Kingdom	Hunter, Erin	Yes
The firefly summer		Matson, Morgan	Yes
The First Cat in Space and the Baby Pirate's Revenge	First Cat in Space	Barnett, Mac	Yes
First Crush	New Girl	Calin, Casssandra	Yes
Fish and clam	I Can Read! Comics Level 1	Ruzzier, Sergio	Yes
The fish of small wishes		Arnold, Elana K	Yes
Flamingos are pretty funky : a (not so) serious guide		Cushman, Abi	Yes
A flicker of hope		Harmony, Cynthia	Yes
Football	Genius Kid: Sports	Leatherland, Noah	Yes
Football GOATs	GOATs in Sports	Abdo, Kenny	Yes
Football's origin story	Sports Illustrated Kids: Sports Origin Stories	Murray, Robb	Yes
Force Recon	US Military	Marlin, Charles	Yes
Forest frights	Scare School Diaries	Lerner, Jarrett	Yes
Forest --Walk Through the Fascinating World of the Wild	Earth's Incredible Habitats	Dk	Yes
Fortnite	Epic: Our Favorite Video Games	Downs, Kieran	Yes
Fortune Cookies for Everyone! (Smithsonian) The Surprising Story of the Tasty Treat We Love to Eat		Wenjen, Mia	Yes
Fox plays ball	I Can Read! My First-Fox	Tabor, Corey R	Yes
Frabbit --Birth of a Superhero!	Bumble Brothers	Metzger, Steve	Yes
Frank and Bert		Naylor-Ballesteros, Chris	Yes
Freedom on the sea : the true story of the Civil War hero Robert Smalls and his daring escape to freedom		Moore, Michael Boulware	Yes
Frida Kahlo y sus animalitos		Brown, Monica	Yes
Fridays are for churros		Alvarado, Jenny	Yes
Fright night	My Weird School Special	Gutman, Dan	Yes
From tadpole to frog	Let's Read and Find Out Science: Level 1	Pfeffer, Wendy	Yes

G. O. A. T. College Football Teams	Lerner Sports: Greatest of All Time College Sports	Reeves, Diane Lindsey	Yes
Gabby Torres gets a billion followers	Gabby Torres	Dominguez, Angela	Yes
Gaga mistake day		Straub, Emma	Yes
Galactic Unicorn Another Phoebe and Her Unicorn Adventure	Phoebe And Her Unicorn	Simpson, Dana	Yes
A game of Noctis		Fagan, Deva	Yes
Gastornis	ABDO Kids Jumbo: Dinosaurs	Hansen, Grace	Yes
Gato Guapo		Denise, Anika	Yes
Los gatos y el pastel	I Like to Read	Hamilton, Martha	Yes
German shepherds	Zoom in on Dogs	Statts, Leo	Yes
Geronimo Stilton reporter. #17,Top model Thea	Geronimo Stilton Reporter	Stilton, Geronimo	Yes
Geronimo Stilton reporter. #18,Attack of the killer whale	Geronimo Stilton Reporter	Stilton, Geronimo	Yes
Geronimo Stilton reporter. #19,Cheese connection	Geronimo Stilton Reporter	Stilton, Geronimo	Yes
Geronimo Stilton Reporter Vol. 20 Starring Geronimo	Geronimo Stilton Reporter	Stilton, Geronimo	Yes
Get well, pug	Branches: Diary Of A Pug	May, Kyla	Yes
Gharial vs. sloth bear	Torque: Animal Battles	Sommer, Nathan	Yes
The ghost of the woods	Geronimo Stilton: Thea Stilton	Stilton, Thea	Yes
The gift of words		Reynolds, Peter H	Yes
Gifts from Georgia's garden : how Georgia O'Keeffe nourished her art		Robinson, Lisa	Yes
Gifts from the garbage truck : a true story about the things we (don't) throw away		Larsen, Andrew	Yes
The girl in the walls		Kuyatt, Meg Eden	Yes
Go forth and tell : the life of Augusta Baker, librarian and master storyteller		McDaniel, Breanna J	Yes
Goat and the stoat and the boat		Lynas, Em	Yes
Goats	Bullfrog Books: Animals On The Farm	Meister, Cari	Yes
Golden Necklace		Perkins, Mitali	Yes
Golden retrievers	Zoom in on Dogs	Statts, Leo	Yes
Goosebumps, the graphic novel. Monster Blood	Goosebumps: Graphic Novel	Gonzalez, Maddi	Yes
Gracias a Winn-Dixie		DiCamillo, Kate	Yes
Gracie Under the Waves		Park, Linda Sue	Yes
Grande		Harrison, Vashti	Yes

The great narwhal rescue : saving the Arctic ocean's narwhals	Sandra Markle's Science Discoveries	Markle, Sandra	Yes
The Great Puppypalooza	Great Pet Heist	Ecton, Emily	Yes
The great puptective. Book 2, Purrnormal activity	Great Puptective	Tysoe, Alina	Yes
Greeking out Tales from the Underworld	Greeking Out	Curtis, Kenny	Yes
Growing home		Ferry, Beth	Yes
Guardian of the sea	Kingdom Of Wrenly	Quinn, Jordan	Yes
The Gulf War	Torque: War Histories	Monroe, Alex	Yes
Hamsters	Abdo Kids Junior: Family Pets	Murray, Julie	Yes
Hap-pea Valentine's Day!	Peas	Baker, Keith	Yes
Harry Potter	Pocket Potters: Little Guides to the Harry Potter Books	Rowling, J. K	Yes
The hat of great importance	Chronicles of A Lizard Nobody	Ness, Patrick	Yes
Hedy's journey : the true story of a Hungarian girl fleeing the Holocaust	Encounter: Narrative Nonfiction Picture Books	Bisson, Michelle	Yes
Hermione Granger	Pocket Potters: Little Guides to the Harry Potter Books	Rowling, J. K	Yes
The heron princess	Legendarios	Valenti, Karla	Yes
Hey, that's my monster!	I Need My Monster	Noll, Amanda	Yes
Hide and shriek	Ghosts Of Fear Street	James, Emily	Yes
Hip, hip, hooray! Every day is a holiday!	My Weird School Special	Gutman, Dan	Yes
History Smashers Ancient Egypt	History Smashers	Messner, Kate	Yes
Holding on for Dear Life		Bowling, Dusti	Yes
Home		de la Pena, Matt	Yes
Horned animals	Back Off! Animal Defenses	Meister, Cari	Yes
The house next door		Oh, Ellen	Yes
How airplanes fly	Engineering Answers	Gagne, Tammy	Yes
How bridges stand strong	Engineering Answers	Mattern, Joanne	Yes
How dams hold back water	Engineering Answers	Ventura, Marne	Yes
How light switches brighten a room	Engineering Answers	Gendell, Megan	Yes
How rockets reach space	Engineering Answers	Ringstad, Arnold	Yes
How Rude!		Stiefel, Chana	Yes
How skyscrapers stand tall	Engineering Answers	Wilson, Libby	Yes
How this book got red		Greanias, Margaret Chiu	Yes
How to fold a taco = Como doblar un taco		Reynoso, Naibe	Yes
How to spy a spy	Good Dog (Little Simon)	Higgins, Cam	Yes

How to staycation like a snail		Hrab, Naseem	Yes
How toilets flush and fill	Engineering Answers	McKinney, Donna B	Yes
Hulk teach!	Hulk Teach!	Brown, Jeffrey	Yes
The humble pie	Food Group	John, Jory	Yes
The Hybrid Prince	Wings of Fire	Sutherland, Tui T	Yes
I Am My Name		Na'kuset	Yes
I like cheese!	Kat and Mouse (Bloomsbury)	Yoon, Salina	Yes
I like to exercise	Rookie Read-About Health	Herrington, Lisa M	Yes
I'm a poet and I know it!	My Weird School Special	Gutman, Dan	Yes
I'm sorry you got mad		Lukoff, Kyle	Yes
I quit		Tracy, Kristen	Yes
I.R.L.		Goebel, Jenny	Yes
I Survived the Bombing of Pearl Harbor, 1941	I Survived	Tarshis, Lauren	Yes
I Survived the California Wildfires, 2018	I Survived	Tarshis, Lauren	Yes
I Survived the Dust Bowl, 1935	I Survived	Tarshis, Lauren	Yes
I survived the Japanese tsunami, 2011	I Survived	Ball, Georgia	Yes
I was : the stories of animal skulls		Hocker, Katherine M	Yes
La idea mas maravillosa		Spires, Ashley	Yes
If the Shoe Fits --the Graphic Novel	Whatever After: Graphic Novel	Mlynowski, Sarah	Yes
The Iguanodon's horn : how artists and scientists put a dinosaur back together again and again... and again		Rubin, Sean	Yes
Innovative octopuses, half-brained birds, and more animals with magnificent minds	Extraordinary Animals	Couch, Christina	Yes
InvestiGators --Weather or Not	InvestiGators	Green, John Patrick	Yes
Invisible		Soren, David	Yes
Is it real? : the Loch Ness monster		Fleming, Candace	Yes
Is this a house for hermit crab?		McDonald, Megan	Yes
It came from the trees		Russell, Ally	Yes
It's about time!	Big Ideas that Changed the World	Brown, Don	Yes
It's watching		Currie, Lindsay	Yes
Jellyfish	Under the Sea Animals	Culliford, Amy	Yes
Jessi Ramsey, Pet-Sitter --A Graphic Novel	Baby-Sitters Club	Crenshaw, Ellen T	Yes
Job wanted		Bateman, Teresa	Yes
Jojo vs. middle school	Team Awkward	McCullough, Joy	Yes

La jornada escolar de Peppa = Peppa's school day		Rusu, Meredith	Yes
Jose feeds the world : how a famous chef feeds millions of people in need around the world		Unger, David	Yes
Jovita llevaba pantalones : la historia de una mexicana que lucho por la libertad		Salazar, Aida	Yes
Judy Moody sunny-side up	Judy Moody	McDonald, Megan	Yes
July	Months Of The Year	Brode, Robyn	Yes
Junie B. Jones is a party animal	Junie B. Jones	Park, Barbara	Yes
Karen's Surprise --A Graphic Novel	Baby-Sitters Little Sister	Grant, Shauna J	Yes
Keep our world green : why humans need gardens, parks and public green spaces	Orca Timeline	Wishinsky, Frieda	Yes
Kindness and generosity : it starts with me!	Rookie Talk About It	Shepherd, Jodie	Yes
The king penguin		Roeder, Vanessa	Yes
The Korean War	Torque: War Histories	Downs, Kieran	Yes
Labrador retrievers	Zoom in on Dogs	Statts, Leo	Yes
The last comics on Earth. #3,A song of swords and stuffies	Last Comics on Earth	Brallier, Max	Yes
The Last Comics on Earth Across the Doodleverse	Last Comics on Earth	Brallier, Max	Yes
The Last Kids on Earth and the Destructor's Lair	Last Kids On Earth	Ballier, Max	Yes
The last stand		Eady, Antwan	Yes
The Legend of Chocolate Hills	Geronimo Stilton	Stilton, Geronimo	Yes
The legend of Memo Castillo	Kids in Mrs. Z's Class	Alexander, William	Yes
Legned of the Sea Dragon	Branches: Unicorn Diaries	Elliott, Rebecca	Yes
Let's make history!		Hale, Nathan	Yes
The library dragon		Deedy, Carmen Agra	Yes
The library of unruly treasures		Birdsall, Jeanne	Yes
Light and air		Wendell, Mindy Nichols	Yes
The lightning path	Bamboo Kingdom	Hunter, Erin	Yes
Like a boss	Best Wishes	Mlynowski, Sarah	Yes
Lirio y Dedal: el comienzo	Orris and Timble	DiCamillo, Kate	Yes
Little big man		Johnson, Varian	Yes
A little bit super : with small powers come big problems			Yes

Little Blue Truck and Racer Red	Little Blue Truck	Schertle, Alice	Yes
A little like magic		Kurpiel, Sarah	Yes
A little snow must fall	DATA Set	Hopper, Ada	Yes
Liz Plays Matchmaker	Critter Club	Barkley, Callie	Yes
Log life	Tiny Habitats	Hevron, Amy	Yes
Lola		Valenti, Karla	Yes
Lola planta un jardin	Lola	McQuinn, Anna	Yes
London calling	City Spies	Ponti, James	Yes
Lone Wolf on vacation		Thomas, Kiah	Yes
Loteria		Valenti, Karla	Yes
Lucy! : how Lucille Ball did it all		Guglielmo, Amy	Yes
Lupe Lopez: reglas de una estrella de rock!		Charlton-Trujillo, e. E	Yes
La luz de Lucia		Mazo, Margarita del	Yes
Magic of the wizard dragon	Branches: Dragon Masters	West, Tracey	Yes
Magic tree house. 7,Sunset of the sabertooth	Magic Tree House	Laird, Jenny	Yes
Magic tree house. 8,Midnight on the moon	Magic Tree House	Laird, Jenny	Yes
Magnitude		Nielsen, Jennifer A	Yes
Making a splash : how humans consume, control and care for water	Orca Timeline	Nelson, Colleen	Yes
A maleta full of treasures		Sylvester, Natalia	Yes
Manatee summer		Griffith, Evan	Yes
Maptastic! Reimagine the World, One Map at a Time		Dk	Yes
Marcel's masterpiece : how a toilet shaped the history of art		Mack, Jeff	Yes
Mario Kart	Epic: Our Favorite Video Games	Downs, Kieran	Yes
Max Meow. When pancakes go bad (really bad!)	Max Meow	Gallagher, John	Yes
Maya the Ember Dragon	Dragon Girls	Mara, Maddy	Yes
Mayor Hubble is in trouble!	My WeirdER School	Gutman, Dan	Yes
Me gusta		Dominguez, Angela	Yes
Me gusta mi carro	I Like to Read	Robertson, Michael	Yes
Medusa	Myth of Monsters	Marsh, Katherine	Yes
Mercer Mayer's Little Critter. Night night! Sleep tight!	I Can Read! Comics Level 1	Mayer, Mercer	Yes

Mexico vs. Estados Unidos	World Cup Rivals	Allen, Jules	Yes
Mi dia con papa	I Like to Read	Crawford, Rae	Yes
Mi papa es un agricola = my father, the farmworker		Varela, J. Roman Perez	Yes
Mi papa es un cowboy		Seales, Stephanie	Yes
The Midnight Heist	Geronimo Stilton And The Kingdom Of Fantasy	Stilton, Geronimo	Yes
Minecraft	Epic: Our Favorite Video Games	Downs, Kieran	Yes
A mink, a fink, a skating rink : what is a noun?	Words Are CATegorical	Cleary, Brian P	Yes
Mirror mirror	Whatever After	Mlynowski, Sarah	Yes
La mision de la robot salvaje		Brown, Peter	Yes
Miss Kraft is daft!	My WeirdER School	Gutman, Dan	Yes
Missing Mike		Green, Shari	Yes
Mission Manhattan	City Spies	Ponti, James	Yes
Mistaco! : a tale of tragedy y tortillas		Kinkz, Eliza	Yes
Mixed-up		Garcia, Kami	Yes
Monkey King and the world of myths. 2, The battle of the beasts	Monkey King and the World of Myths	Lam, Maple	Yes
Monster hands		Kane, Karen	Yes
More than words : so many ways to say what we mean		MacLean, Roz	Yes
The most magnificent team	Most Magnificent	Spires, Ashley	Yes
Motorcycles	Genius Kid: Vehicles	Latham, Bethany	Yes
Mountain bikes, downhill	Style It: Trends and Fads	Troupe, Thomas Kingsley	Yes
Mountain of Fire --The Eruption and Survivors of Mount St. Helens		Barone, Rebecca E. F	Yes
Mouse and His Dog	Dogtown	Applegate, Katherine	Yes
Mr. Sunny is funny!	My Weird School Daze	Gutman, Dan	Yes
Mr. Tony is full of baloney!	My Weird School Daze	Gutman, Dan	Yes
Mushroom rain		Zimmermann, Laura K	Yes
Mustang horses	Bullfrog Books: Meet the Horses	Koestler-Grack, Rachel A	Yes
My book of frogs and toads	Big Books for Little Naturalists	Valerio, Geraldo	Yes
My father's dragon	My Father's Dragon	Gannett, Ruth Stiles	Yes
My first soccer game	Ready-To-Read: Pre-Level 1-My First	Capucilli, Alyssa Satin	Yes
My heart fills with happiness = Mi corazon se llena de alegria		Gray Smith, Monique	Yes

My life as a billionaire	My Life As...	Tashjian, Janet	Yes
My life as a coder	My Life As...	Tashjian, Janet	Yes
My Little Pony. Detective Hitch	I Can Read! Comics Level 1	Roth, Megan	Yes
My lost freedom : a Japanese American World War II story		Takei, George	Yes
Narvalicornio y Medu	Narwhal and Jelly	Clanton, Ben	Yes
Nat a chance	Nat Enough	Scrivan, Maria	Yes
Nat the cat has a hat	Ready-to-Read: Pre-Level 1-Nat the Cat	Lerner, Jarrett	Yes
Nat the cat has a snack	Ready-to-Read: Pre-Level 1-Nat the Cat	Lerner, Jarrett	Yes
Natalie's sprinkle of light!	Cupcake Diaries: The New Batch	Simon, Coco	Yes
The Nazi Conspiracy --The Secret Plot to Kill Roosevelt, Stalin, and Churchill (Young Reader's Edition)		Meltzer, Brad	Yes
The New Adventures of Disney Pixar Inside out 2 Vol. 2	New Adventures of Disney Pixar Inside Out 2	The Disney Comics Group	Yes
The new adventures of ... Inside out 2. Big feelings	New Adventures of Disney Pixar Inside Out 2	Leong, Sloane	Yes
The Nez Perce		Sneve, Virginia Driving Hawk	Yes
Night Chef		Song, Mika	Yes
Night of the dream dragon	Branches: Dragon Masters	West, Tracey	Yes
Night Stalkers	US Military	Marlin, Charles	Yes
El Nino		Ryan, Pam Munoz	Yes
No cats in the library		Emmons, Lauren	Yes
No more school, April Fools!	My Weird School Special	Gutman, Dan	Yes
Not the worst friend in the world		Rellihan, Anne	Yes
Nuestra clase es una familia		Olsen, Shannon	Yes
Octopus vs. spiny lobster	Torque: Animal Battles	Sommer, Nathan	Yes
Odd couples : a guide to unlikely animal pairs		Birmingham, Maria	Yes
Odder : an otter's story		Applegate, Katherine	Yes
The ofrenda that we built		Gutierrez, Jolene	Yes
Olive Little gets crafty	Kids in Mrs. Z's Class	Urban, Linda	Yes
Olivetti		Millington, Allie	Yes
Olvidame, Nata	Nat Enough	Scrivan, Maria	Yes
The One and Only Family	One and Only	Applegate, Katherine	Yes

One chicken nugget		Bentley, Tadgh	Yes
One cool duck. 4,Camp out!	One Cool Duck	Petrik, Mike	Yes
One day : a true story of survival in the Holocaust		Rosen, Michael	Yes
One, two, three, roar!	Judy Moody and Friends	McDonald, Megan	Yes
One wrong step		Nielsen, Jennifer A	Yes
Only the trees know		Whittingham, Jane	Yes
Onyeka and the heroes of the dawn	Onyeka	Okogwu, Tola	Yes
Our plastic problem : a call for global solutions	Orca Footprints	Durnford, Megan	Yes
Out of my dreams	Out of My Mind	Draper, Sharon M	Yes
Outdoor farm, indoor farm		Metcalfe, Lindsay H	Yes
Over and under the coral reef	Over and Under	Messner, Kate	Yes
Over in the mangroves		Gopal, Jyoti Rajan	Yes
Oviraptor = Oviraptor	Let's Read About Dinosaurs	Mattern, Joanne	Yes
Ozzie	Puppy Place	Miles, Ellen	Yes
Paint with Ploof	Ploof	Clanton, Ben	Yes
Paletero Man		Diaz, Lucky	Yes
Partypooper	Diary of a Wimpy Kid	Kinney, Jeff	Yes
Paws. 1,Gabby gets it together	Paws	Fairbairn, Nathan	Yes
Paws. 4,Hazel has her hands full	Paws	Fairbairn, Nathan	Yes
Paws The Trouble with Leo	Paws	Fairbairn, Nathan	Yes
The pebble : an allegory of the Holocaust		Marcinkevicius, Marius	Yes
Pedro Perfecto, arquitecto	Questioners	Beaty, Andrea	Yes
Pedro Perfecto y la mansion misteriosa	Questioners	Beaty, Andrea	Yes
Pegasus Vs. Unicorn	Mythical Matchups	Sautter, A. J	Yes
La pelea final de tiburones	Who Would Win?	Pallotta, Jerry	Yes
Pencil & Eraser New Friends Rule!	Pencil & Eraser	Alvarado, Jenny	Yes
Penguins = Pinguinos	Baby Animals	Twine, Alice	Yes
Pepe y el desfile : una celebracion de la herencia hispana		Kyle, Tracey	Yes
Percy Jackson and the Olympians the Sea of Monsters the Graphic Novel	Percy Jackson and the Olympians	Riordan, Rick	Yes
El Pez Arcoiris A Contar / the Rainbow FishCounting(Bilingual Edition)	Rainbow Fish	Pfister, Marcus	Yes
El Pez Arcoiris Colores / the Rainbow FishColors(Bilingual Edition)	Rainbow Fish	Pfister, Marcus	Yes

El Pez Arcoiris SE Escapa De La Red (Spanish Edition)	Rainbow Fish	Pfister, Marcus	Yes
El Pez Arcoiris (Spanish Edition)	Rainbow Fish	Pfister, Marcus	Yes
El Pez Arcoiris Trae La Paz (Spanish Edition)	Rainbow Fish	Pfister, Marcus	Yes
The pharaoh vs. the felines	Head-to-Head History	Fox, Jennifer	Yes
The Picasso curse		Gutman, Dan	Yes
Pigs	Bullfrog Books: Animals On The Farm	Dieker, Wendy Strobel	Yes
Piranha school vs. arapaima	Torque: Animal Battles	Sommer, Nathan	Yes
Pizza and Taco. 8,Best Christmas ever!	Pizza and Taco	Shaskan, Stephen	Yes
Pizza and Taco. 9,Coollest club ever!	Pizza and Taco	Shaskan, Stephen	Yes
Platanos go with everything		Norman, Lisette	Yes
Los platanos son amor		Reynoso-Morris, Alyssa	Yes
Playing loteria		Colato Lainez, Rene	Yes
Ploof	Ploof	Clanton, Ben	Yes
Plum to the rescue!	Plum!	Phelan, Matt	Yes
Pluto rocket. 2,Joe Pidge flips a lid	Pluto Rocket	Gilligan, Paul	Yes
Pluto Rocket Over the Moon (Pluto Rocket #4)	Pluto Rocket	Gilligan, Paul	Yes
Pocket Bear		Applegate, Katherine	Yes
Poetry comics		Snider, Grant	Yes
Pope Leo XIV --Making a difference as the first AmericanPo pe	People Who Make a Difference		Yes
Poppleton has fun	Acorn: Poppleton	Rylant, Cynthia	Yes
Poppy Song bakes a way	Kids in Mrs. Z's Class	Glaser, Karina Yan	Yes
La princesa de los duendes	Branches: Unicorn Diaries	Elliott, Rebecca	Yes
El prodigioso viaje de Edward Tulane		DiCamillo, Kate	Yes
Pug Goes to Hollywood	Branches: Diary Of A Pug	May, Kyla	Yes
Pug the Unicorn --a Branches Book	Branches: Diary Of A Pug	May, Kyla	Yes
Pugs	Zoom in on Dogs	Statts, Leo	Yes
Pumpkin and Beetle Two Vampire Cats		Ho, Jannie	Yes
El punto	Creatrilogy	Reynolds, Peter H	Yes
The Pup Days of Summer	Cloud Puppy	Miller, Kelly Leigh	Yes
Puppies = Cachorros	Baby Animals	Twine, Alice	Yes
Q & A about colonial America	Get the Answers!: History	Connors, Kathleen	Yes
Q & A about the age of exploration	Get the Answers!: History	Connors, Kathleen	Yes

Q & A about the Civil War	Get the Answers!: History	Connors, Kathleen	Yes
Q & A about the gold rush	Get the Answers!: History	Proudfit, Benjamin	Yes
Q & A about the Revolutionary War	Get the Answers!: History	Connors, Kathleen	Yes
Q & a about westward expansion	Get the Answers!: History	Connors, Kathleen	Yes
The quacken		Colon, Justin	Yes
Que divertido es mi conejito de indias= My guinea pig is funny	Fun Pet Stories	Nau, Myrna	Yes
Que fue el Holocausto?	What Was...?	Herman, Gail	Yes
Questions and Answers About Dinosaurs		Hibbert, Clare	Yes
Questions and Answers About Space		Sparrow, Giles	Yes
The Racc Pack. Volume 2, Prince and the pawper	Racc Pack	Cooke, Stephanie	Yes
Rachel Carson's wonder-filled world : how the scientist, writer, and nature lover changed the environmental movement		Hannigan, Kate	Yes
Rattlesnakes = Serpientes de cascabel	Animals That Live In The Desert	Macken, JoAnn Early	Yes
Razzle dazzle	Unicorn and Yeti	Burnell, Heather Ayris	Yes
Reptile Fact Frenzy!	Fact Frenzy	Ringstad, Arnold	Yes
The revenge of Dr. Von Naysayer	DATA Set	Hopper, Ada	Yes
Revenge of the raccoons	Branches: Pets Rule!	Tan, Susan	Yes
A risky game	Liars Society	Gerber, Alyson	Yes
Robot salvaje	Wild Robot	Brown, Peter	Yes
The rock in my throat		Yang, Kao Kalia	Yes
Rock Paper Incisors A Skunk and Badger Story	Skunk and Badger	Timberlake, Amy	Yes
Rocket arm		Green, Tim	Yes
Rohan Murthy has a plan	Kids in Mrs. Z's Class	LaRocca, Rajani	Yes
Rolling on	Roll With It	Sumner, Jamie	Yes
Ron Weasley	Pocket Potters: Little Guides to the Harry Potter Books	Rowling, J. K	Yes
Rosa Pionera y las remachadoras rechinantes	Questioneers	Beaty, Andrea	Yes
Salem witch trials	History Smashers	Messner, Kate	Yes
Scat : the Incredible Science of Wildlife Poop	Books for a Better Earth	Sanchez, Anita	Yes
Sea turtles	Under the Sea Animals	Culliford, Amy	Yes
Seahorses	Under the Sea Animals	Culliford, Amy	Yes
The search for Carmella	Hidden Wonders	Savage, Chloe	Yes

The search for the secret garden	Geronimo Stilton: Thea Stilton	Stilton, Thea	Yes
A Secret Escape	Liars Society	Gerber, Alyson	Yes
The secret life of a sea turtle		Bearzi, Maddalena	Yes
The secret of the lost gold	Branches: Unicorn Diaries	Elliott, Rebecca	Yes
Seeds of discovery : how Barbara McClintock used corn and curiosity to solve a science mystery and win a Nobel Prize		Alexander, Lori	Yes
Selena the Sunflower	Dragon Girls	Mara, Maddy	Yes
Sew Much Trouble	InvestiGators: Agents of S. U. I. T.	Green, John Patrick	Yes
Sharks	Under the Sea Animals	Culliford, Amy	Yes
Sheep	Bullfrog Books: Animals On The Farm	Dieker, Wendy Strobel	Yes
Shetland ponies	Bullfrog Books: Meet the Horses	Koestler-Grack, Rachel A	Yes
The Shoshone	Blastoff! Discovery: Native American Nations	Marcks, Betty	Yes
Sib squad. 2,Flying high!	Sib Squad	Breen, Steve	Yes
The Six Triple Eight		Abari, Tonya	Yes
Sky & Ty. 1,Howdy, partner!	Sky & Ty	Breen, Steve	Yes
Slugfest		Korman, Gordon	Yes
Small shoes, great strides : how three brave girls opened doors to school equality		Nelson, Vaunda Micheaux	Yes
Smurfs Mind the Cat	I Can Read! Comics Level 1	Peyo	Yes
Snoop		Korman, Gordon	Yes
Snow		Trehan, Meera	Yes
Snowboarding	Amazing Winter Olympics	Gish, Ashley	Yes
Soccer	Genius Kid: Sports	Leatherland, Noah	Yes
Solo ayuda! : como construir un mundo mejor		Sotomayor, Sonia	Yes
Somos guardianes del agua		Lindstrom, Carole	Yes
Sonic the Hedgehog	Epic: Our Favorite Video Games	Downs, Kieran	Yes
Sonic the Hedgehog. 17,Adventure awaits	Sonic the Hedgehog (IDW)	Flynn, Ian	Yes
Sonic the Hedgehog. 18,Extreme competition.	Sonic the Hedgehog (IDW)		Yes
The spice box		Sriram, Meera	Yes
The spider lady : Nan Songer and her arachnid WW II army		Klostermann, Penny Parker	Yes

A spider named Itsy		Light, Steve	Yes
Spirited. 4,Fangs for the memories	Spirited	Livingston, Liv	Yes
Spooky		Garland, Sally Anne	Yes
Spy School Blackout	Spy School	Gibbs, Stuart	Yes
Spy School Goes Wild	Spy School	Gibbs, Stuart	Yes
Spy School Secret Service the Graphic Novel	Spy School	Gibbs, Stuart	Yes
Spy ski school, the graphic novel	Spy School	Gibbs, Stuart	Yes
Start with a teapot : an unexpected guide to the art of drawing		Lax, Enric	Yes
Stella & Marigold	Stella & Marigold	Barrows, Annie	Yes
Stella : ranch patrol	Dogs With a Purpose	Cameron, W. Bruce	Yes
Stinetinglers 3 : more chilling stories by the master of scary tales	Stinetinglers	Stine, R. L	Yes
Stinetinglers 4 : 3 chilling tales by the master of scary stories	Stinetinglers	Stine, R. L	Yes
Stitch : reimagining Frankenstein		Kenny, Pdraig	Yes
Stuck	Click	Miller, Kayla	Yes
El sueno de Chocolate		Blasco, Elisabet	Yes
Sugar shack		Knisley, Lucy	Yes
The summer of the fortune tellers		Greenwald, Lisa	Yes
Sunny	Dog Diaries (Random House)	Klimo, Kate	Yes
Super ants	Nature's Superheroes	Kenney, Karen Latchana	Yes
Super boba cafe. 2,Home sea home	Super Boba Cafe	Chanani, Nidhi	Yes
Super Business! (Simon and Chester Book #6)	Simon and Chester	Atkinson, Cale	Yes
Super cockroaches	Nature's Superheroes	Kenney, Karen Latchana	Yes
Super Goat Girl		Baptiste, Tracey	Yes
Super Hugo. 1.Soy un dinosaurio!	Super Magic Boy	Rosello, Jarod	Yes
Super hummingbirds	Nature's Superheroes	Kenney, Karen Latchana	Yes
The Super Jump Between Worlds! a Branches Book	Branches: Press Start!	Flintham, Thomas	Yes
Super Mario Bros.	Epic: Our Favorite Video Games	Downs, Kieran	Yes
Super pancake and the mini muffin mayhem	Super Pancake	Lloyd, Megan Wagner	Yes
Super Pancake and the Terrible Toast	Super Pancake	Wagner Lloyd, Megan	Yes
Super pug	Branches: Diary Of A Pug	May, Kyla	Yes

Super Rabbit Boy vs. the Gigabot!	Branches: Press Start!	Flintham, Thomas	Yes
Super rats	Nature's Superheroes	Kenney, Karen Latchana	Yes
Supernarval y Medu Shock	Narwhal and Jelly	Clanton, Ben	Yes
Survive this safari		Richards, Natalie D	Yes
Survivors : true stories of children in the Holocaust		Zullo, Allan	Yes
Susan	Dog Diaries (Random House)	Klimo, Kate	Yes
Sweet justice : Georgia Gilmore and the Montgomery Bus Boycott		Rockliff, Mara	Yes
Synclaire Fields knows the score	Kids in Mrs. Z's Class	Rhuday-Perkovich, Olugbemisola	Yes
The tail of Emily Windsnap	Emily Windsnap	Kessler, Liz	Yes
A Tale of Two Teachers --Original Marvel Graphic Novel	Hulk Teach!	Brown, Jeffrey	Yes
Talons of Power	Wings Of Fire	Sutherland, Tui T	Yes
A Taste of the World --What People Eat and How They Celebrate Around the Globe (New Edition)		Little Gestalten	Yes
Tate Tuber, Space Spud		Slack, Michael	Yes
The teeny-weeny unicorn		Harris, Shawn	Yes
The Teeny-Weeny Unicorn's great big wish		Harris, Shawn	Yes
La telarana de Carlota		White, E. B	Yes
Ten little rabbits		Sendak, Maurice	Yes
Thank you, ants	Animals We Can't Live Without	Huddleston, Emma	Yes
Thank you, bees	Animals We Can't Live Without	Erickson, Marty	Yes
Thank you, corals	Animals We Can't Live Without	Huddleston, Emma	Yes
Thank you, earthworms	Animals We Can't Live Without	Huddleston, Emma	Yes
Thank you, frogs	Animals We Can't Live Without	Huddleston, Emma	Yes
Thank you, raptors	Animals We Can't Live Without	Pearson, Marie	Yes
Thank you, termites	Animals We Can't Live Without	Erickson, Marty	Yes
There's a skunk in my bunk!	My Weird School Special	Gutman, Dan	Yes
They call me Teach : lessons in freedom		Cline-Ransome, Lesa	Yes
Thick as Thieves --a Graphic Novel	Sidekicks	Santat, Dan	Yes
Things Scientists Don't Know Yet -- Examining the Questions That We Don't Know the Answers To!		Gallivan, Peter	Yes
This book is dangerous!	Narwhal and Jelly (Picture book)	Clanton, Ben	Yes

This little pup went to the market	Good Dog (Little Simon)	Higgins, Cam	Yes
Thomas Jefferson's battle for science : bias, truth, and a mighty moose!		Anderson, Beth	Yes
Time to make art		Mack, Jeff	Yes
The Titanic	History Smashers	Messner, Kate	Yes
The to the Top of the World Barbara Hillary First Black Woman to Reach the North and South Poles		Blumenthal, Deborah	Yes
Todo el mundo cabe aqui		Penfold, Alexandra	Yes
Tom Brady vs. Peyton Manning : football legends face off	Sports Illustrated Kids: Legend vs. Legend	Mann, Dionna L	Yes
Too much! : an overwhelming day		Gutierrez, Jolene	Yes
Too uncool for school	Middle School	Patterson, James	Yes
Towed by toad		Awan, Jashar	Yes
Travis Davenport Gets a Life!	Travis Davenport For the Win! Trilogy	Molebash, Wes	Yes
The tree of life : how a Holocaust sapling inspired the world		Boxer, Elisa	Yes
Troubling tonsils!	Jasper Rabbit Creepy Tales	Reynolds, Aaron	Yes
Trucks	Genius Kid: Vehicles	Latham, Bethany	Yes
Turkeys	Bullfrog Books: Animals On The Farm	Dieker, Wendy Strobel	Yes
The U.S. Constitution and you		Sobel, Syl	Yes
The ultimate book of big cats : your guide to the secret lives of these fierce, fabulous felines		Winter, Steve	Yes
The ultimate book of whales : up-close encounters with earth's mightiest mammals	Ultimate Books	Skerry, Brian	Yes
Ultimate Pterosaur rumble	Who Would Win?	Pallotta, Jerry	Yes
El ultimo arbol		Quintana Silva, Maria	Yes
Underwater battles		Pallotta, Jerry	Yes
Unico. 2,Hunted	Unico	Sattin, Samuel	Yes
Unico --Lost	Unico	Tezuka, Osamu	Yes
Unicorn book club	Phoebe And Her Unicorn	Simpson, Dana	Yes
Unicorn Secrets Another Phoebe and Her Unicorn Adventure	Phoebe And Her Unicorn	Simpson, Dana	Yes
Unicorn time machine : another Phoebe and her unicorn adventure	Phoebe And Her Unicorn	Simpson, Dana	Yes

Up in the blue sky : journey from the Earth's surface to outer space	Orca Up and Down	Accinelli, Gianumberto	Yes
Up, up, ever up! : Junko Tabai : a life in the mountains		Yasuda, Anita	Yes
US Space Force	US Military	Marlin, Charles	Yes
Vamos a Havana		Rodriguez, Patty	Yes
Vamonos a Santo Domingo = Let's go to Santo Domingo	Lil' Libros: Board Books	Rodriguez, Patty	Yes
Vamos! Vamos al mercado	World of Vamos!	Raul the Third	Yes
The very lonely firefly	Step Into Reading-Step 2	Carle, Eric	Yes
The Vida The Mice Cat, and the Alebrije		Tonatiuh, Duncan	Yes
Vortex of the chaos dragon	Branches: Dragon Masters	West, Tracey	Yes
Waffle Lot of Love (A Narwhal and Jelly Book #10)	Narwhal and Jelly	Clanton, Ben	Yes
Wagnificent. 2,A new dog in the den	Wagnificent	Murguia, Bethanie Deeney	Yes
Wags to Wishes	Sophie (Marble Press)	Anderson, Brian	Yes
Walruses	Under the Sea Animals	Culliford, Amy	Yes
War games		Gratz, Alan	Yes
The War of 1812	Torque: War Histories	Monroe, Alex	Yes
The war of the witches	Dragons in a Bag	Elliott, Zetta	Yes
The War on Terror	Torque: War Histories	Monroe, Alex	Yes
Warriors graphic novel. The prophecies begin.2	Warriors Graphic Novel: The Prophecies Begin	Riess, Natalie	Yes
Warriors graphic novel. The prophecies begin.3	Warriors Graphic Novel: The Prophecies Begin	Riess, Natalie	Yes
Ways to build dreams	Ryan Hart	Watson, Renee	Yes
Wayward creatures		Lorentz, Dayna	Yes
We are definitely human		Fang, X	Yes
We match!		Barton, Chris	Yes
Welcome to Our Playground A Celebration of Games Children Play Everywhere	Welcome to Our...	Butterfield, Moira	Yes
Welcome to scare school	Scare School Diaries	Lerner, Jarrett	Yes
What can you do with a paleta?		Tafolla, Carmen	Yes
What happens at a crayon factory?	Where People Work	Guidone, Lisa M	Yes
What Is Lunar New Year?	What Was...?	Jun Kirklin, Vivian	Yes
What's inside a caterpillar cocoon? : and other questions about moths & butterflies	What's Inside? (Dragonfly)	Ignotofsky, Rachel	Yes

What's It Made Of? the Materials That Shape Our World		Dk	Yes
Who got game? Basketball : amazing but true stories!	Who Got Game?	Barnes, Derrick	Yes
Who's been sleeping in my grave?	Ghosts Of Fear Street	Roos, Stephen	Yes
The wild robot on the island		Brown, Peter	Yes
Wish in a tree		Hunt, Lynda Mullaly	Yes
A wolf called Fire	Voice of the Wilderness	Parry, Rosanne	Yes
Women's right to vote	History Smashers	Messner, Kate	Yes
The World Entire A True Story of an Extraordinary World War II Rescue		Brown, Elizabeth	Yes
The world's biggest food fight! : the incredible story of the Festival of La Tomatina		Kyle, Tracey	Yes
Wyatt Hill brings a lizard to school	Kids in Mrs. Z's Class	Schrefer, Eliot	Yes
Yefferson, actually = En realidad, es Yefferson	Lil' Libros: Picture Books	Trejo, Katherine	Yes
Yo tambien!	I Like to Read	Gorbachev, Valeri	Yes
You make the world		Van, Muon	Yes
Your pal Fred. 3,The glitch	Your Pal Fred	Rex, Michael	Yes
Your turn Marisol Rainey	Maybe Marisol	Kelly, Erin Entrada	Yes

<b>Title</b>	<b>Author</b>	<b>New to Collection</b>
1,000 amazing gross facts	Derrick, Stevie	Yes
1,000 amazing weird facts	Mills, Andrea	Yes
100 inventions that shaped world history	Yenne, Bill	Yes
100 things to know about planet Earth	Martin, Jerome	Yes
100 things to know about science	Frith, Alex	Yes
100 things to know about space	Frith, Alex	Yes
100 things to know about the unknown	Martin, Jerome	Yes
101 things to do with a cake mix	Ashcraft, Stephanie	Yes
101 things to do with a slow cooker	Ashcraft, Stephanie	Yes
101 things to do with chocolate	Ashcraft, Stephanie	Yes
101 things to do with ramen noodles	Patrick, Toni	Yes
12 children who changed the world	McCullum, Kenya	Yes
12 iconic American battles	Ventura, Marne	Yes
12 pandemic problem solvers who changed the world	Loureiro, Stephanie	Yes
12 Strays of Christmas --A Wish Novel	McKearin, Natalie	Yes
Alebrijes	Higuera, Donna Barba	Yes
Alfa Romeo : a legacy from Milan	Lawson, Carlie	Yes
Alice Through the Looking Glass (Bilingual Russian-English)	Carroll L	Yes
Aliens and UFOs : investigating history's mysteries	Spilsbury, Louise	Yes
All for the game	Buchta, Heather	Yes
All paths lead to Paris	Fedel, Sabrina	Yes
All's fair in love and field hockey	Rosewater, Kit	Yes
All the blues in the sky	Watson, Renee	Yes
All the jingle ladies	Garrod, Beth	Yes
All the love under the vast sky		Yes
All these sunken souls : a black horror anthology		Yes
Almost sunset	Algarmi, Wahab	Yes
Always isn't forever	Cervantes, J. C	Yes
Amari and the Night Brothers #4	Alston, B. B	Yes
The Amazing Generation How to Choose Fun and Freedom in a Screen-Filled World	Haidt, Jonathan	Yes

Andy Warner's oddball histories. Spices and spuds : how plants made our world	Warner, Andy	Yes
Are you afraid of the dark? 2, The sinister sisters and other terrifying tales	Brown, Roseanne A	Yes
Arizona Cardinals	Coleman, Ted	Yes
Arizona Cardinals	Gitlin, Marty	Yes
Around the Spider-Verse : an original graphic novel collection.		Yes
Artifice	Cameron, Sharon	Yes
As you wish	Jones, Nashae	Yes
Asgardians --Loki	O'Connor, George	Yes
The assassin game	McKay, Kirsty	Yes
Asterix. Volume thirteen	Ferri, Jean-Yves	Yes
At last she stood : how Joey Guerrero spied, survived, and fought for freedom	Kelly, Erin Entrada	Yes
At the Edge of Lost	Brockenbrough, Martha	Yes
Atlanta Falcons	Hanlon, Luke	Yes
Atlanta Falcons	McMahon, Dave	Yes
Atlanta Hawks	Tischler, Joe	Yes
Attacked! : Pearl Harbor and the day war came to America	Favreau, Marc	Yes
Avatar, the last airbender. Azula in the spirit temple	Hicks, Faith Erin	Yes
Away	Freeman, Megan E	Yes
Bad Boy A Graphic Memoir	Myers, Walter Dean	Yes
Bad Cheerleader	Thayer, Alex	Yes
Bad Creek	Peyton June	Yes
Baltimore Ravens	Hanlon, Luke	Yes
Baltimore Ravens	Jasner, Andy	Yes
Band nerd	Willis, Sarah Clawson	Yes
Beasts	Bjerkeland, Ingvild	Yes
Become a vehicle mechanic : car maintenance, bike repair & more	Kuehl, Ashley	Yes
Bellegarde	Lilac, Jamie	Yes
Bendy and the Silver Screams	Scheidt, Dave	Yes
Bentley : the best in its class	Lawson, Carlie	Yes
Berry Parker doesn't catch crushes	Davis, Tanita S	Yes

Best summer ever	Cunsolo, Jessica	Yes
Besties. Prank war	Miller, Kayla	Yes
Besties Set Sail	Miller, Kayla	Yes
Better than revenge	West, Kasie	Yes
The better to eat you with	Mejia, Tehlor Kay	Yes
Big book of facts	Chiu, Amy	Yes
The big book of useless science knowledge : 250 of the coolest, weirdest, and most unbelievable science facts you won't be taught in school		Yes
The big, fun book of fake-out cakes.		Yes
The big, fun kids baking book.		Yes
Birds	Buckey, A. W	Yes
Blood in the water	Jackson, Tiffany D	Yes
BMW : performance and precision	Newson, Anne	Yes
Bones and berserkers : 13 true tales of terror	Hale, Nathan	Yes
The books of Clash. Legendary legends of legendary achievement. Volume 1	Yang, Gene Luen	Yes
The books of Clash. Legendary legends of legendary achievement. Volume 2	Yang, Gene Luen	Yes
The books of Clash. Legendary legends of legendary achievement. Volume 3	Yang, Gene Luen	Yes
The books of Clash. Legendary legends of legendary achievement. Volume 4	Yang, Gene Luen	Yes
The books of Clash. Legendary legends of legendary achievement. Volume 5	Yang, Gene Luen	Yes
The Books of Clash --Legendary Legends of Legendary Achievement, Volume 6	Yang, Gene Luen	Yes
The Books of Clash Volume 7 -- Legendary Legends of Legendary Achievement	Yang, Gene Luen	Yes
Boot camp	Musa, Gina	Yes
Boot camp	Musa, Gina	Yes
The Boston Celtics	Stewart, Mark	Yes
Boston Celtics	Tischler, Joe	Yes
The boy who followed his father into Auschwitz : a true story retold for young readers	Dronfield, Jeremy	Yes

The Boyfriend Contract	Nguyen, Jenn P	Yes
The Boyfriend Launcher	Garrett, Raechell	Yes
Breaking the ice	Blitt, Natalie	Yes
Buffalo Bills	Beattie, Charlie	Yes
Buffalo Bills	Robinson, Tom	Yes
Build It! A Minecraft Guide	Gregory, Josh	Yes
The Burning Season	Rose, Caroline Starr	Yes
Butt or face? Vol. 3, Super gross butts	Lavelle, Kari	Yes
Butt or Face? Volume 4 Ador-A-Butts!	Lavelle, Kari	Yes
Bye forever, I guess	Meadows, Jodi	Yes
Call of duty, warzone : beginner's guide	Gregory, Josh	Yes
Carolina Panthers	Hanlon, Luke	Yes
Carolina Panthers	Joura, Brian	Yes
Carousel summer	Gros, Kathleen	Yes
Cats	Burling, Alexis	Yes
Charlie Thorne and the Royal Society	Gibbs, Stuart	Yes
Charmed	Calonita, Jen	Yes
Chef's secret	Yang, Kelly	Yes
Chi Chi's Story	Andrus, Aubre	Yes
Chicago Bears	Castle, George	Yes
Chicago Bears	Kortemeier, Todd	Yes
The Chicago Bulls	Stewart, Mark	Yes
Chicago Bulls	Tischler, Joe	Yes
Chloe. 7, Truth & dare	Tessier, Greg	Yes
Cincinnati Bengals	Gitlin, Marty	Yes
Cincinnati Bengals	Hanlon, Luke	Yes
The cities book : a journey through 86 of the world's greatest cities	Carswell, Heather	Yes
City of dragons. 3, Quest for the true dragon	Yogis, Jaimal	Yes
Clementine and Danny save the world (and each other)	Blackburne, Livia	Yes
Cleveland Browns	Beattie, Charlie	Yes
Cleveland Browns	Gitlin, Marty	Yes
Cleveland Cavaliers	Tischler, Joe	Yes

Climate champions : 15 women fighting for your future	Sarah, Rachel	Yes
Clutch time	Butler, Caron	Yes
Coach	Reynolds, Jason	Yes
Cold Blood	Wills, S.j	Yes
Combat! A Minecraft Guide	Gregory, Josh	Yes
A compendium of curious contraptions : a guessing game about history's most unusual artifacts	Goldfield, Anna	Yes
Confessions from the Group Chat	Meadows, Jodi	Yes
Corvette : the classic American sports car	Newson, Anne	Yes
Coyote Lost and Found	Gemeinhart, Dan	Yes
Cristiano Ronaldo	Goodman, Michael E	Yes
Cursed tombs and lost treasure : investigating history's mysteries	Spilsbury, Louise	Yes
D&D Dungeon Club. 1, Roll call	Ostertag, Molly Knox	Yes
D&D Dungeon Club. 2, Time to party	Ostertag, Molly Knox	Yes
Dallas Cowboys	Beattie, Charlie	Yes
Dallas Cowboys	Hanlon, Luke	Yes
The Dallas Cowboys	Stewart, Mark	Yes
Dallas Cowboys vs. Philadelphia Eagles : rival rumble	Colich, Abby	Yes
The Dallas Mavericks	Stewart, Mark	Yes
Dallas Mavericks	Tischler, Joe	Yes
The Dark Cove Theatre Society	Riley, Sierra Marilyn	Yes
Dawn on the Coast	Nopra, Arley	Yes
Dead Ends! Flukes, Flops & Failures That Sparked Medical Marvels	Fitzharris, Lindsey	Yes
Dead flip	Farizan, Sara	Yes
Dead in the water	Weinberger, Justin	Yes
Death in the jungle : murder, betrayal, and the lost dream of Jonestown	Fleming, Candace	Yes
Denver Broncos	Beattie, Charlie	Yes
Denver Broncos	Howell, Brian	Yes
The Denver Nuggets	Stewart, Mark	Yes
Denver Nuggets	Tischler, Joe	Yes
Detroit Lions	Beattie, Charlie	Yes

Detroit Lions	Tustison, Matt	Yes
Detroit Pistons	Bulcao, Denny	Yes
Didn't see that coming	Sutanto, Jesse Q	Yes
Dog Man. Big Jim believes	Pilkey, Dav	Yes
Dogs	Mooney, Carla	Yes
Don't cause trouble	Chung, Arree	Yes
Down Came the Spiders	Russell, Ally	Yes
The Dragonet Prophecy	Sutherland, Tui T	Yes
Dragons : meet the legendary monsters of mythology	Stevenson, Cait	Yes
Drawn to change the world : 16 youth climate activists, 16 artists	Reynolds, Emma	Yes
Dream	O'Connor, Barbara	Yes
Dream Big	Hale, Shannon	Yes
Dream on	Hale, Shannon	Yes
Drive	Copeland, Cynthia L	Yes
Dungeons & Dragons Dungeon ClubFinal Face-Off	Ostertag, Molly Knox	Yes
Earth Day and the environment	Messner, Kate	Yes
Earth's strangest places : investigating history's mysteries	Spilsbury, Louise	Yes
Earthrise : the story of a photograph that changed the way we see our planet	Marcus, Leonard S	Yes
Eight dates and nights	Alredge, Betsy	Yes
Ellis Island : immigration and the American dream	Galindo, Felipe	Yes
Emiko	Uegaki, Chieri	Yes
The Encanto's daughter	De la Cruz, Melissa	Yes
Enchanting and Brewing A Minecraft Guide	Gregory, Josh	Yes
Encyclopedia of the weird and wonderful : curious and incredible facts that will blow your mind	Rossi, Milo	Yes
Escape from the USS Indianapolis	Marino, Andy	Yes
Everything soccer	Clarke, David J	Yes
The Experiment	Egan, Catherine	Yes
Extra large	Page, Tyler	Yes

Extreme places : the most remote homes on earth	Laroche, Giles	Yes
Factology. Greek myths :open up a world of information!		Yes
Fantastic flora : the world's biggest, baddest, and smelliest plants	Staats, Ann McCallum	Yes
Farther than the moon	Lackey, Lindsay	Yes
Ferrari : pure passion and power	Newson, Anne	Yes
Fever Year	Brown, Don	Yes
FGTeev. The switcheroo rescue!		Yes
Find her	Reno, Ginger	Yes
Finders keepers	Strand, Jeff	Yes
The firelight apprentice	Paulsen, Bree	Yes
The First Cat in Space and the Baby Pirate's Revenge	Barnett, Mac	Yes
The first cat in space and the wrath of the paperclip	Barnett, Mac	Yes
First Crush	Calin, Casssandra	Yes
Fish	Edwards, Sue Bradford	Yes
Five Nights at Freddy's. Escape the pizzaplex : an interactive novel	Cawthon, Scott	Yes
Five Nights at Freddy's Interactive Novel Box Set	Cawthon, Scott	Yes
Five Nights at Freddy's. Return to the pit : an interactive novel	Cawthon, Scott	Yes
Five nights at Freddy's. Tales from the Pizzaplex.Graphic novel collection vol. 1	Cawthon, Scott	Yes
Five Nights at Freddy's Tales from the Pizzaplex Graphic Novel Collection Vol. 3	Cawthon, Scott	Yes
Flirting with Murder	Sellet, Amanda	Yes
Float. Volume 1	Marchant, Kate	Yes
Forever in blue : the fourth summer of the Sisterhood	Brashares, Ann	Yes
Forever Ripley	Hoyle, McCall	Yes
The Fortnite encyclopedia	Herman, Miles	Yes
Fortress of snow	Dickerson, Melanie	Yes
Forty words for love	Saeed, Aisha	Yes
Freaks : a novel	Riley, Brett	Yes
Free piano (not haunted)	Gardner, Whitney	Yes

From seeds to swords	Cube Kid	Yes
The gathering dark : an anthology of folk horror		Yes
Ghost Circus	Kress, Adrienne	Yes
Ghost queen	Narsimhan, Mahtab	Yes
The ghostkeeper	Taylor, Johanna	Yes
Ghosts and haunted places : investigating history's mysteries	Spilsbury, Louise	Yes
The girl who sang : a Holocaust memoir of hope and survival	Nadel, Estelle	Yes
The glare	Harrison, Margot	Yes
Glimmer of Change	McNicoll, Elle	Yes
Goalkeeper	Bloor, Edward	Yes
Golden State Warriors	Tischler, Joe	Yes
Golden State Warriors Vs. San Antonio Spurs --Rival Rumble	Anderson, Josh	Yes
The great misfortune of Stella Sedgwick	Isabelle, S	Yes
Green Bay Packers	Beattie, Charlie	Yes
Green Bay Packers	Reischel, Rob	Yes
Hatchet girls	Wallach, Diana Rodriguez	Yes
The haunted blizzard	Johnston, Aviaq	Yes
Haunted love	Gallagher, Diana G	Yes
Heart of a samurai : based on the true story of Nakahama Manjiro	Preus, Margi	Yes
Hilo. Book 11, The great space iguana	Winick, Judd	Yes
Hip-hop : the beat of America	Williams, Jarrett	Yes
History Smashers Ancient Egypt	Messner, Kate	Yes
Holy crush a-moly!	Kalkipsakis, Thalia	Yes
Hooves of Death Volume 1	Bragg, Sam	Yes
Hour of the Pumpkin Queen	Shepherd, Megan	Yes
The house next door	Oh, Ellen	Yes
House of ash and bone	Sutherland, Joel A	Yes
House of quiet	White, Kiersten	Yes
The house on the canal	Harding, Thomas	Yes
Houston Rockets	Barry, James	Yes
Houston Texans	Beattie, Charlie	Yes
Houston Texans	Roselius, J Chris	Yes

How to say goodbye in Cuban	Miyares, Daniel	Yes
The hurricane girls	Holt, Kimberly Willis	Yes
The Hybrid Prince	Sutherland, Tui T	Yes
I Survived the Bombing of Pearl Harbor, 1941	Tarshis, Lauren	Yes
I Survived the California Wildfires, 2018	Tarshis, Lauren	Yes
I Survived the Dust Bowl, 1935	Tarshis, Lauren	Yes
I survived the Japanese tsunami, 2011	Ball, Georgia	Yes
I've Got My Love to Keep Me Love	Lockington, Mariama J	Yes
I Was Told There Would Be Romance	Arnold, Marie	Yes
I witnessed. The Lizzie Borden story	Kraatz, Jeramey	Yes
If looks could kill	Berry, Julie	Yes
An immense world : how animals sense Earth's amazing secrets	Anderson, AnnMarie	Yes
An improbable season	Eves, Rosalyn	Yes
Indianapolis Colts	Beattie, Charlie	Yes
Indianapolis Colts	Peloza, Brian	Yes
Influenced	Littman, Sarah	Yes
Insectarium	Goulson, Dave	Yes
Into the rapids	Braden, Ann	Yes
Is it real? : the Loch Ness monster	Fleming, Candace	Yes
Island creatures	Engle, Margarita	Yes
It's about time!	Brown, Don	Yes
It's Jeff! Jeff-verse	Thompson, Kelly	Yes
Jacksonville Jaguars	Beattie, Charlie	Yes
Jacksonville Jaguars	Tustison, Matt	Yes
Jaguar : a tradition of luxury and style	Newson, Anne	Yes
Jane Stays Dreaming	Meiser, Britnee	Yes
Jessi Ramsey, Pet-Sitter --A Graphic Novel	Crenshaw, Ellen T	Yes
Just another meet cute	Nguyen, Jenn P	Yes
Kansas City Chiefs	Beattie, Charlie	Yes
Kansas City Chiefs	Lester, Brian	Yes
Kareem between	Safadi, Shifa Saltagi	Yes
Keep It Clean! Big Ideas That Changed the World #7	Brown, Don	Yes

Keeper of the Lost Cities the Graphic Novel Part 2 Volume 1	Messenger, Shannon	Yes
Kids in the kitchen : 70+ fun recipes for young chefs to stir up!	Perez, Rossini	Yes
Kimmy Carson Is Not Scared		Yes
King : a life : young adult edition	Eig, Jonathan	Yes
Kylian Mbappe	Fargo, Jordan	Yes
Lady knight	Howard, Amalie	Yes
Lamborghini : a fusion of technology and power	Newson, Anne	Yes
Last Chance Dance	Wilson, Lakita	Yes
The last comics on Earth. #3,A song of swords and stuffies	Brallier, Max	Yes
The Last Comics on Earth Across the Doodleverse	Brallier, Max	Yes
The last dragon on Mars	Reintgen, Scott	Yes
The Last Kids on Earth and the Destructor's Lair	Ballier, Max	Yes
The last resort	Kelly, Erin Entrada	Yes
The Last Resort 2	Warga, Jasmine	Yes
The legend of Sleepy Hollow & other stories	Irving, Washington	Yes
Let's make history!	Hale, Nathan	Yes
Library of Lost Girls	Pipps, Kristen	Yes
Library of Lost Girls	Pipps, Kristen	Yes
Library of Lost Girls	Pipps, Kristen	Yes
Lifeboat 5	Hood, Susan	Yes
Limelight	Latulippe, Renee	Yes
Lionel Messi	Goodman, Michael E	Yes
A little bit super : with small powers come big problems		Yes
The loneliest place	Senf, Lora	Yes
Lonely Planet's ultimate travel quiz book. 2 :more fiendish brain-teasers from easy to hard	Fullman, Joe	Yes
Lonely Planet's Ultimate Travel Quiz Book --2000 Brain-Teasers From Easy to Hard		Yes
The longest night	Corpora, Michelle Jabes	Yes

Los Angeles Chargers	Beattie, Charlie	Yes
The Los Angeles Clippers	Stewart, Mark	Yes
Los Angeles Lakers	Barry, James	Yes
The Los Angeles Lakers	Stewart, Mark	Yes
Los Angeles Rams	Hanlon, Luke	Yes
Lost on Doll Island	Ramos-Gomez, Cassandra	Yes
The lost year	Marsh, Katherine	Yes
Love craves cardamom	Avachat, Aashna	Yes
The love match	Taslim, Priyanka	Yes
Love requires chocolate	Stringfield, Ravynn K	Yes
Love Stories	Eulberg, Elizabeth	Yes
The Makers Club : a graphic novel	Yee, Reimena	Yes
Malcolm lives! : the official biography of Malcolm X for young readers	Kendi, Ibram X	Yes
Man made monsters	Rogers, Andrea L	Yes
The Many Misfortunes of Eugenia Wang	Yan, Stan	Yes
Many voices : building Erie, the canal that changed America	Lawlor, Laurie	Yes
The Mario encyclopedia	Ringstad, Arnold	Yes
Maserati : Italian style and performance	Lawson, Carlie	Yes
Masks : a graphic novel	Rae, Margaret	Yes
Match me if you can	Staniszewski, Anna	Yes
Max in the house of spies	Gidwitz, Adam	Yes
Max in the Land of Lies	Gidwitz, Adam	Yes
Mecha-ude, mechanical arms. 1=Mekaude.1	Koyoka, Yoshino	Yes
Medalist. Vol. 4	Tsurumaikada	Yes
Medalist. Vol. 5	Tsurumaikada	Yes
Medalist. Vol. 7	Tsurumaikada	Yes
Medusa	Marsh, Katherine	Yes
Meet me at sunset	Heart, Lee	Yes
Meet me at Wonderland	DeVillers, Julia	Yes
Meet me on Love Street	Heron, Farah	Yes
Meet the Dallas Cowboys	Leed, Percy	Yes
Mercedes-Benz : German engineering excellence	Newson, Anne	Yes

Miami Dolphins	Beattie, Charlie	Yes
Miami Dolphins	McMahon, Dave	Yes
Miami Heat	Barry, James	Yes
The Miami Heat	Stewart, Mark	Yes
Mid-air	Williams, Alicia	Yes
Milwaukee Bucks	Barry, James	Yes
The Minecraft encyclopedia	Madsen, Riley	Yes
Mining and Farming A Minecraft Guide	Gregory, Josh	Yes
Minnesota Vikings	Beattie, Charlie	Yes
Minnesota Vikings	Gitlin, Marty	Yes
Mint to be	Cicatelli-Kuc, Katie	Yes
Miss camper	Fajardo, Kat	Yes
Mixed-up	Garcia, Kami	Yes
Mount Aconcagua	Gish, Melissa	Yes
Mount Denali	Stallings, S. L	Yes
Mount Elbrus	Spengler, Kremena	Yes
Mount Everest	Musolf, Hank	Yes
Mount Kilimanjaro	Bogarad, Leonard	Yes
Mount Kosciuszko	Fox, Jennifer	Yes
Mount Vinson	Gilbert, Sara	Yes
Mountain of Fire --The Eruption and Survivors of Mount St. Helens	Barone, Rebecca E. F	Yes
The muscle cars encyclopedia	Russo, Kristin J	Yes
Mustang : the American muscle car	Newson, Anne	Yes
Mysterious disappearances : investigating history's mysteries	Spilsbury, Louise	Yes
Nat a chance	Scrivan, Maria	Yes
New England Patriots	Beattie, Charlie	Yes
New England Patriots	Motzko, Mary	Yes
New Orleans Saints	Hanlon, Luke	Yes
New Orleans Saints	Howell, Brian	Yes
New York Giants	Beattie, Charlie	Yes
New York Giants	Gitlin, Marty	Yes
New York Jets	Beattie, Charlie	Yes
New York Jets	Robinson, Tom	Yes
New York Knicks	Barry, James	Yes

The New York Knicks	Stewart, Mark	Yes
Neymar	Whitcomb, Aidan	Yes
The NHL encyclopedia	Clarke, David J	Yes
The night war	Bradley, Kimberly Brubaker	Yes
The Nightmare Brigade. Vol. 4,Dust-off dreams	Thilliez, Franck	Yes
No escape	Stoffels, Maren	Yes
Now & When	Wealer, Sara Bennett	Yes
Oakland Raiders	Needham, Tom	Yes
Ocean Apart	Tew, Jill	Yes
Octopus ocean : geniuses of the deep	Leiren-Young, Mark	Yes
Oklahoma City Thunder	Barry, James	Yes
On again, awkward again	Kelly, Erin Entrada	Yes
On guard!	Wasserman, Cassidy	Yes
One day : a true story of survival in the Holocaust	Rosen, Michael	Yes
One step forward	Atkins, Marcie Flinchum	Yes
One wrong step	Nielsen, Jennifer A	Yes
Onyeka and the heroes of the dawn	Okogwu, Tola	Yes
Our World in Pictures Bugs, Butterflies, Beetles and Bees		Yes
Out with a bang	Bakalian, Peter	Yes
Outside	Holm, Jennifer L	Yes
Outsider kids	Tang, Betty C	Yes
The pale queen	Aldridge, Ethan M	Yes
Partypooper	Kinney, Jeff	Yes
Payal Mehta's Romance Revenge Plot	Chhibber, Preeti	Yes
Percy Jackson and the Olympians the Sea of Monsters the Graphic Novel	Riordan, Rick	Yes
Philadelphia 76ers	Bulcao, Denny	Yes
The Philadelphia 76ers	Stewart, Mark	Yes
Philadelphia Eagles	Beattie, Charlie	Yes
Philadelphia Eagles	Robinson, Tom	Yes
Pittsburgh Steelers	Graves, Will	Yes
Pittsburgh Steelers	Robinson, Tom	Yes
A place for vanishing	Fraistat, Ann	Yes

Playing for keeps	Heart, Lee	Yes
Please Pay Attention	Sumner, Jamie	Yes
The poisoned king	Rundell, Katherine	Yes
Poisoned Water --How the Citizens of Flint, Michigan, Fought for Their Lives and Warned the Nation	Cooper, Candy J	Yes
Pokemon : beginner's guide	Gregory, Josh	Yes
The Pokemon encyclopedia	Ringstad, Arnold	Yes
Pop	Korman, Gordon	Yes
Popcorn	Harrell, Rob	Yes
Porsche : the ultimate speed machine	Newson, Anne	Yes
Portland Trail Blazers	Bulcao, Denny	Yes
The professional golf encyclopedia	Stathes, Corbu	Yes
The professional wrestling encyclopedia	Gerard, Mary	Yes
The Prohibition Era : America's war on alcohol	Viola, Jason	Yes
Putin vs. Zelensky : the Russo-Ukrainian war : why it's happening and how it all got started	Thompson, Ben	Yes
Range rover : the ultimate in luxury	Lawson, Carlie	Yes
Rebel Girls Make Dessert	Rebel Girls Inc	Yes
Rebellion 1776	Anderson, Laurie Halse	Yes
Redstone and Transportation A Minecraft Guide	Gregory, Josh	Yes
Reel life	Lynch, Kane	Yes
Reel Love	Woolridge, Addie	Yes
Refugee --the Graphic Novel	Gratz, Alan	Yes
The ribbon skirt	Mukwa, Cameron	Yes
Rick Riordan Presents Last Canto of the Dead an Outlaw Saints Novel, Book 2	Older, Daniel Jos'	Yes
Ride or die	Dawson, Delilah S	Yes
The right call	Greenwald, Tommy	Yes
Rise of the ancients	Weinberger, Justin	Yes
Riverkeeper : Protecting an American River	Castaldo, Nancy	Yes
Rocket arm	Green, Tim	Yes
Rodri	Whitcomb, Aidan	Yes

Rolls-Royce : innovation and aspiration	Lawson, Carlie	Yes
Rosa Parks & Claudette Colvin : civil rights heroes	Baptiste, Tracey	Yes
Run and Hide	Brown, Don	Yes
Running back to you	Henning, Sarah	Yes
Running mates : a novel	Locker, Emily	Yes
Sacramento Kings	Bulcao, Denny	Yes
Safe harbor	Venkatraman, Padma	Yes
Salem witch trials	Messner, Kate	Yes
San Antonio Spurs	Bulcao, Denny	Yes
San Antonio Spurs	Moon, Derek	Yes
San Diego Chargers	Wilson, Bernie	Yes
San Francisco 49ers	Coleman, Ted	Yes
San Francisco 49ers	Lester, Brian	Yes
Sanskari sweetheart	Devarajan, Ananya	Yes
Scary Stories to Tell at Night 13 More Terrifying Tales to Give You Nightmares!	Jones, Stephen	Yes
Scream and scream again! : spooky stories from Mystery Writers of America		Yes
Seattle Seahawks	Coleman, Ted	Yes
Seattle Seahawks	Lester, Brian	Yes
The secret dead club	Strong, Karen	Yes
The secret identity of Devon Delaney	Barnholdt, Lauren	Yes
Secrets We Tell the Sea	Obon, Martha Riva Palacio	Yes
Sew Totally Nala	Rocks!, Misako	Yes
Shaken	Preller, James	Yes
Shiny Happy People	McLeod Chapman, Clay	Yes
Shred or dead	Gambles, D. Bradford	Yes
The sign of the five	Standish, Ali	Yes
Sinner's Isle	Montoya, Angela	Yes
The sky was my blanket : a young man's journey across wartime Europe	Shulevitz, Uri	Yes
Slugfest	Korman, Gordon	Yes
Snoop	Korman, Gordon	Yes
Solo stan	Tucker, Talia	Yes
Space Boy. Volume 19	McCranie, Stephen	Yes

Space Boy. Volume 20	McCranie, Stephen	Yes
Space Boy. Volume 21	McCranie, Stephen	Yes
Space chasers by Leland Melvin	Melvin, Leland	Yes
Spider-Man. Shadow warrior.1	Aoki, Shogo	Yes
Spider-Man: stories from the Spider-Verse		Yes
Spy school blackout	Gibbs, Stuart	Yes
Spy School Secret Service the Graphic Novel	Gibbs, Stuart	Yes
Spy ski school, the graphic novel	Gibbs, Stuart	Yes
St. Louis Rams	Castle, George	Yes
Standoff	Skrypuch, Marsha Forchuk	Yes
Stars in the Daylight Sky	Macgregor, Maya	Yes
Stefi and the Spanish prince	Freitas, Donna	Yes
Stephen McCranie's Space Boy Volume 22	McCranie, Stephen	Yes
Sticking to the Facts --10 Ways to Fight Misinformation	Craigie, Gregor	Yes
Still Alive	Skrypuch, Marsha Forchuk	Yes
Strange and scary creatures : investigating history's mysteries	Spilsbury, Louise	Yes
The strange case of Dr. Jekyll & Mr. Hyde	Stevenson, Robert Louis	Yes
Stuck	Miller, Kayla	Yes
Sugar crash	Di Lorenzo, Melinda	Yes
Swing	Meeker, Audrey	Yes
Take a chance on me	Eulberg, Elizabeth	Yes
Taking up space	Gerber, Alyson	Yes
The tale of the twisted toymaker	Valentine, Danielle	Yes
The Tale of the Vanishing Circus (#3)	Cottingham, Kayla	Yes
Tales of Pirates Adventures on the Seven Seas	Nelson, Katie	Yes
Talons of Power	Sutherland, Tui T	Yes
Taming and Raising Animals A Minecraft Guide	Gregory, Josh	Yes
Tampa Bay Buccaneers	Flynn, Jim	Yes
Tampa Bay Buccaneers	Hanlon, Luke	Yes
The telling	Sirowy, Alexandra	Yes

Tennessee Titans	Beattie, Charlie	Yes
Tennessee Titans	Robinson, Tom	Yes
Tesla : the feeling is electric	Lawson, Carlie	Yes
They All Had a Chance	Leathers, Michele	Yes
They All Had a Fear	Leathers, Michele	Yes
They all had a reason	Leathers, Michele	Yes
They All Had a Secret	Leathers, Michele	Yes
This day changes everything : a novel	Underhill, Edward	Yes
Those we drown		Yes
Time after time	Daughtry, Mikki	Yes
Toronto Raptors	Tischler, Joe	Yes
Total Garbage --A Messy Dive into Trash, Waste, and Our World	Donnelly, Rebecca	Yes
Traitor	Crawford, Terrance	Yes
Trouble with Heroes	Messner, Kate	Yes
The true story of vanilla : how Edmond Albius made history	Richards, Ann	Yes
Twelfth night	Ellinas, Georghia	Yes
The Ultimate (Unofficial) Player's Guide to Minecraft	Gregory, Josh	Yes
Ultraviolet	Salazar, Aida	Yes
Ultraviolet	Salazar, Aida	Yes
The unfinished	Isaacs, Cheryl	Yes
The unforgettable Leta "Lightning" Laurel	Toalson, R. L	Yes
Unico. 2,Hunted	Sattin, Samuel	Yes
An unlikely proposition	Eves, Rosalyn	Yes
The (Unofficial) History of Minecraft	Gregory, Josh	Yes
Unraveled Book 9.5	Messenger, Shannon	Yes
The Unruly Heart of Miss Darcy	Edwards, Erin	Yes
Unstuck	Dee, Barbara	Yes
Until the Clock Strikes Midnight	Dow, Alechia	Yes
The Vanishing of Lake Peigneur A Graphic Novel Based on a True Story	Wolf, Allan	Yes
Las Vegas Raiders	Beattie, Charlie	Yes
Vinicius Junior	Whitcomb, Aidan	Yes

Waist-deep in dung : a stomach-churning look at the grossest jobs throughout history	Virnig, Christine	Yes
Wandering wild	Noni, Lynette	Yes
War games	Gratz, Alan	Yes
Washington Commanders	Graves, Will	Yes
Washington Redskins	Basen, Ryan	Yes
Washington Wizards	Bulcao, Denny	Yes
We Fell Apart a We Were Liars Novel	Lockhart, E	Yes
We need to talk about divorce : an important book about separation, stepfamilies, and feeling heard	Scharff, Kate	Yes
Weirdo	Weaver, Tony	Yes
What Fell from the Sky	Cuevas, Adrianna	Yes
What if you fall for me first?	Miller, G. F	Yes
Where There Be Mosters	Williams, Alby C	Yes
White House secrets : medical lies and cover-ups	Jarrow, Gail	Yes
Who smashed Hollywood barriers with Gung Fu? : Bruce Lee	Robeson, Teresa	Yes
Who was accused in the Salem witch trials? Tituba	Fitzpatrick, Insha	Yes
Who was raised to be the queen of France? : Marie Antoinette	Leopard, Bones	Yes
The wicked unseen	Griffis, Gigi	Yes
Wings of Fire, Books 1-5 --Special Edition Box Set	Sutherland, Tui T	Yes
Wish I was a baller	Shah, Amar	Yes
Wish you weren't here	Baldwin, Erin	Yes
Witches of Brooklyn. 5, Curse & reverse	Escabasse, Sophie	Yes
With a little luck	Meyer, Marissa	Yes
The World Entire A True Story of an Extraordinary World War II Rescue	Brown, Elizabeth	Yes
The world inside	Fields, Jan	Yes
The world soccer encyclopedia	Flynn, Brendan	Yes
World War II Close Up --They Battled in Blizzards	Hopkinson, Deborah	Yes
Written in the stars	Heart, Lee	Yes

Yellow singing sail : a memoir of an only child in China	Huang, Yinfan	Yes
You and Me and the Land of Lost Things	Griffiths, Andy	Yes
You Had Me at Hello World	Wang, Rona	Yes
You're dead to me	Parker, Amy Christine	Yes
You've awoken her	Cardinal, Ann Davila	Yes
Zombie summer camp. #1,A sunset at sunrise	Burns, Jason M	Yes
Zombie summer camp. #2,Undead shenanigans	Burns, Jason M	Yes
Zombie summer camp. #3,A mess in the mess hall	Burns, Jason M	Yes
Zombie summer camp. #4,A long way from tome	Burns, Jason M	Yes
Zombie summer camp. #5,Holly Jo must go	Burns, Jason M	Yes
Zombie summer camp. #6,Blood is thicker than water	Burns, Jason M	Yes
Zyla and Kai	Forest, Kristina	Yes

<b>Title</b>	<b>Author</b>	<b>New to Collection</b>
1,000 places to see before you die	Schultz, Patricia	Yes
1000 record covers	Ochs, Michael	Yes
The 1960s Maps for Curious Minds 100 New Ways to See a Turbulent Decade	Kerr, Gordon	Yes
50 states, 5,000 facts : everything you ever wanted to know-and more!		Yes
99 Things to Do Before You Finish High School (Revised and Updated)	Stalder, Erika	Yes
ACT premium prep 2026.		Yes
ACT total prep 2026.		Yes
Adventure Is out There!	Braswell, Liz	Yes
After We Burned	Nijkamp, Marieke	Yes
The age of magical overthinking : notes on modern irrationality	Montell, Amanda	Yes
AI and deception : plagiarism, deepfakes, and more	Mooney, Carla	Yes
Alebrijes	Higuera, Donna Barba	Yes
All alone with you	Coombs, Amelia Diane	Yes
All my rage	Tahir, Sabaa	Yes
All the light we cannot see : a novel	Doerr, Anthony	Yes
All the Noise at Once	Davis, Deandra	Yes
All the tomorrows after	Yi, Joanne	Yes
Along for the ride : a novel	Dessen, Sarah	Yes
An American marriage	Jones, Tayari	Yes
The angel makers : arsenic, a midwife, and modern history's most astonishing murder ring	McCracken, Patti	Yes
Anonymous noise. 17	Fukuyama, Ryoko	Yes
Anonymous noise. 18	Fukuyama, Ryoko	Yes
Another first chance	Couch, Robbie	Yes
Antigone	Sophocles	Yes
AP biology premium 2026	Wuerth, Mary	Yes
AP calculus premium 2026	Donovan, Dennis	Yes
AP chemistry premium 2026	Jespersen, Neil D	Yes
AP English language and composition premium, 2026	Schanhals, Michael	Yes
AP English literature and composition	Hartnett, Michael	Yes
AP English literature and composition premium, 2025	Ehrenhaft, George	Yes
AP English literature and composition premium, 2026	Schanhals, Michael	Yes
AP environmental science premium, 2026	Thorpe, Gary S	Yes
AP human geography premium, 2026	Marsh, Meredith	Yes

AP microeconomics/macroeconomics premium	Kacapyr, Elia	Yes
AP precalculus premium, 2026	Pawlowski, Christina M	Yes
AP psychology premium, 2026	Weseley, Allyson	Yes
AP statistics premium 2026	Sternstein, Martin	Yes
AP U.S. history premium 2026	Resnick, Eugene V	Yes
AP world history: modern premium 2026	McCannon, John	Yes
Arden high. King cheer	Booth, Molly	Yes
Art forms in the plant world : 120 full-page photographs	Blossfeldt, Karl	Yes
As good as dead : the final to A good girl's guide to murder	Jackson, Holly	Yes
ASAP	Oh, Axie	Yes
The awakening, and other stories	Chopin, Kate	Yes
The ballerina of Auschwitz	Eger, Edith Eva	Yes
Basketball Now! The Inside Stories and the Brightest Stars of the Nba	Grange, Michael	Yes
Beyond the board : the untold story of the world's most daring big wave surfer	Gabeira, Maya	Yes
Bibliophile : an illustrated miscellany	Mount, Jane	Yes
Birdgirl : looking to the skies in search of a better future	Craig, Mya-Rose	Yes
The bitter end	Donne, Alexa	Yes
Blood at the root	Williams, LaDarrion	Yes
Book of facts and trivia. Science	Schlichenmeyer, Terri	Yes
Break to you	Shusterman, Neal	Yes
The breakup artists	Mather, Adriana	Yes
The bucket list : 1000 adventures big & small		Yes
The bucket list North America : 1,000 adventures big and small : United States, Canada, Mexico, the Caribbean	Oswell, Paul	Yes
The bucket list wild : 1000 adventures big & small : animals, birds, fish, nature	Stathers, Kath	Yes
Butt or face? Vol. 3, Super gross butts	Lavelle, Kari	Yes
Butt or Face? Volume 4 Ador-A-Butts!	Lavelle, Kari	Yes
The calculation of you and me	Kaylor, Serena	Yes
Call me Iggy	Aguirre, Jorge Augusto	Yes
Call me Roberto! : Roberto Clemente goes to bat for Latinos	Alonso, Nathalie	Yes
Chamber divers : the untold story of the D-day scientists who changed special operations forever	Lance, Rachel	Yes

Chasing flavor : techniques and recipes to cook fearlessly	Kluger, Dan	Yes
The cities book : a journey through 86 of the world's greatest cities	Carswell, Heather	Yes
Clementine. Book three	Walden, Tillie	Yes
Clementine. Book two	Walden, Tillie	Yes
The color of a lie	Johnson, Kim	Yes
Coming home : a Hopi resistance story = Tutuqaykingaqw nima : hopisino pahan tutqayiwuy ep yorhomti	Honyouti, Mavasta	Yes
The dark becomes her	Lin, Judy I	Yes
Death at Morning House	Johnson, Maureen	Yes
Death at Morning House	Johnson, Maureen	Yes
Death of a Salesman	Miller, Arthur	Yes
The deep dark	Ostertag, Molly Knox	Yes
Defining style : the book of interior design	Freund, Joan Barzilay	Yes
Desert echoes	Nazemian, Abdi	Yes
Difficult girls	Bane, Veronica	Yes
Dispatches from parts unknown	Bliss, Bryan	Yes
Dragonball. 7-8-9	Toriyama, Akira	Yes
Drown me with dreams	Burton, Gabi	Yes
The Dutch house : a novel	Patchett, Ann	Yes
Easy money : cryptocurrency, casino capitalism, and the golden age of fraud	McKenzie, Benjamin	Yes
Eighteen roses	Rogers, Shannon C. F	Yes
The Einstein effect : how the world's favorite genius got into our cars, our bathrooms, and our minds	Cohen, Benyamin	Yes
Eleanor Oliphant is completely fine	Honeyman, Gail	Yes
The elegance of the hedgehog	Barbery, Muriel	Yes
Ellie Haycock is totally normal	Schreiber, Gretchen	Yes
The enigma girls : how ten teenagers broke ciphers, kept secrets, and helped win World War II	Fleming, Candace	Yes
Every borrowed beat	Stewart, Erin	Yes
Every time you hear that song	Voris, Jenna	Yes
The evolution of an idea	Hakim, Joy	Yes
Eyeliners : a cultural history	Hankir, Zahra	Yes
Eyes open	Miller-Lachmann, Lyn	Yes
Family of liars	Lockhart, E.	Yes
Farm animal encyclopedia	Bell, Samantha	Yes
Fearful	Roberts, Lauren	Yes
The first to die at the end	Silvera, Adam	Yes
Fiske guide to colleges, 2025	Fiske, Edward B	Yes

Flour water salt yeast : the fundamentals of artisan bread and pizza	Forkish, Ken	Yes
Four thousand paws : caring for the dogs of the Iditarod : a veterinarian's story	Morgan, Lee	Yes
The friend	Nunez, Sigrid	Yes
Girls who burn	Pagano, MK	Yes
The glass girl	Glasgow, Kathleen	Yes
Glorious rivals	Barnes, Jennifer Lynn	Yes
Good girl, bad blood	Jackson, Holly	Yes
A good girl's guide to murder	Jackson, Holly	Yes
Great Art Explained The Stories Behind the World's Greatest Masterpieces	Payne, James	Yes
The great cool ranch Dorito in the sky	Galarza, Josh	Yes
Great empires : an illustrated atlas	Hyslop, Stephen G	Yes
The Great Gatsby The Complete Novel with 15 Recipes Inspired by the Roaring '20s	Fitzgerald, F. Scott	Yes
A greater goal : the epic battle for equal pay in women's soccer--and beyond	Rusch, Elizabeth	Yes
Grumpy darling	Moody, Alexandra	Yes
Guava and grudges	Castellanos, Alexis	Yes
Guns, germs, and steel : the fates of human societies	Diamond, Jared M	Yes
Half baked harvest quick & cozy	Gerard, Tieghan	Yes
Have you seen this girl	Tyndall, Nita	Yes
The hazards of love. Book 2,As above, so below	Stanley, Stan	Yes
Heartbroken : a tale of the angry queen	Valentino, Serena	Yes
Hearts overboard	Dean, Becky	Yes
Hidden potential : the science of achieving greater things	Grant, Adam	Yes
His Majesty's airship : the life and tragic death of the world's largest flying machine	Gwynne, S. C	Yes
His mortal demise	Le, Vanessa	Yes
History as they saw it : iconic moments from the past in color	Wild, Wolfgang	Yes
The Holy Bible, English Standard Version : containing the Old and New Testaments.		Yes
Homebody	Parish, Theo	Yes
Homebody : a guide to creating spaces you never want to leave	Gaines, Joanna	Yes
How far I'll go	Kendall, Keala	Yes
How the Garcia girls lost their accents	Alvarez, Julia	Yes

How to survive history : how to outrun a Tyrannosaurus, escape Pompeii, get off the Titanic, and survive the rest of history's deadliest catastrophes	Cassidy, Cody	Yes
Humans of New York : stories	Stanton, Brandon	Yes
I am the dark that answers when you call	Shea, Jamison	Yes
I felt myself slipping	Nadine, Ray	Yes
I'll be waiting for you	Turk, Mariko	Yes
I'll love you forever : notes from a K-pop fan	Kwon, Giaae	Yes
I must betray you	Sepetys, Ruta	Yes
Icarus	Ancrum, K	Yes
Impossible city : Paris in the 21st century	Kuper, Simon	Yes
In the Lake of the Woods	O'Brien, Tim	Yes
In the orbit of you : a novel	Schumacher, Ashley	Yes
It's not summer without you	Han, Jenny	Yes
Just until	Moldover, Joseph	Yes
Kaiju no. 8. 11	Matsumoto, Naoya	Yes
Kaiju no. 8. 12	Matsumoto, Naoya	Yes
Kaiju no. 8. 13	Matsumoto, Naoya	Yes
Kaiju no. 8. 14	Matsumoto, Naoya	Yes
Kaiju No. 8, Vol. 15	Matsumoto, Naoya	Yes
Kill the beast : a tale of everyone's favorite guy	Valentino, Serena	Yes
Killer house party	Anderson, Lily	Yes
The king of diamonds : the search for the elusive Texas jewel thief	Pederson, Rena	Yes
Klara and the sun	Ishiguro, Kazuo	Yes
Komi Can't Communicate, Vol. 36	Oda, Tomohito	Yes
Komi Can't Communicate, Vol. 37	Oda, Tomohito	Yes
Komi can't communicate. Volume 10	Oda, Tomohito	Yes
Komi can't communicate. Volume 11	Oda, Tomohito	Yes
Komi can't communicate. Volume 12	Oda, Tomohito	Yes
Komi can't communicate. Volume 13	Oda, Tomohito	Yes
Komi can't communicate. Volume 14	Oda, Tomohito	Yes
Komi can't communicate. Volume 15	Oda, Tomohito	Yes
Komi can't communicate. Volume 16	Oda, Tomohito	Yes
Komi can't communicate. Volume 17	Oda, Tomohito	Yes
Komi can't communicate. Volume 18	Oda, Tomohito	Yes

Komi can't communicate. Volume 19	Oda, Tomohito	Yes
Komi can't communicate. Volume 20	Oda, Tomohito	Yes
Komi can't communicate. Volume 21	Oda, Tomohito	Yes
Komi can't communicate. Volume 22	Oda, Tomohito	Yes
Komi can't communicate. Volume 23	Oda, Tomohito	Yes
Komi can't communicate. Volume 24	Oda, Tomohito	Yes
Komi can't communicate. Volume 25	Oda, Tomohito	Yes
Komi can't communicate. Volume 26	Oda, Tomohito	Yes
Komi can't communicate. Volume 27	Oda, Tomohito	Yes
Komi can't communicate. Volume 28	Oda, Tomohito	Yes
Komi can't communicate. Volume 29	Oda, Tomohito	Yes
Komi can't communicate. Volume 30	Oda, Tomohito	Yes
Komi can't communicate. Volume 31	Oda, Tomohito	Yes
Komi can't communicate. Volume 32	Oda, Tomohito	Yes
Komi can't communicate. Volume 33	Oda, Tomohito	Yes
Komi can't communicate. Volume 34	Oda, Tomohito	Yes
Komi can't communicate. Volume 35	Oda, Tomohito	Yes
Komi can't communicate. Volume 4	Oda, Tomohito	Yes
Komi can't communicate. Volume 5	Oda, Tomohito	Yes
Komi can't communicate. Volume 6	Oda, Tomohito	Yes
Komi can't communicate. Volume 7	Oda, Tomohito	Yes
Komi can't communicate. Volume 8	Oda, Tomohito	Yes
Komi can't communicate. Volume 9	Oda, Tomohito	Yes
Lady knight	Howard, Amalie	Yes
The landscape of home : in the country, by the sea, in the city		Yes
Langston Hughes : poems	Hughes, Langston	Yes
The last city	Nelson, H. J	Yes
The last creation	Nelson, H. J	Yes
The leader's pocket guide : 101 indispensable tools, tips, and techniques for any situation	Baldoni, John	Yes
The leadership journey : how four kids became president	Shamir, Ruby	Yes

Let's get lost : a photographic journey to the world's most stunning remote locations	Beales, Finn	Yes
Let's make bread! : a comic book cookbook	Forkish, Ken	Yes
Light enough to float	Seal, Lauren	Yes
A Little of What You Fancy Irresistible Small-Batch Bakes	Omole, Dee	Yes
Lonely Planet's ultimate travel quiz book. 2 :more fiendish brain-teasers from easy to hard	Fullman, Joe	Yes
Lonely Planet's Ultimate Travel Quiz Book --2000 Brain-Teasers From Easy to Hard		Yes
Lost in Austin : the evolution of an American city	Hannaford, Alex	Yes
Louder than hunger	Schu, John	Yes
Made glorious	Eagar, Lindsay	Yes
Magic in the air : the myth, the mystery, and the soul of the slam dunk	Sielski, Mike	Yes
Make me a liar	Landers, Melissa	Yes
Making monsters : inside stories from the creators of Hollywood's most iconic creatures	Berger, Howard	Yes
Marked man : Frank Serpico's inside battle against police corruption	Florio, John	Yes
The marriage portrait	O'Farrell, Maggie	Yes
Mastering Social Media for Success	Morkes, Andrew	Yes
The memory keeper's daughter	Edwards, Kim	Yes
Mexican Gothic	Moreno-Garcia, Silvia	Yes
The miraculous day of Amalia Gomez : a novel	Rechy, John	Yes
Motorcycle : the definitive visual history.		Yes
Mrs. Dalloway	Woolf, Virginia	Yes
My hero academia. Vol. 15, Fighting fate	Horikoshi, Kohei	Yes
My hero academia. Vol. 31	Horikoshi, Kohei	Yes
My hero academia. Vol. 32, Your turn	Horikoshi, Kohei	Yes
My hero academia. Vol. 33, From Class A to one for all	Horikoshi, Kohei	Yes
My hero academia. Vol. 34, United States of America	Horikoshi, Kohei	Yes
My hero academia. Vol. 35, Battle flame	Horikoshi, Kohei	Yes
My hero academia. Vol. 36, Two flashfires	Horikoshi, Kohei	Yes
My hero academia. Vol. 37, Those who defend, those who violate	Horikoshi, Kohei	Yes
My hero academia. Vol. 38, Hopes	Horikoshi, Kohei	Yes

My hero academia. Vol. 39, Battle without a quirk	Horikoshi, Kohei	Yes
My hero academia. Vol. 40, The end of an era, and...	Horikoshi, Kohei	Yes
My hero academia. Vol. 41, Overlay	Horikoshi, Kohei	Yes
My Hero Academia, Vol. 42	Horikoshi, Kohei	Yes
My hero academia. Vol. 9, My hero	Horikoshi, Kohei	Yes
My Throat an Open Grave	Bovalino, Tori	Yes
Mysteries of the national parks : 35 stories of baffling disappearances, unexplained phenomena, and more	Bezemek, Mike	Yes
National Geographic illustrated guide to wildlife : from your backdoor to the great outdoors : mammals/birds/reptiles & amphibians/aquatic life/insects & spiders.		Yes
National Geographic visual atlas of the world.		Yes
Nature at night : discover the hidden world that comes alive after dark	Hood, Charles	Yes
NFL moments : 125 icons and stories that define the NFL	Maki, Allan	Yes
Not about a boy	Hollis, Myah	Yes
Not dead enough	Neiheiser, Tyffany D	Yes
Not like other girls	Adamo, Meredith	Yes
Now, conjurers	Kolsch, Freddie	Yes
Oathbound	Deonn, Tracy	Yes
The official ACT prep guide, 2025-2026.		Yes
On the bright side	Sortino, Anna	Yes
One last breath	Sain, Ginny Myers	Yes
One of us is back	McManus, Karen M.	Yes
One of us is lying	McManus, Karen M.	Yes
One-Punch Man. 29, Renewed effort	ONE	Yes
One-Punch Man. 30, Greatest obstacle/	ONE	Yes
One-Punch Man. 31, Supreme purgatorial explosive heat wave-motion gun	ONE	Yes
Only she came back	Harrison, Margot	Yes
The other Americans	Lalami, Laila	Yes
Our wicked histories	Goldsmith, Amy	Yes
Out of the box : the rise of sneaker culture		Yes
The painter and the president : Gilbert Stuart's brush with George Washington	Albee, Sarah	Yes
Paying for college : financing your future	Tell, Julia	Yes

People	Spier, Peter	Yes
Pick the lock	King, A. S	Yes
Pick-up game : a full day of full court		Yes
Plantopedia : the definitive guide to houseplants	Camilleri, Lauren	Yes
Play it forward : how women are changing sports to change the world		Yes
Please be my star	Elliott, Victoria Grace	Yes
Poems	Plath, Sylvia	Yes
Poems	Whitman, Walt	Yes
Poems about trees		Yes
Pope Leo Xiv --the First American Pontiff	Kengor, Paul	Yes
The prom queen	Stine, R. L	Yes
PSAT/NMSQT study guide premium 2026	Stewart, Brian W	Yes
The remains of the day	Ishiguro, Kazuo	Yes
The rest is history : history's most curious questions answered	Holland, Tom	Yes
Rick Sammon's travel and nature photography.	Sammon, Rick	Yes
Rising from the ashes : Los Angeles, 1992 : Edward Jae Song Lee, Latasha Harlins, Rodney King, and a city on fire	Yoo, Paula	Yes
Rival Darling	Moody, Alexandra	Yes
Road masters : 150 cars that changed the world	Morley, Dave	Yes
Rogues : true stories of grifters, killers, rebels, and crooks	Keefe, Patrick Radden	Yes
The Rosewood hunt	Reed, Mackenzie	Yes
Ruin road	Giles, Lamar	Yes
Salvage the bones : a novel	Ward, Jesmyn	Yes
SAT premium prep 2026.		Yes
Says who? : a kinder, funner usage guide for everyone who cares about words	Curzan, Anne	Yes
The sciencebook : everything you need to know about the world and how it works		Yes
Secrets, Spells, and Chocolate	Churchill, Marisa	Yes
The sequel	Korelitz, Jean Hanff	Yes
Shadows of truth	Scholte, Astrid	Yes
Sheine Lende	Little Badger, Darcie	Yes
Shift happens : the history of labor in the United States	Mann, J. Albert	Yes
A short history of the world in 50 failures	Gazur, Ben	Yes
Side quest : a visual history of roleplaying games	Sattin, Samuel	Yes
Signs preceding the end of the world	Herrera, Yuri	Yes

Sing me to sleep	Burton, Gabi	Yes
Six truths and a lie	Shukairy, Ream	Yes
The Soccer 100	The Athletic	Yes
Sonnets		Yes
Stephen King : his life, work, and influences	Vincent, Bev	Yes
Stranger things library edition. Volume four.		Yes
Strong like you	Simpson, T. L	Yes
Student world atlas.		Yes
The summer I turned pretty	Han, Jenny	Yes
Sunrise nights	Zentner, Jeff	Yes
The survivor wants to die at the end	Silvera, Adam	Yes
The swans of Harlem : five Black ballerinas, fifty years of sisterhood, and the reclamation of their groundbreaking history	Valby, Karen	Yes
Teen Titans. Starfire	Garcia, Kami	Yes
A tempest of tea	Faizal, Hafsah	Yes
There's nothing like this : the strategic genius of Taylor Swift	Evers, Kevin	Yes
They Can't Kill Us Until They Kill Us --Expanded Edition	Abdurraqib, Hanif	Yes
The thirteenth child	Craig, Erin A	Yes
The thirteenth tale : a novel	Setterfield, Diane	Yes
This book is literally just pictures of tiny animals that will make you smile.		Yes
This could be forever	LaDelle, Ebony	Yes
This dark descent	Josephson, Kalyn	Yes
A thousand splendid suns	Hosseini, Khaled	Yes
The Thrashers	Soto, Julie	Yes
To the lighthouse	Woolf, Virginia	Yes
Triumph of the city : how our greatest invention makes us richer, smarter, greener, healthier, and happier	Glaeser, Edward L	Yes
Twelfth knight	Follmuth, Alexene Farol	Yes
Twelve trees : the deep roots of our future	Lewis, Daniel	Yes
Ultraman. 18	Shimizu, Eiichi	Yes
Ultraman vol 19	Shimizu, Eiichi	Yes
Ultraman vol 20	Shimoguchi, Tomohiro	Yes
Ultraman, Vol. 21	Shimoguchi, Tomohiro	Yes
The unboxing of a Black girl	Shante, Angela	Yes
The vaster wilds	Groff, Lauren	Yes
Visitations	Egbert, Corey	Yes
A walk in the park : the true story of a spectacular misadventure in the Grand Canyon	Fedarko, Kevin	Yes
Wander in the dark	Emill, Jumata	Yes

Waste wars : the wild afterlife of your trash	Clapp, Alexander	Yes
We go to the park	Stridsberg, Sara	Yes
We'll always have summer	Han, Jenny	Yes
We shall be monsters	Sim, Tara	Yes
We won't all survive	Marshall, Kate Alice	Yes
Welcome home : a cozy minimalist guide to decorating and hosting all year round	Smith, Myquillyn	Yes
Wendy's ever after	Wright, Julie	Yes
Wes Anderson : the iconic filmmaker and his work	Nathan, Ian	Yes
What's eating Jackie Oh?	Park, Patricia	Yes
What the woods took : a novel	Gould, Courtney	Yes
When the world tips over	Nelson, Jandy	Yes
When we go missing	Henry, April	Yes
Where wolves don't die	Treuer, Anton	Yes
Whose right is it? : the Fourteenth Amendment and the fight for equality	Bajramovic, Hana	Yes
The wilderness of girls	Franklin, Madeline Claire	Yes
With love, Miss Americanah	Igharo, Jane	Yes
Woe : a housecat's story of despair	Knisley, Lucy	Yes
World Soccer Records 2026	Radnedge, Kier	Yes
World trigger. 27	Ashihara, Daisuke	Yes
The worst perfect moment	Plozza, Shivaun	Yes
A yellow raft in blue water	Dorris, Michael	Yes
Your blood, my bones	Andrew, Kelly	Yes
Princeton Review AP Human Geography Premium Prep	The Princeton Review	Yes
When the Moon Is Low: A Heart-Wrenching Novel of Survival and Family Separation During War in Afghanistan	Hashimi, Nadia	Yes



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of CPS phase 2 electric right-of-way easement for the MVHS Agricultural and Jr. ROTC Building Project

### **Background Information**

CPS is the utility service provider for Medina Valley High School. As part of the Agricultural and Jr. ROTC Building Project, the existing electrical feed had to be relocated. A second feed from the new easement previously approved branches off in order to feed the future AG and JROTC building. The right-of-way easement allows CPS access to MVISD property to service the infrastructure.

### **Administrative Consideration**

MTR Engineers have prepared the legal metes and bounds for the CPS electric right-of-way easement. There is no cost to MVISD for this easement.

### **Recommendation:**

It is recommended that the Board approve the CPS phase 2 electric right-of-way easement for the MVHS Agricultural and Jr. ROTC Building Project.

**NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS ANY INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.**

ELECTRIC LINE RIGHT-OF-WAY AGREEMENT

STATE OF TEXAS       §  
                                          §       KNOW ALL MEN BY THESE PRESENTS:  
COUNTY OF MEDINA §

That, MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT (“Grantor”, whether singular or plural), acting by and through Grantor’s duly authorized officers, for and in consideration of One Dollar (\$1.00) and other good and valuable consideration in hand paid by the CITY PUBLIC SERVICE BOARD OF SAN ANTONIO, a Municipal Board of the CITY OF SAN ANTONIO, in Bexar County, Texas, created pursuant to the authority contained in § 1502.070 of the Texas Government Code, and its predecessor statute; the receipt and sufficiency of which is hereby acknowledged and confessed, has granted, sold and conveyed and by these presents does grant, sell and convey unto the CITY OF SAN ANTONIO, as a part of its electric and gas system, (“Grantee”), whose mailing address is P. O. Box 1771, San Antonio, Texas 78296, an easement and right-of-way for overhead and underground electric transmission and distribution lines consisting of variable numbers of wires and cables, conduits, and all necessary or desirable appurtenances at or near the location, and along the general course now located and staked out by Grantee, across, under and upon the following described land located in Medina County, Texas, to-wit:

Being a 0.029 acre tract of land, out of a 7.322 acre tract of land out of a 10 acre tract of land, and a 4.899 acre tract of land out of a 21.70 acre tract of land, all being out of the I. & G. N. R. Co. Survey 3/17, Abstract No. 1213, Medina County, Texas, as described in deeds recorded in Volume 245, Pages 382-383 and Volume 247, Pages 938-939, respectively, Official Public Records of Medina County, Texas.

Said easement and right-of-way being more particularly described and shown by field notes and drawing marked Exhibits “A” and “B”, attached hereto and made a part hereof.

Together with the right of ingress and egress over Grantor’s adjacent lands and along said right-of-way for the purpose of constructing, reconstructing, inspecting, patrolling, installing underground cables, conduits and aboveground transformers, erecting poles, hanging wires on, maintaining and removing said lines and appurtenances; the right to remove from said lands by standard industry practices employed in vegetation management, all trees, and parts thereof, any vegetation or obstructions which endanger or may interfere with the efficiency of said lines or appurtenances thereto, and Grantor agrees that no building or structure of any kind will hereafter be erected or placed by Grantor, Grantor’s successors and assigns, on said easement and right-of-way herein granted, so long as this easement remains in effect; and the right of exercising all other rights hereby granted.

TO HAVE AND TO HOLD the above described easement and rights unto Grantee, Grantee's successors and assigns, until the use of said easement by Grantee shall be permanently abandoned.

And Grantor does hereby bind Grantor, Grantor's successors and assigns, to warrant and forever defend all and singular the above described easement and rights unto Grantee, Grantee's successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

SIGNED TO BE EFFECTIVE this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

MEDINA VALLEY INDEPENDENT  
SCHOOL DISTRICT

BY: \_\_\_\_\_

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

STATE OF \_\_\_\_\_ §  
                                                  §  
COUNTY OF \_\_\_\_\_ §

This instrument was acknowledged before me on this \_\_\_\_\_ day of \_\_\_\_\_, 2025, by \_\_\_\_\_ (Name), \_\_\_\_\_ (Title) on behalf of MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT.

\_\_\_\_\_  
Notary Public, State of \_\_\_\_\_

Field Notes for a Tract of Land  
Containing 0.029 of an acre (1,257.80 square feet)  
Being a Variable width Electric Easement

A 0.029 of an acre (1,257.80 square feet) tract of land, being a Variable width Electric Easement, situated in the I&GN RR CO (International and Great Northern Railroad Company) Survey Number 3/17, Abstract Number 1213, Medina County, Texas, being partially out of a 7.322 acre tract as conveyed to Medina Valley Independent School District, by Warranty Deed as recorded in Volume 245, Pages 382-383, being partially out of a 4.899 acre tract as conveyed to Medina Valley Independent School District, by Warranty Deed as recorded in Volume 247, Pages 938-939, both of the Official Public Records of Medina County, Texas, said 0.029 of an acre (1,257.80 square feet) tract being more particularly described as follows:

**Commencing** at a found 5/8" iron rod, having Texas State Plane Coordinates of N:13,671,191.91, E:2,021,831.87, being the northeast corner of a 2.679 acre tract as conveyed to Medina Valley Independent School District, by Special Warranty Deed as recorded in Volume 880, Page 330, being the northwest corner of a 2.980 acre tract as conveyed to Medina Valley Independent School District, by Warranty Deed as recorded in Volume 262, Pages 35-38, both of the Official Public Records of Medina County, Texas, being the southeast corner of said 7.322 acre tract, and being the southwest corner of said 7.020 acre tract;

**Thence**, with the southerly boundary of said 7.020 acre tract, being the north boundary of said 2.980 acre tract, North 89 degrees 47 minutes 50 seconds East, a distance of 286.68 feet to a point on the west right of way line of County Road 483, a variable width right of way, being the northeast corner of said 2.980 acre tract, and being the southeast corner of said 7.020 acre tract;

**Thence**, with the west right of way line of said County Road 483, being the east boundary of said 7.020 acre tract, North 00 degrees 12 minutes 13 seconds West, a distance of 96.46 feet to a point, being a northeast corner of an existing 1.005 acre Variable width Electric Easement, as recorded in Document Number 2025006154, of the Official Public Records of Medina County, Texas;

**Thence**, leaving the west right of way line of said County Road 483, over and across said 7.020 acre tract and said 7.322 acre tract, and over said 4.899 acre tract, with a northerly and an easterly boundary of said 1.005 acre existing Variable width Electric Easement, the following nine (9) courses:

South 74 degrees 45 minutes 51 seconds West, a distance of 75.55 feet to a point;

South 66 degrees 57 minutes 37 seconds West, a distance of 58.95 feet to a point;

North 88 degrees 03 minutes 47 seconds West, passing the west boundary of said 7.020 acre tract, being the east boundary of said 7.322 acre tract, and continuing said course over said 7.322 acre tract for a total distance of 251.56 feet to a point;

North 70 degrees 29 minutes 07 seconds West, a distance of 132.66 feet to a point;

North 62 degrees 07 minutes 49 seconds West, passing the west boundary of said 7.322 acre tract, being the east boundary of said 4.899 acre tract, and continuing said course over 4.899 acre tract for a total distance of 91.67 feet to a point;

North 10 degrees 13 minutes 03 seconds East, a distance of 12.99 feet to a point;

North 79 degrees 46 minutes 57 seconds West, a distance of 28.19 feet to a point;

Exhibit A

North 19 degrees 32 minutes 21 seconds East, passing the east boundary of said 4.899 acre tract, being the west boundary of said 7.322 acre tract, and continuing said course over said 7.322 acre tract for a total distance of 144.21 feet to a point;

North 70 degrees 27 minutes 39 seconds West, passing the west boundary of said 7.322 acre tract, being the east boundary of said 4.899 acre tract and continuing said course over said 4.899 acre tract for a total distance of 5.69 feet to the **Point of Beginning**, having Texas State Plane Coordinates of N:13,671,497.72, E:2,021,551.00, being the southeast corner of the herein described easement;

**Thence**, continuing over said 4.899 acre tract, the following four (4) courses:

With the northerly boundary of said 1.005 acre existing Variable width Electric Easement, North 70 degrees 27 minutes 39 seconds West, a distance of 20.15 feet to a point, being the southwest corner of the herein described easement;

Leaving the northerly boundary of said 1.005 acre existing Variable width Electric Easement, North 12 degrees 30 minutes 10 seconds East, a distance of 51.44 feet to a point, being an angle point in the herein described easement;

North 19 degrees 42 seconds 43 seconds East, a distance of 14.83 feet to a point, being the northwest corner of the herein described easement;

South 70 degrees 27 minutes 39 seconds East, passing the east boundary of said 4.899 acre tract, being the west boundary of said 7.322 acre tract, and continuing said course over said 7.322 acre tract, for a total distance 14.54 feet to a point, being the northeast corner of the herein described easement;

**Thence**, continuing over said 7.322 acre tract, the following three (3) courses:

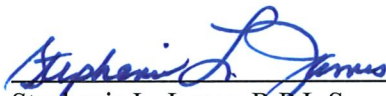
South 19 degrees 42 minutes 43 seconds West, a distance of 12.38 feet to a point, being an interior corner of the herein described easement;

South 70 degrees 27 minutes 39 seconds East, a distance of 5.30 feet to a point, being the most easterly corner of the herein described easement;

South 12 degrees 30 minutes 10 seconds West, passing the west boundary of said 7.322 acre tract, being the east boundary of said 4.899 acre tract, and continuing said course over said 4.899 acre tract for a total distance of 53.90 feet to the **Point of Beginning**, containing 0.029 of an acre (1,257.80 square feet) easement.

**Note:** Basis of bearings and coordinates cited were established from the State Plane Coordinate System, North American Datum of 1983, Texas South Central Zone. A Survey of even date was prepared for this description.



  
Stephanie L. James, R.P.L.S.  
Registered Professional Land Surveyor  
No. 5950  
Date: 2025-09-23      Job No. 24245  
ZDI





## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider approval of a Budget Amendment

### **Background Information**

The 2025-2026 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.

### **Administrative Consideration**

Several projects that were budgeted in 2024-2025 were unable to be completed prior to the end of the fiscal year. The funds for these projects will roll into fund balance and this request allows the funds to be reallocated in the 2025-2026 budget.

### **Supporting Documents**

- Budget Amendment Worksheet

### **Recommendation**

The administration recommends an increase to the General Fund budget of \$179,406 for projects that were approved in 2024-2025, but were not completed by August 31, 2025.

# Medina Valley Independent School District

## BUDGET AMENDMENT REQUEST FORM

Board Meeting Presentation Date: October 27, 2025  
Fund Name & Number: General Fund - 199  
Person Requesting Budget Amendment: Crystal Hermesch

### PURPOSE OF AMENDMENT:

Increase in Funds from Original Budget

\$ 179,406 Total Amount of Increase

Function Distribution	51	\$	161,443
	52	\$	17,963

### EXPLANATION FOR AMENDMENT:

Function 51: MVHS fire alarm repairs and final payment to AT&T not completed by 8/31/2025

Function 52: Police Department and Safety items not received by 8/31/2025



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 27, 2025

**Agenda item:** Consider amending the 2025-2026 Compensation Plan.

### **Background Information:**

In accordance with Board Policy DEA and DEAA (Legal) and (Local), District administration is recommending the following amendments to the Compensation Plan for the 2025-2026 school year.

### **New Positions**

1. **Assistant Chief-** Admin Pay Grade 2
2. **Community Relations Coordinator-** Admin Pay Grade 1

### **New Pay Category**

1. **Intensive Behavior Classroom, Paraprofessional-** Grade 5

### **New Stipends**

1. **Adaptive PE Stipend-** \$500 per campus per year
2. **Reassignment Stipend for Teachers/Aide-** Instructional staff reassigned during the Academic Calendar year based on the District needs. \$1000/\$500

### **Recommendation:**

Administration recommends that the Board approve the amendments to the Compensation Plan for the 2025-2026 school year.

## Medina Valley ISD Job Description School Year 2025-2026

<b>Job Title:</b>	<b>Assistant Chief of Police</b>	<b>Wage/Hour Status:</b>	<b>Exempt</b>
<b>Reports to:</b>	<b>Chief of Police</b>	<b>Pay Grade:</b>	<b>AP2</b>
<b>Dept./Division:</b>	<b>Police</b>	<b>Contract Days:</b>	<b>226 days</b>

### Primary Purpose:

Assist with management of the district police department. Responsible for supervision of personnel and administrative duties in the department, in addition to performing the full range of duties of a police officer. Maintain and enforce municipal, county, and state laws and ordinances as well as district policies, directives, and standards.

### Qualifications:

#### Education/Certification:

Bachelor Degree (required)

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE) or obtain within 1 year of hire

Clear and valid Texas driver's license

#### Special Knowledge/Skills:

Knowledge of overall operations of a police department

Knowledge of criminal investigations, police report writing, and criminal law

Ability to manage personnel

Training and ability to subdue offenders, including use of firearms and handcuffs

Bondable as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

#### Experience:

10 years law enforcement experience in supervisory or command capacity

### Major Responsibilities and Duties:

#### Personnel Management

1. Assign duties to officers, School Marshals and staff based upon priority and scheduling of district-wide activities.
2. Select, train, supervise, and evaluate staff and make sound recommendations relative to assignment, retention, discipline, and dismissal.
3. Prepare, review, and revise police department job descriptions.

Medina Valley Independent School District will provide its student with an educational environment designed to inspire excellence, promote creative thought, achieve maximum potential, and instill responsible behavior and attitudes.

## **Medina Valley ISD Job Description School Year 2025-2026**

### **Law Enforcement**

4. Review police reports, logs, and investigative case reports.
5. Evaluate arrests based on circumstances and evidence to determine whether subject will be detained or placed in jail.
6. Participate in investigating law violations, obtaining evidence, compiling information regarding crimes, preparing cases for filing of charges, testifying in court, and related activities.
7. Assist with investigating and making recommendations on all complaints and accusations made against district police officers or staff.
8. Work cooperatively with other staff to develop and implement proactive security programs, gang management plans, and other safety programs.
9. Stay abreast of recent court rulings pertaining to police activity and ensure proper administration of the law to minimize liability.
10. Work cooperatively with other police agencies to share information and provide other assistance.

### **Safety**

11. Provide entry for contractors and be present as necessary for administrative activities requiring official police oversight.
12. Provide for security and traffic control at athletic events, school closings or openings, or at any other time.
13. Provide protection to or escort district personnel as needed.
14. Operate all equipment including firearms according to established safety procedures.
15. Use sound judgment and effectively communicate with and elicit information from emotionally distraught citizens.
16. May serve on district or campus behavioral threat assessment and safe and supportive schools team.
17. Follow district safety protocols and emergency procedures.

### **Administration**

18. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

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## Medina Valley ISD Job Description School Year 2025-2026

- 19. Oversee management of the property room for storage of weapons, contraband, and other items confiscated on district property.
- 20. Coordinate vehicles and equipment maintenance and repair.

### Supervisory Responsibilities:

Supervise and evaluate sergeants, assigned police officers, and clerical staff

### Mental Demands/Physical Demands/Environmental Factors:

**Tools/Equipment Used:** District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

**Posture:** Prolonged sitting and standing

**Motion:** Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

**Lifting:** Moderate lifting and carrying (15–44 pounds)

**Environment:** Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

**Other:** Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

**Mental Demands:** Maintain emotional control under stress; prolonged hours; on call 24 hours a day. Daily attendance and punctuality at campus/department are essential functions of the job.

*\*Districts employing police should reference Policies CKE (Legal), CKEA (LEGAL), and DBE (LEGAL) and adopt Policy CKE (LOCAL). The district must also have a memorandum of understanding outlining reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*

*\*\*To meet the executive exemption test, the primary duty must be management **and** the employee must supervise at least two full-time employees.*

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**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# Medina Valley ISD Job Description

## School Year 2025-26

<b>Job Title:</b>	<b>Community Relations Coordinator</b>	<b>Wage/Hour Status:</b>	<b>Exempt</b>
<b>Reports to:</b>	<b>Director of Communications</b>	<b>Pay Grade:</b>	<b>AP01</b>
<b>Dept./Division:</b>	<b>Central Office</b>	<b>Contract Days:</b>	<b>226</b>

### Primary Purpose:

Medina Valley ISD is seeking a Community Relations Coordinator to strengthen the district’s presence and engagement within the community. This role will focus on building partnerships, coordinating district committees and ambassador programs, and managing sponsorship initiatives — with the primary responsibility of overseeing the district’s stadium advertisement program.

### Qualifications:

#### Education/Certification:

- Bachelor’s degree in communications, public relations, marketing, business, or related field preferred.

#### Experience:

- Two or more years of professional experience in communications, marketing, sales, or community engagement preferred.
- Experience working with an educational institution or nonprofit organization preferred.

### Special Knowledge and Skills

- Strong interpersonal and relationship-building skills with business, civic, and community groups
- Experience in sponsorship sales, fundraising, or partnership development
- Ability to plan and execute community programs and events  
Excellent written and verbal communication skills
- Strong organizational and project management skills; ability to manage multiple initiatives simultaneously
- Proficiency in Microsoft Office Suite and design platforms (preferred: Adobe Creative Cloud Suite and Canva)  
Ability to work in a fast-paced environment, independently and collaboratively

### Responsibilities and Duties:

- Serve as the lead for the district’s stadium advertisement and sponsorship program; coordinate contracts, renewals, recognition, and reporting
- Build and maintain relationships with local businesses, civic groups, and nonprofit organizations to increase support for district initiatives
- Assist with districtwide community programs such as the Community Ambassador Program, Alumni initiatives, and Education Foundation event support

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## Medina Valley ISD Job Description School Year 2025-26

- Support planning and execution of community-focused and district events
- Develop outreach communication materials highlighting community partnerships and sponsorships
- Provide feedback to the Director of Communications on community engagement needs and opportunities
- Maintain a flexible schedule to attend events and meetings before, during, and after a traditional workday

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals.

**Posture:** Frequent sitting and standing; occasional bending/stooping, pushing,/pulling, and twisting

**Motion:** Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional light lifting and carrying (less than 30 pounds)

**Environment:** May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress. Daily attendance and punctuality at campus/department are essential functions of the job.

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**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Medina Valley ISD Job Description School Year 2025-2026

<b>Job Title:</b> Paraprofessional, Intensive Behavior Classroom	<b>Wage/Hour Status:</b> Nonexempt Special Education
<b>Reports to:</b> Principal and Teacher(s) Assigned	<b>Pay Grade:</b> CP5
<b>Dept/Division:</b> Assigned Campus	<b>Contract Days:</b> 187

### Primary Purpose:

Help meet physical, behavioral and instructional needs of individual students with disabilities inside and outside classroom. Assist with the implementation of Individual Education Plans (IEP), including self-help, behavior management, ABA strategies and instruction programs.

### Supervisory Responsibilities:

None

### Qualifications:

#### Education/Certification:

High school diploma or equivalent  
Valid Texas educational aide certificate  
Registered Behavior Technician (RBT)

#### Special Knowledge/Skills:

Ability to work with children with disabilities  
Ability to follow verbal and written instructions  
Ability to communicate effectively

#### Experience:

Two years' experience working with children

### Major Responsibilities and Duties:

1. Help meet the individual needs of students, including transferring them to and from wheelchairs, lifting and positioning them, and signing or interpreting instructions for them, etc.
2. Help students take care of physical needs and personal care including feeding, bathroom needs, and personal hygiene.
3. Help manage the behavior of assigned students. This includes intervening in crisis situations and utilizing district approved physical management and de-escalation strategies for disruptive or dangerous student behavior as needed.

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## Medina Valley ISD Job Description School Year 2025-2026

4. At the direction of the certified teacher, assume responsibility for learning and adapting to each student's special intellectual, medical, physical, communicative, behavioral and emotional needs.
5. Work with assigned students or small groups to develop motor skills and conduct instructional exercises assigned by teacher.
6. Assist and actively monitor assigned students throughout school day, in all settings within the school. This includes lunchroom, bus, and playground duty.
7. Keep teacher informed of special needs or problems of assigned students.
8. Maintain confidentiality.
9. Participate in professional development programs, faculty meetings, and special events as assigned.
10. Work under general supervision of principal and immediate direction of certified teacher.
11. Physically able to respond with sufficient urgency to ensure student safety
12. Perform other duties as assigned.

### **Equipment Used:**

Wheelchair lift and ramp

Other equipment used based on condition of student assigned, i.e., adaptive equipment, oxygen gauges, etc.

**Mental Demands/Physical Demands/Environmental Factors:** Daily attendance and punctuality at campus/department are essential functions of the job.

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals.

**Posture:** Frequent sitting and standing; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional lifting and carrying

**Environment:** Work with prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel. Exposure to physically and verbally aggressive behaviors.

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress. The ability to de-escalate crisis situations while maintaining the safety and dignity of all students. Strong emotional regulation skills and ability to remain calm in escalated situations.

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## **Medina Valley ISD Job Description School Year 2025-2026**

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**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Medina Valley ISD**

**2025-2026 Administrative/Professional Pay Scale**

Pay Grade	Job Title	Calendars			Minimum	Midpoint	Maximum
<b>1</b>			<b>Daily</b>		<b>\$308.00</b>	<b>\$369.75</b>	<b>\$442.59</b>
	Accountant	226	<b>187</b>	<b>Days</b>	57,596	69,143	82,764
	Computer System Manager	226	<b>197</b>	<b>Days</b>	60,676	72,841	87,190
	Coordinator - Communications	226	<b>226</b>	<b>Days</b>	69,608	83,564	100,025
	<b>Coordinator- Community Relations</b>	<b>226</b>	<b>242</b>	<b>Days</b>	74,536	89,480	107,107
	Coordinator - Human Resources	226					
	Coordinator- Multimedia	226					
	Coordinator - Purchasing	226					
	Dietitian	226					
	Digital Application Data Intergration Specialist	226					
	Network AV Security Project Manager	226					
	Nurse (RN)*	187					
	Social Worker	197					
	Special Education Facilitator*	197					
	Speech Language Pathologist Asst	187					
	Supervisor - Custodial	242					
	Supervisor - Payroll	226					
	Safety and Training Supervisor Transportation	226					
	Truancy Officer	197					
<b>2</b>			<b>Daily</b>		<b>\$325.71</b>	<b>\$391.01</b>	<b>\$468.04</b>
	<b>Asst Chief of Police</b>	<b>226</b>	<b>197</b>	<b>Days</b>	64,165	77,029	92,204
	Asst Director - Child Nutrition	226	<b>207</b>	<b>Days</b>	67,422	80,939	96,884
	Asst Director - Transportation	226	<b>217</b>	<b>Days</b>	70,679	84,849	101,565
	Asst Director - Construction	231	<b>226</b>	<b>Days</b>	73,610	88,368	105,777
	Coordinator - Safety	226	<b>231</b>	<b>Days</b>	75,239	90,323	108,117
	Counselor - ES	197					
	Counselor - MS	207					
	Facilities Coordinator	231					
	Lead Counselor- MS	217					
	Librarian	197					
	Specialist - GT	207					
	Specialist- Special Education	207					
<b>3</b>			<b>Daily</b>		<b>\$345.25</b>	<b>\$414.47</b>	<b>\$496.12</b>
	Academic Dean - MS	207	<b>187</b>	<b>Days</b>	64,562	77,506	92,774
	Coordinator - ESL	226	<b>197</b>	<b>Days</b>	68,014	81,651	97,736
	Coordinator - Academic	226	<b>207</b>	<b>Days</b>	71,467	85,795	102,697
	Coordinator - Assessment and Accountability	226	<b>226</b>	<b>Days</b>	78,027	93,670	112,123
	Coordinator- District Instructional Materials	226					
	Coordinator- Instructional Technology	226					

	Coordinator - PEIMS	226				
	Coordinator - Evaluations	207				
	Coordinator- Special Education	207				
	Coordinator- Special Funding	226				
	Counselor - HS	207				
	Lead Counselor - HS	226				
	School Psychologist	197, 207, 226				
	Network Administrator	226				
	Occupational Therapist	187				
	Speech Language Pathologist	187, 197				
	Vice Principal - ES	207				
	Vice Principal - MS	207				
<b>4</b>			<b>Daily</b>	<b>\$365.97</b>	<b>\$439.34</b>	<b>\$525.89</b>
	Academic Dean - HS	226	<b>207 Days</b>	75,756	90,943	108,859
	Assistant Director- Special Education	226	<b>226 Days</b>	82,709	99,291	118,851
	Coordinator - DAEP	207				
	Vice Principal - HS	226				
	Police Chief	226				
<b>5</b>			<b>Daily</b>	<b>\$387.93</b>	<b>\$465.70</b>	<b>\$557.44</b>
	Director - Bilingual/ESL	226	<b>226 Days</b>	87,672	105,248	125,981
	Director - Child Nutrition	226	<b>242 Days</b>	93,879	112,699	134,900
	Director - CTE	226				
	Director - Curriculum	226				
	Director - Fine Arts	226				
	Director- Innovation and Accountability	226				
	Director - Maintenance	242				
	Director - Student Support Services	226				
	Director - Transportation	226				
	Principal - ES	226				
<b>6</b>			<b>Daily</b>	<b>\$411.20</b>	<b>\$493.64</b>	<b>\$590.89</b>
	Director - Communications	226	<b>226 Days</b>	92,931	111,563	133,541
	Director - Construction	231	<b>231 Days</b>	94,987	114,031	136,496
	Director - Health and Safety	226				
	Director - Network Systems	226				
	Director - Special Education	226				
	Principal - MS	226				
<b>7</b>			<b>Daily</b>	<b>\$444.10</b>	<b>\$533.13</b>	<b>\$638.15</b>
	Director - Athletics	226	<b>226 Days</b>	100,367	120,487	144,222
	Director - Finance and Budget	226				
	Director - Human Resources	226				

	Principal - HS	226					
<b>8</b>			<b>Daily</b>		<b>\$479.62</b>	<b>\$575.78</b>	<b>\$689.21</b>
	Exec Director - Schools (Secondary)	226	<b>226</b>	<b>Days</b>	108,394	130,126	155,761
	Exec Director- Schools (Elementary)	226					
<b>9</b>			<b>Daily</b>		<b>\$517.99</b>	<b>\$621.84</b>	<b>\$744.35</b>
	Chief Academic Officer	226	<b>226</b>	<b>Days</b>	117,066	140,536	168,223
<b>10</b>			<b>Daily</b>		<b>\$575.22</b>	<b>\$696.90</b>	<b>\$839.49</b>
	Chief Financial Officer	226	226	Days	130,000	157,500	189,725

## Medina Valley ISD

### 2025-2026 Clerical/Paraprofessional Pay Scale

Pay Grade	Job Title	Calendars			Minimum	Midpoint	Maximum
<b>1</b>			<b>Hourly</b>		<b>\$14.50</b>	<b>\$17.27</b>	<b>\$20.53</b>
	Aide - Learning Lab	187	<b>187</b>	<b>Days</b>	21,692	3,229	30,713
	Aide - PE	187					
	Aide - PreK	187					
	Aide - SPED Inclusion	187					
<b>2</b>			<b>Hourly</b>		<b>\$15.25</b>	<b>\$18.17</b>	<b>\$21.61</b>
	Aide - DAEP	187	<b>187</b>	<b>Days</b>	22,814	27,182	32,329
	Aide - ISS	187	<b>193</b>	<b>Days</b>	23,546	28,054	33,366
	Aide - Computer Lab	187	<b>207</b>	<b>Days</b>	25,254	30,090	35,786
	Aide- Fine Arts (Elementary)	187	<b>217</b>	<b>Days</b>	26,474	31,543	37,515
	Campus Monitor (HS)	187	<b>226</b>	<b>Days</b>	27,572	32,851	39,071
	Clerk - Campus	193					
	Clerk- Health	187					
	Clerk - Office	226					
	Clerk - Special Education	207					
	Receptionist - ES	193					
	Receptionist - HS	193					
	Receptionist - MS	193					
<b>3</b>			<b>Hourly</b>		<b>\$16.25</b>	<b>\$19.37</b>	<b>\$23.04</b>
	Admin Asst - Counselor HS	217	<b>187</b>	<b>Days</b>	24,310	28,978	34,468
	Admin Asst - Vice Principal HS	217	<b>193</b>	<b>Days</b>	25,090	29,907	35,574
	Aide - SPED ALE	187	<b>207</b>	<b>Days</b>	26,910	32,077	38,154
	Aide - SPED BIP	187	<b>217</b>	<b>Days</b>	28,210	33,626	39,997
	Aide - SPED ECSE	187	<b>226</b>	<b>Days</b>	29,380	35,021	41,656
	Attendance Clerk - HS	193, 217					
	Attendance Clerk - MS	193					
	Clerk - PEIMS Special Education	226					
	Clerk- Meal Application	207					
	Clerk- PEIMS ES	207					
	Clerk- PEIMS HS	226					
	Clerk- PEIMS MS	226					
	Receptionist - Central Office	226					
	Registrar- High School	226					
<b>4</b>			<b>Hourly</b>		<b>\$18.00</b>	<b>\$21.48</b>	<b>\$25.57</b>
	Aide - Specialized Self-Contained	187	<b>207</b>	<b>Days</b>	29,808	35,571	42,344
	Admin Asst - ES	217	<b>217</b>	<b>Days</b>	31,248	37,289	44,390
	Admin Asst - MS	226	<b>226</b>	<b>Days</b>	32,544	38,836	46,231
	Admin Asst I	207, 226					

	Bookkeeper	226					
	Clerk- Bilingual/ESL	226					
	Clerk- PEIMS District	226					
<b>5</b>			<b>Hourly</b>		<b>\$19.70</b>	<b>\$23.53</b>	<b>\$28.04</b>
	Admin Asst - HS	226	<b>187</b>	<b>Days</b>	29,471	35,201	41,948
	Admin Asst II	207, 226	<b>207</b>	<b>Days</b>	32,623	38,966	46,434
	LVN	187	<b>226</b>	<b>Days</b>	35,618	42,542	50,696
	Aide, Intensive Behavior Classroom	187					
<b>6</b>			<b>Hourly</b>		<b>\$22.75</b>	<b>\$28.20</b>	<b>\$33.44</b>
	Clerk - Accounting	226	<b>226</b>	<b>Days</b>	41,132	50,986	60,460
	Clerk - Accounts Payable	226					
	Clerk - Human Resources	226					
	Clerk - Payroll	226					
	Substitute Coordinator	226					
	Technician - Audio/Visual	226					
	Technician - Help Desk	226					
	Technician- Network	226					
	Technician - PC	226					
<b>7</b>			<b>Hourly</b>		<b>\$26.75</b>	<b>\$32.02</b>	<b>\$37.29</b>
	Admin Asst- Chief	226	<b>226</b>	<b>Days</b>	48,364	57,892	67,420
<b>8</b>			<b>Hourly</b>		<b>\$31.50</b>	<b>\$38.75</b>	<b>\$45.00</b>
	Admin Asst - Superintendent	226	<b>226</b>	<b>Days</b>	56,952	70,060	81,360

<b>Medina Valley ISD</b>			
<b>2025-2026 Extra Duty Stipends</b>			
<b>Category</b>	<b>Sub-Category</b>	<b>Assignment</b>	<b>Stipend Amount</b>
<b>Academics</b>			
	UIL	One Act Play Advisor - HS	\$1,500
	UIL	One Act Play Assistant Advisor - HS	\$500
	UIL	UIL Coordinator - EL (Campus)	\$750
	UIL	UIL Coordinator - Elementary (District)	\$1,000
	UIL	UIL Coordinator - HS (Campus)	\$1,250
	UIL	UIL Coordinator - MS	\$1,000
	UIL	UIL Coordinator - Secondary (District)	\$2,000
	UIL	UIL Sponsor - EL	\$250
	UIL	UIL Sponsor - HS	\$500
	UIL	UIL Sponsor - MS	\$450
<b>Activities/Clubs</b>			
	Sponsor	CTSO Sponsor - HS	\$2,000
	Sponsor	Cyber Patriots - HS	\$2,500
	Sponsor	Future Problem Solvers - HS	\$500
	Sponsor	Future Problem Solvers - MS	\$500
	Sponsor	Health Science Coordinator	\$10,000
	Sponsor	Mock Trial - HS	\$500
	Sponsor	National Honor Society - HS	\$1,000
	Sponsor	National Junior Honor Society - MS	\$500
	Sponsor	Robotics Sponsor - MS	\$500
	Sponsor	Student Council Sponsor - HS	\$1,500
	Sponsor	Student Council Sponsor - MS	\$1,000
	Sponsor	Yearbook Sponsor - HS	\$1,500
	Sponsor	Yearbook Sponsor - MS	\$1,000
<b>Athletics</b>			
	Coordinator	Athletic Coordinator (Boys/Girls) - MS	\$3,000
	Coordinator	Boys/Girls Coordinator - HS	\$8,000
	Football	Football - MS	\$3,000
	Football	Football Varsity Assistant - HS	\$7,000
	Football	Football Varsity Coordinator - HS	\$9,000
	Football	Varsity Head Football - HS	\$12,000
	Head Coach	Baseball Head - HS	\$7,000
	Assistant Coach	Baseball Assistant - HS	\$4,250
	Head Coach	Basketball Head - HS	\$7,500
	Assistant Coach	Basketball Assistant - HS	\$4,500
	Head Coach	Cross Country Head - HS	\$6,500

	Assistant Coach	Cross Country Assistant - HS	\$4,000
	Head Coach	Golf Head (All Year) - HS	\$8,000
	Assistant Coach	Golf Assistant (All Year) - HS	\$4,500
	Head Coach	Powerlifting Head - HS	\$6,500
	Assistant Coach	Powerlifting Assistant - HS	\$4,000
	Head Coach	Soccer Head - HS	\$7,000
	Assistant Coach	Soccer Assistant - HS	\$4,250
	Head Coach	Softball Head - HS	\$7,000
	Assistant Coach	Softball Assistant - HS	\$4,250
	Head Coach	Swimming Head - HS	\$6,500
	Assistant Coach	Swimming Assistant - HS	\$4,000
	Head Coach	Tennis Head - HS	\$9,000
	Assistant Coach	Tennis Assistant- HS	\$5,000
	Head Coach	Track Head - HS	\$6,500
	Assistant Coach	Track Assistant - HS	\$4,000
	Head Coach	Volleyball Head - HS	\$7,500
	Assistant Coach	Volleyball Assistant - HS	\$4,500
	Middle School Coach	Basketball - MS	\$2,000
	Middle School Coach	Cross Country - MS	\$2,000
	Middle School Coach	Soccer - MS	\$2,000
	Middle School Coach	Tennis - MS	\$2,000
	Middle School Coach	Track - MS	\$2,000
	Middle School Coach	Volleyball - MS	\$3,000
<b>Job-related</b>			
	<b>Professional</b>	<b>Lead Counselor - HS &amp; MS</b>	<b>\$3,500</b>
	Professional	Lead LSSP/SLP	\$2,000
	Professional	Lead Nurse	\$5,000
	Professional	Lead Social Worker (District)	\$1,500
	Professional	Trainer Assistant - HS	\$9,000
	Professional	Trainer Head - HS	\$11,000
	Professional	Marshal	\$5,000
	Teacher	Inclusion Teacher (based on 7 Periods)	\$1,500
	Teacher	Alternative/Behavioral/ALE Teacher	\$2,500
	Teacher	Bilingual Teacher - EL	\$3,000
	Teacher	Adaptive PE (Per Campus/Per Year)	\$500
	Teacher	Bilingual Teacher Signing Bonus - EL	\$1,000
	Teacher	DEAP Lead Teacher	\$3,000
	Teacher	DEAP Teacher	\$2,500
	Teacher	Dept. Chair - HS	\$1,900
	Teacher	Dept. Chair - MS	\$1,500
	Teacher	Dual Credit (per course) - HS	\$600
	Teacher	Early Child Special Education Teach - EL	\$2,500

	Teacher	ESL Teacher - HS	\$1,500
	Teacher	ESL Teacher - MS	\$1,500
	Teacher	Grade Level Chair - MS	\$1,000
	Teacher	Grade Level/Specials Chair - EL	\$1,000
	Teacher	Interpreter (Sign Language) - HS	\$1,200
	Teacher	JROTC Drill Team - HS	\$4,000
	Teacher	District Lead Dyslexia (1 per District)	\$1,500
	Teacher	Dyslexia (1 per campus)	\$1,500
	Teacher	Lead GT (1 per Elementary campus)	\$1,500
	Teacher	Lead PE (District)	\$1,500
	Teacher	Mentor Teacher	\$1,000
	Teacher	PK Special Ed Certified - EL	\$1,000
	Teacher/Aide	Reassignment to Another Campus*	\$1000/\$500
<b>Performing Arts</b>			
	Band	Band - MS	\$7,000
	Band	Band Assistant - HS	\$9,000
	Band	Band- Head HS Band Director	\$12,000
	Band	Band- Coordinator (District)	\$3,000
	Choir	Choir- MS	\$3,000
	Choir	Choir - HS	\$5,000
	Theatre	Theatre Advisor - HS (fall show)	\$3,000
	Theatre	Theatre Advisor Assistant - HS (fall show)	\$1,000
	Dance	Dance Assistant Team Sponsor - HS	\$3,000
	Dance	Dance Team Sponsor - HS	\$6,000
<b>Spirit</b>			
	Cheerleading	Cheerleader Assistant Sponsor - HS	\$3,000
	Cheerleading	Cheerleader Sponsor - HS	\$6,000
	Cheerleading	Cheerleader Sponsor - MS	\$2,000
*Reassignment based on District needs and Reassigned to a different campus. Instructional Staff ONLY. Reassignment during a school year ONLY.			



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** 10/27/25

**Agenda Item:** Consider approving the 2025-2026 District Improvement Plan

### **Background Information:**

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2025-2026 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 2025-2026 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 2025-2026**

**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 10,450 students. The largest demographic group in Medina Valley ISD is the Hispanic-Latino group which constitutes 64.16% of the student population. The next largest demographic is the White group with 21.12% of the student population. The African American student group is approximately 8.41%, with the smallest groups in the Two or More category at 4.76%, the Asian group at 1.84%, American Indian student group at 0.35%, and the Pacific Islander group at 0.36%. Female students make up 48.32% of MVISD students, and 51.67% of students are male. Students by Program include 7.48% Emergent bilingual, 17.66% Special Education, and 51.88% 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, 5,348 students were assessed. Of these 5,348 students, 68% approached grade level, 39% met grade level, and 15% performed at a Masters Level. Fifth Grade, eighth grade, and Biology students were assessed in Science. 2,354 STAAR 2.0 exams were administered. 78% approached grade level, 49% met grade level, and 15% achieved Masters Level status. US History and eighth grade students also took STAAR 2.0 History Exams. This accounted for 1,398 tests given. In History, 78% of MVISD students approached grade level, 55% met grade level, and 31% were at a Masters level. MVISD provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 552 students, 22% earned an industry based certification, 56.5% earned dual credit hours for college credit, and 30.7% met TSI requirements in both RLA and Mathematics for college preparation.

#### **Curriculum and Instruction**

- Classroom observations indicate that instruction often emphasizes coverage of content rather than mastery of essential standards.
- Teachers frequently focus on the noun of the TEKS without sufficient emphasis on the verb (rigor and skill application) or context (real-world relevance).

- Instructional tasks rely heavily on multiple-choice formats and digital activities, which limits opportunities for critical thinking, writing, collaboration, and productive struggle.
- Vertical and horizontal alignment of curriculum, assessment, and instructional strategies needs strengthening to ensure consistency in rigor and clarity of learning expectations.

### **Summary of Strategies:**

Medina Valley ISD is a rapidly growing district that continues to face challenges in maintaining high levels of student achievement and growth across all campuses. The district has experienced a decline in overall state accountability ratings, particularly in the domains of Student Achievement, School Progress, and Closing the Gaps, which requires immediate attention to instructional alignment, equitable access, and student engagement.

### **Student Performance**

- State and local assessment data (STAAR, NWEA MAP, TELPAS, and CCMR indicators) show inconsistencies in student achievement across grade levels and subpopulations.
- Performance gaps are evident in reading and mathematics, particularly among English Learners, Special Education students, and students from economically disadvantaged backgrounds.
- College, Career, and Military Readiness (CCMR) outcomes require greater alignment between instruction, advising, and accurate coding to maximize student opportunity and district accountability funding.

### **Professional Practices**

- PLCs are in place but vary in effectiveness across campuses; not all teams are consistently using student data to drive instructional decisions or interventions.
- Teachers need ongoing professional development in high-yield instructional strategies, differentiation, and formative assessment practices that align with the depth and complexity of the TEKS.
- There is a need to strengthen coaching, feedback, and accountability systems to ensure high-quality instruction in every classroom.

### **Student Engagement and Equity**

- Students spend a significant portion of class time on devices, often engaged in low-rigor or repetitive tasks.
- Opportunities for discourse, collaboration, and inquiry-based learning are limited, reducing engagement and ownership of learning.
- Achievement and growth gaps persist among targeted subgroups, signaling the need for more responsive interventions, culturally relevant practices, and equitable access to advanced coursework.

## Organizational Context

- Rapid district growth has created pressures on staffing, resources, and instructional consistency.
- New schools and programs require intentional planning to ensure equity of opportunity and fidelity of implementation across all campuses.
- Systems for monitoring data (OnDataSuite, Eduphoria, MAP, STAAR) are available but underutilized for continuous improvement at the campus and classroom level.

# Medina Valley Independent School District

## District Improvement Plan

2025-2026



# 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**

## Value Statement

**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

## Needs Assessment Overview

### Needs Assessment Overview Summary

Medina Valley ISD is a rapidly growing district that continues to face challenges in maintaining high levels of student achievement and growth across all campuses. The district has experienced a decline in overall state accountability ratings, particularly in the domains of Student Achievement, School Progress, and Closing the Gaps, which requires immediate attention to instructional alignment, equitable access, and student engagement.

### Student Performance

- State and local assessment data (STAAR, NWEA MAP, TELPAS, and CCMR indicators) show inconsistencies in student achievement across grade levels and subpopulations.
- Performance gaps are evident in reading and mathematics, particularly among English Learners, Special Education students, and students from economically disadvantaged backgrounds.
- College, Career, and Military Readiness (CCMR) outcomes require greater alignment between instruction, advising, and accurate coding to maximize student opportunity and district accountability funding.

### Instruction and Curriculum

- Classroom observations indicate that instruction often emphasizes coverage of content rather than mastery of essential standards.
- Teachers frequently focus on the noun of the TEKS without sufficient emphasis on the verb (rigor and skill application) or context (real-world relevance).
- Instructional tasks rely heavily on multiple-choice formats and digital activities, which limits opportunities for critical thinking, writing, collaboration, and productive struggle.
- Vertical and horizontal alignment of curriculum, assessment, and instructional strategies needs strengthening to ensure consistency in rigor and clarity of learning expectations.

### Professional Practices

- PLCs are in place but vary in effectiveness across campuses; not all teams are consistently using student data to drive instructional decisions or interventions.
- Teachers need ongoing professional development in high-yield instructional strategies, differentiation, and formative assessment practices that align with the depth and complexity of the TEKS.
- There is a need to strengthen coaching, feedback, and accountability systems to ensure high-quality instruction in every classroom.

### Student Engagement and Equity

- Students spend a significant portion of class time on devices, often engaged in low-rigor or repetitive tasks.

- Opportunities for discourse, collaboration, and inquiry-based learning are limited, reducing engagement and ownership of learning.
- Achievement and growth gaps persist among targeted subgroups, signaling the need for more responsive interventions, culturally relevant practices, and equitable access to advanced coursework.

## **Organizational Context**

- Rapid district growth has created pressures on staffing, resources, and instructional consistency.
- New schools and programs require intentional planning to ensure equity of opportunity and fidelity of implementation across all campuses.
- Systems for monitoring data (OnDataSuite, Eduphoria, MAP, STAAR) are available but underutilized for continuous improvement at the campus and classroom level.

# Demographics

## Demographics Summary

Medina Valley ISD serves approximately 10,450 students. The largest demographic group in Medina Valley ISD is the Hispanic-Latino group which constitutes 64.16% of the student population. The next largest demographic is the White group with 21.12% of the student population. The African American student group is approximately 8.41%, with the smallest groups in the Two or More category at 4.76%, the Asian group at 1.84%, American Indian student group at 0.35%, and the Pacific Islander group at 0.36%. Female students make up 48.32% of MVISD students, and 51.67% of students are male. Students by Program include 7.48% Emergent bilingual, 17.66% Special Education, and 51.88% 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, 5,348 students were assessed. Of these 5,348 students, 68% approached grade level, 39% met grade level, and 15% performed at a Masters Level. Fifth Grade, eighth grade, and Biology students were assessed in Science. 2,354 STAAR 2.0 exams were administered. 78% approached grade level, 49% met grade level, and 15% achieved Masters Level status. US History and eighth grade students also took STAAR 2.0 History Exams. This accounted for 1,398 tests given. In History, 78% of MVISD students approached grade level, 55% met grade level, and 31% were at a Masters level. MVISD provides opportunities for students to prepare for College, Career, and the Military (CCMR). Of the graduating class of 552 students, \_\_\_\_% earned an industry based certification, 56.5% earned dual credit hours for college credit, and 30.7% met TSI requirements in both RLA and Mathematics for college preparation.

David will provide IBC info.

## 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. Medina Valley ISD earned a Post Secondary Readiness Distinction Designation and a B from TEAs 2024-2025 A-F Accountability System.

## 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.

**Problem Statement 12 (Prioritized):** Classroom observations reveal that instruction is often focused on covering content rather than ensuring deep learning, resulting in limited critical thinking, insufficient opportunities for productive struggle, and inconsistent student engagement.

**Root Cause:** Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).

**Problem Statement 13 (Prioritized):** Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas.

**Root Cause:** Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.

**Problem Statement 14 (Prioritized):** Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level.

**Root Cause:** Phonics instruction is delivered inconsistently across classrooms, with variability in curriculum, instructional practices, and teacher expertise. This lack of alignment has resulted in gaps in students' foundational reading skills, particularly in decoding, fluency, and comprehension, leading to lower rates of students reading on grade level.

**Problem Statement 15 (Prioritized):** Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS

**Root Cause:** The district does not have a systematic, adaptive learning platform that provides continuous progress monitoring, aligned instructional resources, and individualized learning paths for students in grades PK-8.

**Problem Statement 16 (Prioritized):** District student performance data and classroom observations reveal that while instructional coverage of the TEKS is occurring, not all students are mastering on-grade-level standards. Many students are not engaged in learning tasks that promote agency, productive struggle, or critical thinking. As a result, academic growth is inconsistent across grade levels and subpopulations.

**Root Cause:** Instructional practices are not consistently personalized to meet the diverse learning needs of students. Whole-group instruction and technology-based activities that are not adaptive dominate classroom time, with limited opportunities for targeted small-group instruction aligned to students' readiness levels.

**Problem Statement 17 (Prioritized):** Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs.

**Root Cause:** While assessment tools are available, data is not regularly or effectively used in Professional Learning Communities (PLCs) or classrooms to identify essential standards, track progress, or differentiate instruction.

**Problem Statement 18 (Prioritized):** District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth.

**Root Cause:** Instructional practices and resources are primarily designed to support struggling and on-level students, leaving fewer opportunities for enrichment, productive struggle, and advanced problem-solving for high-achieving learners.

**Problem Statement 19 (Prioritized):** Student performance data (STAAR, MAP Growth, district benchmarks) indicates that not all students are meeting expected levels of academic growth each year.

**Root Cause:** Existing practices vary by teacher and campus, resulting in: Inconsistent use of data to identify students in need of support. Limited structures for collaborative planning of interventions. Insufficient accountability for monitoring student progress during intervention blocks.

# District Processes & Programs

## District Processes & Programs Summary

The MVISD Academic 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.

## 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.

**Problem Statement 7:** Classroom observations reveal that instruction is often focused on covering content rather than ensuring deep learning, resulting in limited critical thinking, insufficient opportunities for productive struggle, and inconsistent student engagement.

**Root Cause:** There is a misalignment between instructional practices and the rigor of the TEKS.

**Problem Statement 8 (Prioritized):** Elementary students are not consistently provided with hands-on, inquiry-based learning opportunities in science, technology, engineering, arts, and mathematics (STEAM).

**Root Cause:** Without trained STEAM Lab Teachers and aligned instructional resources, elementary students have minimal opportunities to engage in project-based, inquiry-driven experiences that build the creativity, resilience, and problem-solving skills necessary for success in secondary STEM pathways.

**Problem Statement 9 (Prioritized):** District data shows that not all students are meeting College, Career, and Military Readiness (CCMR) indicators, resulting in missed opportunities for students and lower district performance in accountability Domain 1 (Student Achievement) and CCMR Outcome Bonuses.

**Root Cause:** Without structured opportunities, students may not be fully aware of military pathways, requirements, and benefits, which reduces their ability to make informed postsecondary decisions and prevents some from meeting CCMR indicators tied to enlistment.

**Problem Statement 10 (Prioritized):** Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration.

**Root Cause:** Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.

**Problem Statement 11 (Prioritized):** Teachers across the district report inconsistent communication, limited opportunities to provide feedback, and a lack of clarity regarding district initiatives, policies, and instructional expectations.

**Root Cause:** Teachers often feel decisions are made without their input, and district leadership lacks consistent feedback from those directly responsible for student learning. This disconnect hinders cohesive implementation and slows progress toward district-wide instructional goals.

# Perceptions

## Perceptions Summary

### Overall Business & Operations

- Staff Retention & Morale: Employees report enjoying their work (District Avg. ~95% Agree/Strongly Agree combined)
- Resources & Tools: 72% of staff believe they have the tools/resources to succeed
- Culture & Climate: 77% of employees report knowing the mission/vision

### Parent Engagement & Community

- Student Learning Priority: Elementary parents strongly agree their child's learning is prioritized.
- Communication: 86% of parents at elementary level see communication as a priority
- Respect & Approachability: District-wide, over 92% of parents feel treated respectfully and find staff approachable.
- Community Pride: About 94% of parents agree there is a strong sense of pride and community.

### Elementary Students:

- 81% say teachers push them to do their best.
- 88% feel challenged to think.
- 85% say technology supports learning.
- 86% feel safe

### Secondary Students:

- 60% enjoy coming to school.

### Communication & Transparency

- External: Parents largely affirm communication is a priority (85%), but gaps remain at secondary campuses.
- Bullying & Cyberbullying Reporting:
  - Parents: 79% say they know how to report issues.
  - Elementary students: 86% report awareness.
  - Secondary students: 63% know how to report

### Community & Partnerships

- Parent/community trust is evident in strong ratings for pride and respect. However, volunteer/partnership engagement data was not reflected in this survey—suggesting a gap in measurement.

## Perceptions Strengths

### Parents & Community

- High agreement that student learning is a priority, especially at the elementary level.
- Strong sense of pride and community across campuses, with Potranco and Castroville reporting the highest levels.
- Parents consistently feel treated with respect by school staff.
- Staff are approachable and reachable in most schools.
- Communication is seen as a priority at the elementary level.

### Students

- Elementary students feel encouraged to do their best and believe teachers do not let them give up when work is hard.
- Many elementary students report their classwork challenges them to think.
- Technology is viewed positively by students as a tool that helps them learn and grow.
- Elementary students report feeling safe and knowing how to report bullying or cyberbullying.
- Secondary students value teachers who encourage them to do their best and push them to think beyond memorization.

### Staff

- A large majority of staff enjoy their work.
- Pride in working for the district is strong, especially in Central Office and Child Nutrition.
- Staff widely report knowing the mission, vision, and beliefs of the district.
- Most staff believe they have the tools and resources to be successful, with particularly high ratings in Central Office.
- Respect from leaders is noted as a positive across Child Nutrition and Central Office.
- Many employees would recommend the district as a place to work.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Require instructional technology professional development

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

**Problem Statement 2 (Prioritized):** 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

**Problem Statement 3 (Prioritized):** Parents and community members want to feel better connected and more involved within our school district.

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

**Problem Statement 4 (Prioritized):** Our stakeholders want to feel better informed on all of the things happening throughout our district.

**Root Cause:** 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 5 (Prioritized):** Stakeholders do not always receive the best customer service.

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

# 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

**Problem Statement 22:** Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas.

**Root Cause 22:** Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.

**Problem Statement 22 Areas:** Student Learning

**Problem Statement 23:** Classroom observations reveal that instruction is often focused on covering content rather than ensuring deep learning, resulting in limited critical thinking, insufficient opportunities for productive struggle, and inconsistent student engagement.

**Root Cause 23:** Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).

**Problem Statement 23 Areas:** Student Learning

**Problem Statement 24:** Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level.

**Root Cause 24:** Phonics instruction is delivered inconsistently across classrooms, with variability in curriculum, instructional practices, and teacher expertise. This lack of alignment has resulted in gaps in students' foundational reading skills, particularly in decoding, fluency, and comprehension, leading to lower rates of students reading on grade level.

**Problem Statement 24 Areas:** Student Learning

**Problem Statement 25:** Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS

**Root Cause 25:** The district does not have a systematic, adaptive learning platform that provides continuous progress monitoring, aligned instructional resources, and individualized learning paths for students in grades PK-8.

**Problem Statement 25 Areas:** Student Learning

**Problem Statement 26:** District student performance data and classroom observations reveal that while instructional coverage of the TEKS is occurring, not all students are mastering on-grade-level standards. Many students are not engaged in learning tasks that promote agency, productive struggle, or critical thinking. As a result, academic growth is inconsistent across grade levels and subpopulations.

**Root Cause 26:** Instructional practices are not consistently personalized to meet the diverse learning needs of students. Whole-group instruction and technology-based activities that are not adaptive dominate classroom time, with limited opportunities for targeted small-group instruction aligned to students' readiness levels.

**Problem Statement 26 Areas:** Student Learning

**Problem Statement 27:** Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs.

**Root Cause 27:** While assessment tools are available, data is not regularly or effectively used in Professional Learning Communities (PLCs) or classrooms to identify essential standards, track progress, or differentiate instruction.

**Problem Statement 27 Areas:** Student Learning

**Problem Statement 28:** District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth.

**Root Cause 28:** Instructional practices and resources are primarily designed to support struggling and on-level students, leaving fewer opportunities for enrichment, productive struggle, and advanced problem-solving for high-achieving learners.

**Problem Statement 28 Areas:** Student Learning

**Problem Statement 29:** Student performance data (STAAR, MAP Growth, district benchmarks) indicates that not all students are meeting expected levels of academic growth each year.

**Root Cause 29:** Existing practices vary by teacher and campus, resulting in: Inconsistent use of data to identify students in need of support. Limited structures for collaborative

planning of interventions. Insufficient accountability for monitoring student progress during intervention blocks.

**Problem Statement 29 Areas:** Student Learning

**Problem Statement 30:** Elementary students are not consistently provided with hands-on, inquiry-based learning opportunities in science, technology, engineering, arts, and mathematics (STEAM).

**Root Cause 30:** Without trained STEAM Lab Teachers and aligned instructional resources, elementary students have minimal opportunities to engage in project-based, inquiry-driven experiences that build the creativity, resilience, and problem-solving skills necessary for success in secondary STEM pathways.

**Problem Statement 30 Areas:** District Processes & Programs

**Problem Statement 31:** District data shows that not all students are meeting College, Career, and Military Readiness (CCMR) indicators, resulting in missed opportunities for students and lower district performance in accountability Domain 1 (Student Achievement) and CCMR Outcome Bonuses.

**Root Cause 31:** Without structured opportunities, students may not be fully aware of military pathways, requirements, and benefits, which reduces their ability to make informed postsecondary decisions and prevents some from meeting CCMR indicators tied to enlistment.

**Problem Statement 31 Areas:** District Processes & Programs

**Problem Statement 32:** Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration.

**Root Cause 32:** Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.

**Problem Statement 32 Areas:** District Processes & Programs

**Problem Statement 33:** Teachers across the district report inconsistent communication, limited opportunities to provide feedback, and a lack of clarity regarding district initiatives, policies, and instructional expectations.

**Root Cause 33:** Teachers often feel decisions are made without their input, and district leadership lacks consistent feedback from those directly responsible for student learning. This disconnect hinders cohesive implementation and slows progress toward district-wide instructional goals.

**Problem Statement 33 Areas:** District Processes & Programs

# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data

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

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Staff surveys and/or other feedback

**Parent/Community Data**

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

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals





Revised/Approved: September 26, 2025

**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  
 mClass  
 Circle

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solution Tree Conference and/or additional 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, Academic Division, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> PLC Conference - Title II-Fund 255 - \$30,125</p>	Formative			Summative
	Oct	Jan	Mar	May
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> Chief Academic Officer</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>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weekly IC Meeting with Coaches and Academic Deans to build leadership capacity and consistency throughout the district</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency in the delivery and support of instruction throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> PLC books and supplies - Title II-Fund 255 - \$20,467</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> Monthly Principal Collab Meetings to build leadership capacity and consistency across all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency in leadership expectations and support on all campuses</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Books and Training Supplies - Title II-Fund 255</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student mastery and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Coaches - Title I, Part A -Fund 211 - \$526,880, Instructional Coaches - State Comp Ed-Fund 199 PIC 24/30/28 - \$883,875</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 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>

**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)  
 mClass  
 Circle

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> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 11, 12</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 11</p> <p><b>Funding Sources:</b> Fundamental 5 Books - Title II-Fund 255</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 grade 1 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</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 14</p> <p><b>Funding Sources:</b> 95% Phonics - IMA-Fund 410 - \$40,000, Flyleaf Decodables - IMA-Fund 410 - \$30,000, Estrellita - IMA-Fund 410 - \$15,000</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 Pre-K and 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 14</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> Curriculum Design Teams create district common assessments aligned to the essential TEKS 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> Academic Division Instructional Coaches Classroom Teachers, CDT Team Members Administration</p> <p><b>Problem Statements:</b> Student Learning 12</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; Curriculum Coordinators/ Specialists, Campus Administrators and teachers</p> <p><b>Problem Statements:</b> Student Learning 14</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 increase mastery of Math and Reading TEKS to provide progress monitoring for teachers and instructional resources that teachers can use at targeted small group teacher table instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students mastering grade level TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 15</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 and instructional resources that teachers can use at targeted small group teacher table instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students mastering grade level TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Innovation and Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 15</p> <p><b>Funding Sources:</b> Progress Learning software and training - State Comp Ed-Fund 199 PIC 24/30/28 - \$75,000</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> 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> Academic Division</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 training for secondary teachers on implementing high expectations and differentiation strategies such as Pre-AP and AP 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 13</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 NEWSOLA 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 11, 13</p> <p><b>Funding Sources:</b> NEWSOLA 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>

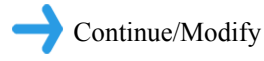
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Join the PK and Early Childhood Coop through Region 20 to provide training, support and Resources for teachers of PK-2 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in teacher effectiveness Dimension 3.1</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department, Principals</p> <p><b>Problem Statements:</b> Student Learning 12, 14</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> Continue year 2 of the Elementary Blended Learning Cohort to personalize instruction through targeted teacher-led small groups that support student mastery of on-grade-level TEKS, while also increasing engagement and student agency across all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> increase number of students mastering grade level TEKS increase in student agency and engagement increase in student mastery of essential TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 16</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 6-8 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, Academic Deans and Instructional Coaches</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$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> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 17</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$29,250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 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.

**Problem Statement 12:** Classroom observations reveal that instruction is often focused on covering content rather than ensuring deep learning, resulting in limited critical thinking, insufficient opportunities for productive struggle, and inconsistent student engagement. **Root Cause:** Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).

**Problem Statement 13:** Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas. **Root Cause:** Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.

**Problem Statement 14:** Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level. **Root Cause:** Phonics instruction is delivered inconsistently across classrooms, with variability in curriculum, instructional practices, and teacher expertise. This lack of alignment has resulted in gaps in students' foundational reading skills, particularly in decoding, fluency, and comprehension, leading to lower rates of students reading on grade level.

**Problem Statement 15:** Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS **Root Cause:** The district does not have a systematic, adaptive learning platform that provides continuous progress monitoring, aligned instructional resources, and individualized learning paths for students in grades PK-8.

**Problem Statement 16:** District student performance data and classroom observations reveal that while instructional coverage of the TEKS is occurring, not all students are mastering on-grade-level standards. Many students are not engaged in learning tasks that promote agency, productive struggle, or critical thinking. As a result, academic growth is inconsistent across grade levels and subpopulations. **Root Cause:** Instructional practices are not consistently personalized to meet the diverse learning needs of students. Whole-group instruction and technology-based activities that are not adaptive dominate classroom time, with limited opportunities for targeted small-group instruction aligned to students' readiness levels.

**Problem Statement 17:** Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs. **Root Cause:** While assessment tools are available, data is not regularly or effectively used in Professional Learning Communities (PLCs) or classrooms to identify essential standards, track progress, or differentiate instruction.

**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  
 mClass  
 Circle

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consultation with The New Teacher Project (TNTP) to develop plan to move from a transitional bilingual education, early-exit model to a dual language immersion model by Fall of 2027.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of 3 Year Plan with Action Steps for transition to a dual language immersion model</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District Bilingual/ ESL Clerk, Chief Academic Officer, C&amp;I Director</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> TNTP - Title III-Fund 263 - \$19,945</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 curriculum and trainings offered to bilingual and ESL teachers throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will have access to research-based strategies for meeting the needs of emergent bilinguals participating in the bilingual program and for emergent bilinguals participating in the ESL program whose first language is other than English and Spanish that go beyond the use of a translation device.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department</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 support curriculum and enhance application of training - Title III-Fund 263 - \$6,036, Instructional supplies, materials to support curriculum and enhance application of training - Bilingual Education Allotment Fund 199 PIC 25 - \$10,000</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> 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 access to research-based strategies for meeting the needs of emergent bilinguals participating in both the bilingual and ESL programs.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</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> Consultant, accompanying training materials - Title III-Fund 263 - \$5,000</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 Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Consultant, supporting instructional materials, substitutes - Bilingual Education Allotment Fund 199 PIC 25</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 2025 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 Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Travel/lodging accommodations, conference fees, meals, substitutes - Bilingual Education Allotment Fund 199 PIC 25 - \$13,140</p>	Formative			Summative
	Oct	Jan	Mar	May
				273

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Monitor implementation of Spanish Language Arts phonics scope and sequence in prekinder, kinder, and first grade bilingual classrooms supporting development of Spanish as a home language, ultimately supporting transition into English Language Arts and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Prekinder-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 research-based scope and sequence.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Aligned instructional materials - Bilingual Education Allotment Fund 199 PIC 25 - \$1,300</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Introduce training, observation/coaching, and development services with a consultant for meeting the needs of incoming bilingual teachers into a dual language immersion model targeting the Interdisciplinary Biliteracy Sequence for early childhood grades for a dual language immersion model implementation by Fall 2027.</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 both Spanish and English Language Arts simultaneously via a research-based biliteracy framework.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Consultant, substitutes, accompanying materials - Bilingual Education Allotment Fund 199 PIC 25 - \$19,800</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide training and 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 Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer, classroom teachers, instructional coaches/academic deans</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> Summit K12 platform, headphones - Title III-Fund 263 - \$21,147.50</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide linguistic, academic, and affective opportunities for incoming kinder and grade 1 emergent bilinguals while attending the required 120 hours of summer school instruction in support of both language and academic progress through STEAM-related access/materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilinguals entering kinder and first grade will have a jump-start into language and academic progress allowing for emergent bilinguals to commence the year on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - Title IV-Fund 289 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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 Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</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 - \$6,032</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Continue to provide support materials and services to our At-Risk and Highly Mobile students.  <b>Strategy's Expected Result/Impact:</b> Help this population stay on course to graduate on time.  <b>Staff Responsible for Monitoring:</b> Academic Division Campus Administrators, Highly Mobile and At-Risk Liaison</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 13, 15, 17  <b>Funding Sources:</b> Staff, instructional materials, Summer School - State Comp Ed-Fund 199 PIC 24/30/28, Emergency Food, Cap and Gowns, Training Materials - Title I, Part A -Fund 211, Instructional supplies, Emergency Clothes - TEHCY-Homeless-Fund 206, - Title III-Fund 263</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Provide management programs for Title I Campuses  <b>Strategy's Expected Result/Impact:</b> Assist with documentation, tracking, and keeping with compliance  <b>Staff Responsible for Monitoring:</b> Special Funding Coordinator, Campus Administrators, and Campus Points-of-Contact</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 2 - Student Learning 8  <b>Funding Sources:</b> Program Management System - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</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.  <b>Strategy's Expected Result/Impact:</b> Increase in NWEA MAP growth for students in the achievement 80th percentile and above.  <b>Staff Responsible for Monitoring:</b> Academic Division</p> <p><b>Problem Statements:</b> Student Learning 18  <b>Funding Sources:</b> - Gifted &amp; Talented-Fund 199 PIC 21</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> 95% Phonics training and intervention resources for all SPED teachers and Instructional Coaches.  <b>Strategy's Expected Result/Impact:</b> Give targeted intervention to special education students who are struggling with reading skills.  <b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b>  <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 15 Details	Reviews			
<p><b>Strategy 15:</b> Train special and general education teachers and paraprofessionals in collaborative teaching models. Provide resources and exemplars of effective implementation.  <b>Strategy's Expected Result/Impact:</b> Increase the use of research-based collaborative teaching models.  <b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b>  <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 16 Details	Reviews			
<p><b>Strategy 16:</b> Provide training to special education teachers and campus administrators in data-based placement decision making.  <b>Strategy's Expected Result/Impact:</b> ARD committees will make appropriate placement and intervention decisions resulting in improve instructional outcomes.  <b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b>  <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 17 Details	Reviews			
<p><b>Strategy 17:</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.  <b>Strategy's Expected Result/Impact:</b> Decrease in recommendations for more restrictive placements due to behavior.  <b>Staff Responsible for Monitoring:</b> Special education director, coordinators, and specialists.</p> <p><b>Results Driven Accountability</b>  <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 18 Details	Reviews			
<p><b>Strategy 18:</b> Offer Compensatory Education Home Instruction (CEHI) to prenatal and postpartum students to help them continue their education, stay on track academically, and reduce the risk of dropping out.</p> <p><b>Strategy's Expected Result/Impact:</b> Prenatal and postpartum students receiving CEHI services will maintain academic progress, earn course credits towards graduation, and experience a decreased likelihood of dropping out.</p> <p><b>Staff Responsible for Monitoring:</b> CEHI Instructor, School Nurse, PRS Liaison, Campus Counselor, ARD Committee, Campus Admin, Student Support Services Director, Social Worker</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 8</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Join the Special Education Coop through Region 20 to provide training, support and resources for all teachers to ensure district-wide systemic processes are in place to serve our special populations.</p> <p><b>Funding Sources:</b> - Special Education-Fund 199 PIC 23</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Purchase instructional materials, tools and equipment required to implement Individual Education Plans for students in special education.</p>	Formative			Summative
	Oct	Jan	Mar	May
				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
Student Learning
<p><b>Problem Statement 8:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p> <p><b>Problem Statement 13:</b> Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas. <b>Root Cause:</b> Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.</p>

## Student Learning

**Problem Statement 15:** Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS **Root Cause:** The district does not have a systematic, adaptive learning platform that provides continuous progress monitoring, aligned instructional resources, and individualized learning paths for students in grades PK-8.

**Problem Statement 17:** Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs. **Root Cause:** While assessment tools are available, data is not regularly or effectively used in Professional Learning Communities (PLCs) or classrooms to identify essential standards, track progress, or differentiate instruction.

**Problem Statement 18:** District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth. **Root Cause:** Instructional practices and resources are primarily designed to support struggling and on-level students, leaving fewer opportunities for enrichment, productive struggle, and advanced problem-solving for high-achieving learners.

## 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 19</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 14</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 18, 19  <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>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 14:** Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level. **Root Cause:** Phonics instruction is delivered inconsistently across classrooms, with variability in curriculum, instructional practices, and teacher expertise. This lack of alignment has resulted in gaps in students' foundational reading skills, particularly in decoding, fluency, and comprehension, leading to lower rates of students reading on grade level.

**Problem Statement 18:** District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth. **Root Cause:** Instructional practices and resources are primarily designed to support struggling and on-level students, leaving fewer opportunities for enrichment, productive struggle, and advanced problem-solving for high-achieving learners.





**Problem Statement 19:** Student performance data (STAAR, MAP Growth, district benchmarks) indicates that not all students are meeting expected levels of academic growth each year. **Root Cause:** Existing practices vary by teacher and campus, resulting in: Inconsistent use of data to identify students in need of support. Limited structures for collaborative planning of interventions. Insufficient accountability for monitoring student progress during intervention blocks.

**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>Problem Statements:</b> District Processes &amp; Programs 3</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>	<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 a K-12 College, Career, &amp; Military Readiness Program including age-appropriate counseling lessons, technology resources, 4 year plans, 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 and IBC attainment</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, 4 - District Processes &amp; Programs 9</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>	<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> Purchasing, implementation, and training for teachers of STEAM Lab Teachers in Elementary Campuses to support Middle Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage students in meaningful connections to science, technology, engineering, art, and math. It is an extension to the Science/Math curricula and it includes hands-on activities that emphasize the application of scientific concepts as we experience them in our daily lives.</p> <p><b>Staff Responsible for Monitoring:</b> STEAM Lab Teachers; Campus Administration; Instructional Technology Coordinator; Director of Curriculum, Instruction &amp; Assessment</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 8</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 ASVAB testing for all students classified as Juniors and Seniors to ensure equitable access to career readiness assessments and increase opportunities for students to demonstrate CCMR readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain valuable insights into their academic strengths, career interests, and potential career pathways.</p> <p>Increased number of students meeting CCMR accountability indicators, positively impacting district performance in Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps).</p> <p>Students will have broader postsecondary options, including military, technical, and workforce opportunities, supporting the district goal that all students will learn every year and graduate prepared for college, career, or military service.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director CCMR Advisors Academic Deans HS Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3, 4, 10 - District Processes &amp; Programs 5</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> Military Recruitment Liaisons will have access to meet with students on a regular basis during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> students will have access to opportunities and information related to enlistment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors/ CTE Advisor</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 9</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 5 Problem Statements:**

**Student Learning**

**Problem Statement 3:** 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:** 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 10:** 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

**District Processes & Programs**

**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.

**Problem Statement 5:** 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 8:** Elementary students are not consistently provided with hands-on, inquiry-based learning opportunities in science, technology, engineering, arts, and mathematics (STEAM). **Root Cause:** Without trained STEAM Lab Teachers and aligned instructional resources, elementary students have minimal opportunities to engage in project-based, inquiry-driven experiences that build the creativity, resilience, and problem-solving skills necessary for success in secondary STEM pathways.





**Problem Statement 9:** District data shows that not all students are meeting College, Career, and Military Readiness (CCMR) indicators, resulting in missed opportunities for students and lower district performance in accountability Domain 1 (Student Achievement) and CCMR Outcome Bonuses. **Root Cause:** Without structured opportunities, students may not be fully aware of military pathways, requirements, and benefits, which reduces their ability to make informed postsecondary decisions and prevents some from meeting CCMR indicators tied to enlistment.

**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> Principals, Academic Deans, C&amp;I Department, Chief Academic Officer</p> <p><b>Problem Statements:</b> Student Learning 13, 18</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, C&amp;I Department, I&amp;A Department, Chief Academic Officer</p> <p><b>Problem Statements:</b> Student Learning 10, 13 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$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			
<p><b>Strategy 4:</b> Expand student access to college readiness assessments (TSI, PSAT, SAT, ACT, AP, IB) through increased test preparation, scheduled testing opportunities, and targeted interventions for students not yet meeting benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in TSI, PSAT, SAT, ACT, AP, IB.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Deans CCMR Advisors Innovation &amp; Accountability Department</p> <p><b>Problem Statements:</b> Student Learning 10 - District Processes &amp; Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 6 Problem Statements:**

Student Learning
<p><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</p> <p><b>Problem Statement 13:</b> Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas. <b>Root Cause:</b> Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.</p> <p><b>Problem Statement 18:</b> District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth. <b>Root Cause:</b> Instructional practices and resources are primarily designed to support struggling and on-level students, leaving fewer opportunities for enrichment, productive struggle, and advanced problem-solving for high-achieving learners.</p>
District Processes & Programs
<p><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</p>

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

**Performance Objective 7:** CCMR: Ensure alignment of CTE Programs of Study to increase CTE Completer status, IBC attainment, and District Practicum.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure academic records are accurately coded and 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, CTE Department</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5</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> Maximize opportunities for students to earn industry based certifications and/or post-secondary credit(s) to increase outcomes by 5% (pp) by the end of each academic year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in all programs of study will earn industry based 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 3, 4 - District Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> Curriculum, certification, and licenses - Career &amp; Technical Education-Fund 199 PIC 22</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 3:** 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:** 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.

### District Processes & Programs





**Problem Statement 9:** District data shows that not all students are meeting College, Career, and Military Readiness (CCMR) indicators, resulting in missed opportunities for students and lower district performance in accountability Domain 1 (Student Achievement) and CCMR Outcome Bonuses. **Root Cause:** Without structured opportunities, students may not be fully aware of military pathways, requirements, and benefits, which reduces their ability to make informed postsecondary decisions and prevents some from meeting CCMR indicators tied to enlistment.

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

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

**Evaluation Data Sources:** Grading Period Discipline Reports  
Teacher and student surveys

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> <p><b>Problem Statements:</b> Student Learning 6</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> <p><b>Problem Statements:</b> Student Learning 2, 6</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 BASE.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior teachers will demonstrate increased confidence and consistency in managing challenging behaviors.</p> <p>Classrooms will experience reduced disruptions and increased instructional time.</p> <p>Students receiving behavior interventions will show measurable progress in both behavioral and academic goals.</p> <p>The district will ensure greater equity in access to learning, contributing to the overarching goal that all students will learn and show growth every year.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Department</p> <p><b>Problem Statements:</b> Student Learning 6</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, Middle and High School Counselors.</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 10</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 Pillars of Excellence to provide consistency for behavior expectations across campuses.</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>Problem Statements:</b> District Processes &amp; Programs 10</p> <p><b>Funding Sources:</b> software and training - State Comp Ed-Fund 199 PIC 24/30/28 - \$57,440</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 8 Problem Statements:**

### Student Learning

**Problem Statement 2:** 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 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.

### District Processes & Programs





**Problem Statement 10:** Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration. **Root Cause:** Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.

**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.  <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.  <b>Staff Responsible for Monitoring:</b> Student Support Services Director, Elementary and Middle School Counselors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 10  <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.  <b>Strategy's Expected Result/Impact:</b> Meet state compliance for mandatory placements  <b>Staff Responsible for Monitoring:</b> DAEP Coordinator and Campus DAEP Liaison</p> <p><b>Problem Statements:</b> Student Learning 2</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  <b>Strategy's Expected Result/Impact:</b> Provide the necessary instructional supplies and materials  <b>Staff Responsible for Monitoring:</b> DAEP Coordinator</p> <p><b>Problem Statements:</b> Student Learning 6, 7, 11</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>Problem Statements:</b> Demographics 2 - Student Learning 8</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 9 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Staff continue to encounter challenges with discipline and behaviors that require removals from the classroom, including placements in the Disciplinary Alternate Education Program, DAEP. <b>Root Cause:</b> Lack of systemic social emotional supports and interventions.</p>
<p><b>Problem Statement 6:</b> When experiencing disruptive behaviors, teachers defer to placements in more restrictive settings rather than intensifying interventions to ensure success in the least restrictive environment. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 7:</b> Teachers face barriers to the implementation of research-based collaborative teaching models. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 8:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<p><b>Problem Statement 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.</p>
<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 10:</b> Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration. <b>Root Cause:</b> Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.</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 events/programs, including: Career and College Exploration Class (all 8th graders), Core 4 STEM (all 8th graders), 8th Grade Recruitment plan with High School CTE Team, Career and Technical Student Organizations, UTSA Prep and Summer Engineering Program (6-12th grade students), and Practicums in CTE Programs.</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>Funding Sources:</b> - Perkins-Fund 244 - \$500, - Career &amp; Technical Education-Fund 199 PIC 22</p>	Formative			Summative
	Oct	Jan	Mar	May







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

**Performance Objective 11:** CCMR: Ensure access to data driven, research based practices, and resources for student learning outcomes

**High Priority**

**Evaluation Data Sources:** 2022, 2023 & 2024TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE: Ensure access to data-driven, research practices, and resources for student learning outcomes by aligning industry standards through evaluation and revision of size, scope, and quality of CTE Programs of Study</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CTE Completer status, and well as number of earned Industry Based Certifications</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CCMR Advisor, HS Academic Dean, and CTE Staff</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 5</p> <p><b>Funding Sources:</b> - Career &amp; Technical Education-Fund 199 PIC 22, - Perkins-Fund 244</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 11 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
<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> <p><b>Problem Statement 5:</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>

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

**Performance Objective 12:** CCMR: Increase the percentage of graduates earning College, Career, or Military Readiness (CCMR) Outcomes Bonus points through accurate coding, expanded opportunities for industry-based certifications, and increased participation in college readiness assessments.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a CCMR Steering Committee consisting of PEIMS staff, high school counselors/administrators, the CTE Director, I&amp;A Director, ALE Coordinator and Accountability Coordinator to monitor student coding accuracy, track student progress, and ensure alignment with TEA accountability requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CTE Completer status, and well as number of earned Industry Based Certifications</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Director            HS Academic Dean            HS Head Counselor            CTE Director            I &amp; A Director            Special Education Director</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SchooLinks will be implemented to build consistency across secondary campuses with annual course selections, CCMR tracker and four year graduation plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating accurate data for campus staffing and tracking of student CCMR completer status.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Support Services, Campus Counselors</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3, 4, 5, 10 - District Processes &amp; Programs 5 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 12 Problem Statements:

### Demographics

**Problem Statement 1:** 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.

### Student Learning

**Problem Statement 3:** 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:** 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.

**Problem Statement 10:** 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

### District Processes & Programs

**Problem Statement 5:** 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


### Perceptions


**Problem Statement 3:** Parents and community members want to feel better connected and more involved within our school district. **Root Cause:** Lack of events and opportunities for parents and community members to spend time on campuses.





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

**Performance Objective 13: SAFETY & WELL-BEING:** Ensure that all students and staff engage in safe, responsible, and ethical use of digital resources by implementing practices and training aligned with FERPA, COPPA, and district technology policies.

**Evaluation Data Sources:** MVISD Instructional Tool Request responses  
District Approved Instructional Materials list

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will develop and implement a formal vetting process for all digital applications, websites, and instructional resources to ensure compliance with FERPA, COPPA, CIPA, and district privacy/security standards. The process will include:</p> <ul style="list-style-type: none"> <li>1 - Alignment of TEKS &amp; learning objectives</li> <li>2 - Graduate Profile alignment</li> <li>3 - Collection of student data assessment</li> <li>4 - Meets all District security &amp; privacy requirements</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> All adopted digital tools will be instructionally aligned, secure, and privacy-compliant.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation &amp; Accountability Innovation Coordinator Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 1, 11 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will be required to submit a MVISD Instructional Tool Request for any new digital application, website, or instructional resource prior to classroom use. Requests will be evaluated through the district's formal vetting tool to ensure:</p> <p>Alignment with TEKS and district learning objectives            Connection to the MVISD Graduate Profile            Evaluation of student data collection and storage practices            Compliance with FERPA, COPPA, CIPA, and district security/privacy standards            Approved resources will be added to the district-approved instructional tools list and communicated to staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By requiring teacher submissions and centralized vetting, the district will (1) prevent use of unapproved or unsafe applications, (2) ensure all tools meet instructional and legal standards, (3) protect student data privacy, and (4) maintain consistent, high-quality digital resources across campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Innovation &amp; Accountability            Innovation Coordinator            Campus Administration</p> <p><b>Problem Statements:</b> Student Learning 11</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 13 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>
<p><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.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Require instructional technology professional development <b>Root Cause:</b> As MVISD continues to grow and newer technology programs/software are introduced current and periodic training is paramount</p>
<p><b>Problem Statement 2:</b> Increase/provide or support technology hardware and software. <b>Root Cause:</b> 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</p>

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

**Performance Objective 14: STUDENT ACHIEVEMENT:** Increase the percentage of students achieving 5 percentage points overall and by 7 percentage points in targeted subpopulations (EB, Special Education, Economically Disadvantaged).

**High Priority**

**Evaluation Data Sources:** NWEA MAP  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and teach Essential Standards to mastery through PLC collaboration and common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Academic Division Campus Administration Instructional Coaches Academic Deans</p> <p><b>Problem Statements:</b> Student Learning 1, 7</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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 14 Problem Statements:**





Student Learning
<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> <p><b>Problem Statement 7:</b> Teachers face barriers to the implementation of research-based collaborative teaching models. <b>Root Cause:</b> 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.</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			
<b>Strategy 1:</b> Continue hosting multiple job fairs hosted at MVIDS for professional and auxiliary staff that occur at strategic times of the year. <b>Strategy's Expected Result/Impact:</b> positions will be filled with quality staff <b>Staff Responsible for Monitoring:</b> Director of HR	<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> Continue recognizing substitutes and offering multiple onboarding sessions that prepare substitutes to be successful in classrooms. <b>Strategy's Expected Result/Impact:</b> Quality substitutes that are well equipped to work in classrooms <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 marketing information for all positions. <b>Strategy's Expected Result/Impact:</b> highly qualified applicants <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			
<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 Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Bilingual Education Allotment Fund 199 PIC 25 - \$34,837</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The district will ensure certified teachers provide face-to-face instruction in home or hospital settings so students can maintain continuity of learning and progress towards academic success</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving instruction in home or hospital settings will remain connected to their coursework, continue making academic progress, and stay on track toward meeting grade-level expectations and graduation requirements.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse, PRS Liaison, Special Education Assistant Director, Campus Admin, Student Support Services Director</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 8</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<b>Student Learning</b>
<p><b>Problem Statement 8:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>

## 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.

**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			
<p><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</p> <p><b>Strategy's Expected Result/Impact:</b> employee satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Chief Academic Officer</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 11</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> Strengthen employee recognition programs on all campuses and at school board meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> employees feel valued and want to stay in the district</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 to remain competitive with employee salaries when compared to surrounding school districts.</p> <p><b>Strategy's Expected Result/Impact:</b> high quality staff</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> Implement a salary study conducted by a third party every 2-3 years to ensure adequate salaries for all positions.</p>	<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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide opportunities for continuous learning for campus leadership.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**





District Processes & Programs
<b>Problem Statement 11:</b> Teachers across the district report inconsistent communication, limited opportunities to provide feedback, and a lack of clarity regarding district initiatives, policies, and instructional expectations. <b>Root Cause:</b> Teachers often feel decisions are made without their input, and district leadership lacks consistent feedback from those directly responsible for student learning. This disconnect hinders cohesive implementation and slows progress toward district-wide instructional goals.

**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 and additional certifications  <b>Staff Responsible for Monitoring:</b> Chief Academic Officer 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, Reimbursement for teachers with a passing score on the Gifted and Talented Supplemental - Gifted &amp; Talented-Fund 199 PIC 21 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	May
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> Chief Academic Officer</p> <p><b>Funding Sources:</b> Supplies and materials for academy - Title II-Fund 255 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Book studies and on-going training for 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&amp;I Director</p> <p><b>Funding Sources:</b> books - Title II-Fund 255 - \$300</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Grow highly effective Principals that create a positive working environment/culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive campus culture on all campuses</p> <p><b>Staff Responsible for Monitoring:</b> HR Director, Chief Academic Officer, Executive Director of Elementary Schools, Executive Director of Secondary Schools</p> <p><b>Funding Sources:</b> - Title II-Fund 255</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**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> Academic Division Coordinators will attend trainings throughout the year to stay current in educational trends, practices, and policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinators will be able to provide relevant professional learning sessions for teachers and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, C&amp;I Director, I&amp;A Director, Bilingual Director, Special Education Director</p> <p><b>Funding Sources:</b> Trainings and conferences - Title II-Fund 255 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Professional Learning Surveys to provide meaningful, relevant, and needed Professional Learning offerings.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director, I&amp;A Director, Chief Academic Officer</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide general supplies and consumables including reading materials for professional development initiatives at the district level.</p> <p><b>Strategy's Expected Result/Impact:</b> These resources will support effective training sessions, enhance staff capacity-building efforts, and ensure educators have the tools necessary to implement best practices that align with district goals for improved student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, C&amp;I Director</p> <p><b>Funding Sources:</b> - Title II-Fund 255 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide and participate in training opportunities on Highly Mobile and At-Risk student populations to strengthen staff capacity to support student needs, promote stability, and improve academic success</p> <p><b>Strategy's Expected Result/Impact:</b> Through increased staff knowledge and skills, Highly Mobile and At-Risk students will experience stronger support systems, greater academic progress, and improved opportunities for long-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Highly Mobile and At-Risk Liaisons, Student Support Services Director</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 8</p> <p><b>Funding Sources:</b> - TEHCY-Homeless-Fund 206, - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
Student Learning
<p><b>Problem Statement 8:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>

**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 - \$1,030</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 - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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> Strengthen and enhance best practices 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> Grow alumni outreach program. <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> Create an athletic stadium advertising program. <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>
	 No Progress			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue military-connected family engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family and community engagement that fosters stronger connections between military families and the district, leading to improved communication, greater access to resources, and enhanced support for military-connected students' academic and social success.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Director, Director of Student Support Services Campus Administrators, Highly Mobile and At-Risk Liaison</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 8 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<b>Student Learning</b>
<p><b>Problem Statement 8:</b> Continue to support our At-Risk, Highly Mobile, and educationally disadvantaged students to make sure they graduate on time by providing social/emotional and Instructional Support. <b>Root Cause:</b> More and more students are enrolling and coming to us with extreme academic, behavior, social and with a greater lack of basic resources</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> Parents and community members want to feel better connected and more involved within our school district. <b>Root Cause:</b> Lack of events and opportunities for parents and community members to spend time on campuses.</p>

**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	<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> Implement StudentSquare to ensure communication aligns with best practices and enhances student engagement across secondary campuses. <b>Strategy's Expected Result/Impact:</b> better informed 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> Continue community mail-outs. <b>Strategy's Expected Result/Impact:</b> better informed 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 4 Details	Reviews			
<b>Strategy 4:</b> Increase video production to provide updates on district programs and initiatives. <b>Strategy's Expected Result/Impact:</b> better informed 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>
	 No Progress			
<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 3:** IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Increase customer satisfaction.

**Evaluation Data Sources:** Parent Surveys





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain 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> Continue implementation of 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> Develop and implement a comprehensive, district-wide master calendar that consolidates all campus and district public events to improve coordination, communication and community engagement. <b>Strategy's Expected Result/Impact:</b> better customer 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>
<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 4:** IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Increase partnerships with families of emergent bilinguals

**Evaluation Data Sources:** Parent Feedback/Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parent and family engagement opportunities for qualifying emergent bilinguals and their families to learn about language, culture, and making progress with English acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> parent/family engagement with strategies for increasing TELPAS scores by one composite rating</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&amp;I Department, Chief Academic Officer</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2, 3</p> <p><b>Funding Sources:</b> - Title III-Fund 263</p>	Formative			Summative
	Oct	Jan	Mar	May





 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 4 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> MVISD currently enrolls students whose first language is other than English.</p>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> MVISD currently enrolls students whose first language is other than English and is not Spanish.</p>
<p><b>Problem Statement 3:</b> Emergent bilinguals encounter challenges transitioning into a post-secondary education. <b>Root Cause:</b> Accessibility is limited due to the cultural background/expectations, language, and understanding of available resources.</p>

**Goal 4:** 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	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop and implement the MVISD 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	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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
<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 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.	<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> Ensure maintenance staffing and budget is appropriate and available.	<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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Finance and operations.

**Performance Objective 4:** Ensure operational effectiveness and efficiency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and a program aimed at youth substance abuse reduction.</p> <p><b>Strategy's Expected Result/Impact:</b> Embed anti-vape program across 10 campuses to reduce Safety Ops Department's Police calls for service by 50% through implementation and training students and staff on teen vape legalities and health effects through a school district anti-vape program.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Health, Police Chief, Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
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>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish methods to monitor progress of new law enforcement model district wide</p> <p><b>Strategy's Expected Result/Impact:</b> Marshals will meet 100% of their firearms expectations and by the end of the 2025-26 school year. Each marshal will be a certified trainer in Standard Response Program, Citizen's Response to Active Shooter Events, Behavioral Threat Assessment and complete the ICS, ALERRT level 1 and Safety Care Training.</p> <p>* Progress updates for the marshal's training will be presented periodically in committee and board meetings.</p> <p>Police Officers will meet 100% of their firearms expectations and by the end of the 2025-26 school year will complete the following trainings: ALERRT 1, CRASE, SRP/SRM, ICS, SBLE (intro) and Safety Care.</p> <p>* Coordinate training, community outreach, administration collaborations and officer development throughout the 25-26 academic year</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Operations and Safety.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$4,161,799.00

**Total FTEs Funded by SCE:** 50

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

In addition to allocating funds for each campus for tutoring and instructional programming, 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, and the following student software platforms: Eduphoria, Progress Learning, and No Red Ink. SCE also funds instructional coaches, social workers, and Pre-K aides throughout the district.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alyssa Duty	Potranco PreK Aide	1
Anabel Trujillo	LaCoste Instructional Coach	1
Aracely Jones	LaCoste PreK Aide	1
Aris Vogt	MVMS Instructional Coach	1
Ashley Bertie	Loma Alta Instructional Coach	1
Audrey Martinez	Ladera PreK Aide	1
Bianca Figueroa	LaCoste PreK Aide	1
Brandon Jones	DAEP Teacher	1
Cassidy Phinny	Luckey Ranch PreK Aide	1
Charlene Noll	Silos PreK Aide	1
Christine Bokaie	Luckey Ranch Social Worker	0.5
Christine Bokaie	Silos Social Worker	0.5
Claudia Marsch	Castroville Social Worker	0.8
Claudia Marsch	DAEP Social Worker	0.2
Dana Sherwood	Castroville PreK Aide	1
Deanna Cruz	Luckey Ranch Instructional Coach	1
Dulce Cazares	Ladera PreK Aide	1
Eva Marie Deboda-Ortiz	Silos PreK Aide	1

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Irma Zamora	MVHS Instructional Aide	1
Jennifer Jones	Luckey Ranch PreK Aide	1
Josue Castro Aguilar	MVHS Social Worker	1
Kara Kent	Potranco PreK Aide	1
Katelyn Delaney	MVHS Instructional Coach	1
Katherine Hernandez	Ladera Instructional Coach	1
Kim Kindred	DAEP Aide	1
Kristianne Murray	Silos Instructional Coach	1
Lisa Alvarez	Castroville PreK Aide	1
Lorie Pimentel	Silos PreK Aide	1
Maitee Ramon	Ladera PreK Aide	1
Maria Younan	Potranco Social Worker	0.5
Maria Younan	Ladera Social Worker	0.5
Maricela Rodriguez	Loma Alta Instructional Coach	1
Megan Nickel	MVMS Instructional Coach	1
Melissa Decock	Castroville Instructional Coach	1
Melissa Garcia	Silos PreK Aide	1
Miranda Lopez	Luckey Ranch PreK Aide	1
Miriam Ugazio	Potranco PreK Aide	1
Natalee Mueller	DAEP Teacher	1
Nicole Marais	Potranco Instructional Coach	1
Nicole Perez	Luckey Ranch PreK Aide	1
Oscar Saenz	DAEP Teacher	1
Rachel Katzman	MVMS Social Worker	0.6
Rachel Katzman	DAEP Social Worker	0.4
Rayon Nembhard	MVHS Instructional Coach	1
Rebecca Robles Gil	Lacoste PreK Aide	1
Rebecca Tumlinson	DAEP Aide	1
Roland Villanueva	DAEP Coordinator	1
Rosario Zvorak	Ladera PreK Aide	1
Shelby Haywood	LaCoste PreK Aide	1

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stephanie Rodriguez	Loma Alta Social Worker	0.6
Stephanie Rodriguez	DAEP Social Worker	0.4
Toni Flores	Ladera PreK Aide	1
Tracy Chafin	DAEP Teacher	1
Veronica Cody	Luckey Ranch PreK Aide	1
Zenaida Amaro	Potranco PreK Aide	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra neumann	Castroville Instructional Coach		1
Charisse Frank	LaCoste Instructional Coach		1
Kendall Taylor	Potranco Instructional Coach		1
Marylou Tijerina	Silos Instructional Coach		1
Robyn Rios Hill	Federal Program Coordinator		.33
Stephanie Torres	Ladera Instructional Coach		1
TBD	Luckey Ranch Math Specialist		.5
TBD	Silos Math Specialist		.5
Tricia Plate	Luckey Ranch Instructional Coach		1

# 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	Brandi Hendrix	Assistant Superintendent
District-level Professional	Scott Caloss	Superintendent
District-level Professional	Amy Millis	Director to Curriculum, Instruction & Assessment

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# **Medina Valley Independent School District**

## **Medina Valley High School**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designation**

Academic Achievement in Social Studies

# Mission Statement

CHALLENGE, INSPIRE, ENCOURAGE

## Vision

**At Medina Valley High School, we inspire individuals to lead with integrity, grow through rigorous learning, and foster a commitment to serve within the community.**

## Value Statement

### MVHS Collective Commitments:

- **Purposeful: We act with intention in all that we do, setting meaningful goals and striving to make a positive impact.**
- **Accountable: We take responsibility for our actions, own our decisions, and uphold the trust placed in us by others.**
- **Nurturing: We foster a supportive and inclusive environment where every individual feels valued, respected, and empowered to grow.**
- **Transformative: We embrace change and innovation as opportunities to learn, improve, and lead progress in our school and community.**
- **Hard-Working: We are dedicated and determined, consistently putting forth our best effort in pursuit of excellence.**
- **Engaging: We actively participate in our learning, relationships, and community, recognizing that involvement leads to growth.**
- **Resilient: We persevere through challenges with courage and optimism, using setbacks as stepping stones to success.**
- **Strong: We stand united as a Panther community, drawing strength from our shared values, diversity, and determination.**

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# Comprehensive Needs Assessment

Revised/Approved: April 24, 2025

## Demographics

### Demographics Summary

2024-2025 Student Enrollment- 2626

2025-2026 Student Enrollment as of 8/25/25-- 2878

Demographics reviewed via ON DATA SUITE

- Special notation-- high ECO DIS, high AT-RISK, high SE populations

# Student Learning

## Student Learning Summary

Data reviewed: MAPS, STAAR, Accountability Data, AP, TSI, Dual Credit Enrollment, CTE Certification Data, graduation rate, Special Education student performance data, EB/ TELPAS data

## Student Learning Strengths

High performance and growth in Biology MAPS data and on EOC STAAR data

High mastery performance on US History STAAR data

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.

**Root Cause:** Low expectations in the classroom, grading for compliance, lack of on-level instruction.

**Problem Statement 2 (Prioritized):** The problem is that students with varied backgrounds are not receiving high-level tier one instruction that includes differentiation and built in intervention or extensions to increase student growth.

**Root Cause:** Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,

## School Processes & Programs

### School Processes & Programs Summary

PLC Data reviewed

Survey Data Reviewed : Staff, Student and Parent

School Improvement Data Survey Reviewed

### School Processes & Programs Strengths

Strong community support and partnerships

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The problem is that MVHS does not operate as a true Professional Learning Community.

**Root Cause:** Lack of training with Solution Tree, lack of understanding of how a PLC is focus don professional growth, teacher-centric culture vs student learning -centric culture.

**Problem Statement 2:** The problem is that classroom management practices are out of alignment or missing.

**Root Cause:** Need for de-escalation strategies, lack of teacher training for students who are non-compliant. Misuse of Saturday School as a disciplinary measure vs an instructional support measure.

# Perceptions

## Perceptions Summary

MVISD Survey Data Reviewed

Fall/ Spring- Student/ Parent and Staff

## Perceptions Strengths

1. **Strong Commitment to Learning** – A majority (90.25%) of parents agree or strongly agree that student learning is a priority.
2. **Effective Leadership** – 88.52% of parents believe the principal is an effective leader.
3. **Strong Sense of Pride & Community** – 88.53% of parents feel there is a strong sense of community at MVHS.
4. **Strong Sense of Community** – Many students and parents appreciate the school's sense of pride, spirit, and community support.
5. **Supportive Teachers** – Both groups acknowledge that teachers are encouraging, approachable, and create a positive learning environment.
6. **Extracurricular Opportunities** – Students value the variety of classes, electives, and extracurricular activities, including athletics, band, and career pathways
7. **Safety Awareness**-- While some concerns exist, the majority of students and parents feel the school prioritizes safety.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.

**Root Cause:** Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.

# Priority Problem Statements

**Problem Statement 1:** The problem is that MVHS does not operate as a true Professional Learning Community.

**Root Cause 1:** Lack of training with Solution Tree, lack of understanding of how a PLC is focused on professional growth, teacher-centric culture vs student learning -centric culture.

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

**Problem Statement 2:** The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.

**Root Cause 2:** Low expectations in the classroom, grading for compliance, lack of on-level instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The problem is that students with varied backgrounds are not receiving high-level tier one instruction that includes differentiation and built in intervention or extensions to increase student growth.

**Root Cause 3:** Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results

# Goals

**Goal 1:** Prepare every MVHS student to graduate ready for success in college, a career, or military service by providing rigorous instruction, relevant experiences, and personalized support that equip them with the skills and confidence to pursue their chosen path.

**Performance Objective 1:** College Readiness & Advanced Academic Alignment

By May 2026, Medina Valley High School will increase overall college readiness by:  
 Raising AP exam participation by 15% and AP pass rates (score of 3 or higher) by 10% compared to 2024-2025 data.





Increasing the number of students who meet TSI benchmarks and qualify for dual credit courses by 20%.

Improving the average SAT score by 30 points and ACT composite score by 2 points compared to 2024-2025 cohort averages.

Implementing the Pre-AP instructional framework in all 9th and 10th grade Pre-AP courses and using its shared principles to guide instructional alignment across all advanced academic courses.

**Evaluation Data Sources:** AP Scores, College Board Learning Check Points, TSI scores, DC enrollment, SAT and PSAT scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train all Pre-AP and AP/DC teachers on the Pre-AP framework and shared principles <b>Strategy's Expected Result/Impact:</b> Increase on-level instruction, provide rigor that supports college readiness <b>Staff Responsible for Monitoring:</b> Dean, Testing Coordinator, Dept. Chairs, PLC Leads, Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer regular TSI, SAT, and ACT prep opportunities, including in-class strategies and bootcamps. <b>Strategy's Expected Result/Impact:</b> Increased performance on TSI, AP, SAT <b>Staff Responsible for Monitoring:</b> CCMA, Academic Dean, DC Teachers, AP Teachers  <b>Problem Statements:</b> Student Learning 1	<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> Use common formative assessments in Pre-AP/AP to track mastery of college readiness standards- Learning Check Points/ Progress Checks <b>Strategy's Expected Result/Impact:</b> Increase on-level instruction, provide rigor that supports college readiness <b>Staff Responsible for Monitoring:</b> Dean, Testing Coordinator, Dept. Chairs, PLC Leads, Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Learning 1	<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> Host College Readiness Nights and AP/Dual Credit Info Sessions, AP Breakfast to support AP Exam Registration <b>Strategy's Expected Result/Impact:</b> Increase participation in AP Exams registration. Increase DC qualification and participation. <b>Staff Responsible for Monitoring:</b> Dean, Testing Coordinator, CCMA, AP PLC, DC PLC  <b>Problem Statements:</b> Student Learning 1	<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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams. <b>Root Cause:</b> Low expectations in the classroom, grading for compliance, lack of on-level instruction.

**Goal 1:** Prepare every MVHS student to graduate ready for success in college, a career, or military service by providing rigorous instruction, relevant experiences, and personalized support that equip them with the skills and confidence to pursue their chosen path.

**Performance Objective 2:** By the end of the 2025-2026 school year, the percentage of students earning industry-based certifications (IBCs) and completing a coherent sequence of courses in a Career and Technical Education (CTE) program of study will increase by 10% compared to the 2024-2025 school year.

**Evaluation Data Sources:** CTE Certification Data- Graduation Reporting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted student advising to ensure students are aware of available CTE programs of study and certification opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students meeting CCMR Qualifications through CTE coursework and certifications.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Dept Chair, Dean, Principal, Lead Counselor</p> <p><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> Provide professional development for CTE teachers on test preparation strategies and student engagement in program completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students meeting CCMR Qualifications through CTE coursework and certifications.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Dept Chair, Dean, Principal, Lead Counselor</p> <p><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 3 Details	Reviews			
<p><b>Strategy 3:</b> Using On Data Suite Tools track student progress toward certifications and program completion each semester and provide interventions for students at risk of not completing. Engage Students in tracking CCMR readiness through Panther Seminar.</p> <p><b>Strategy's Expected Result/Impact:</b> CTE Dept Chair, Dean, Principal, Lead Counselor</p> <p><b>Staff Responsible for Monitoring:</b> CTE Dept Chair, Dean, Principal, Lead Counselor</p> <p><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>
<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>
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<b>Problem Statement 1:</b> The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.
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<b>Root Cause:</b> Low expectations in the classroom, grading for compliance, lack of on-level instruction.
-------------------------------------------------------------------------------------------------------------

**Goal 2:** Ensure that every student at MVHS demonstrates measurable growth as a learner by engaging in challenging, supportive, and meaningful learning experiences that prepare them for future success.

**Performance Objective 1:** By May 2026, Medina Valley High School will improve the graduation rate of special populations (at-risk, EB, and Special Education students) by 10% over the 2024-2025 baseline, as measured by cohort graduation data. This improvement will be supported by: Increasing passing rates on EOC exams (STAAR) for special populations by 10%.

Ensuring 70% of students in these groups demonstrate one year of growth or more on MAPS (Reading and Math)





Improving average daily attendance of students in these groups by 2 percentage points

Reducing the number of failing grades by 25% among students in these populations.

**Evaluation Data Sources:** Graduation Rate (target groups), EOC Pass Rates (target groups), MAP Growth (Reading & Math), Attendance Rate (target groups), Failing Grades (# students)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate 2024-25 baseline data by subgroup and area (attendance, EOC, MAP, grades, graduation). Identify target areas/ groups in need of support.</p> <p><b>Strategy's Expected Result/Impact:</b> Prioritize structured interventions, Identify targeted intervention strategies for specialized groups. Allow for Master schedule development that support student growth and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Dept Chairs, Admin, Dean, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement early intervention system (three week grade and attendance checks)- Panther Progress Huddle</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance through improved teacher and parent awareness through effective communication, updated grades and early intervention .</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Admin, Leadership team, Department Chairs</p> <p><b>Problem Statements:</b> Student Learning 2</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> Build targeted Tier 2 support to include well-defined tutoring schedules and redefined Saturday school as instructional intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved learning outcomes to be reflected on six weeks grades and improved performance on End of Course exams.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Dean, Department Chairs, Principal</p> <p><b>Problem Statements:</b> Student Learning 2</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> Enhance Tier One instruction for all students, with a targeted focus on at-risk learners, by embedding hands-on learning activities that promote problem-solving, critical analysis, and real-world application across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic success for at risk students, higher engagement in coursework.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Admin, Department Chairs, Level Leads</p> <p><b>Problem Statements:</b> Student Learning 2</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> MVHS will implement a wraparound support system for students receiving pregnancy-related services to ensure academic continuity, social-emotional well-being, and access to community resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved graduation rates for students requiring pregnancy related services</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Admin, Department Chairs, Level Leads, Counselors, Nurse</p> <p><b>Problem Statements:</b> Student Learning 2</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> MVHS will evaluate the effectiveness of Panther Seminar as an intervention tool and explore the possible expansion into a campus-wide Multi-Tiered System of Support (MTSS) model. This model will include flexible scheduling to ensure targeted, timely interventions for all students, as outlined by Solution Tree best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved knowledge for future implementation, Increased buy in from stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Principal, Instructional Coaches, Vice Principals</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> The problem is that students with varied backgrounds are not receiving high-level tier one instruction that includes differentiation and built in intervention or extensions to increase student growth. <b>Root Cause:</b> Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,</p>





**Goal 2:** Ensure that every student at MVHS demonstrates measurable growth as a learner by engaging in challenging, supportive, and meaningful learning experiences that prepare them for future success.

**Performance Objective 2:** Increase the percentage of EB students who meet or exceed grade-level standards on STAAR by 5% and demonstrate at least one proficiency level growth on TELPAS by the end of the school year.

**Evaluation Data Sources:** EOC Data, TELPAS Data, MAPS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1: INSTRUCTIONAL PRACTICE:</b> Implement structured speaking/writing opportunities daily (sentence stems, academic conversations, quick writes). Provide consistent scaffolds (visuals, anchor charts, graphic organizers) without reducing rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> improved learning outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Instructional Coaches, ILT, Principal</p> <p><b>Problem Statements:</b> Student Learning 2</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: Intervention &amp; Monitoring:</b> Use formative assessments and interim benchmarks to identify EB students in need of targeted intervention.</p> <p>Provide small-group support during intervention blocks, tutorials, or enrichment periods focused on vocabulary, reading comprehension, and writing fluency.</p> <p>Monitor EB student progress every 6 weeks and adjust supports accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Instructional Coaches, ILT, Principal</p> <p><b>Problem Statements:</b> Student Learning 2</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: Professional Development:</b> Train all teachers on integrating content and language objectives. Calibrate teacher understanding of TELPAS rubrics through norming activities. Provide appropriate EB professional development for teachers. <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy , improved learner outcomes. <b>Staff Responsible for Monitoring:</b> Dean, Instructional Coaches, ILT, Principal  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> The problem is that students with varied backgrounds are not receiving high-level tier one instruction that includes differentiation and built in intervention or extensions to increase student growth. <b>Root Cause:</b> Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,</p>

**Goal 2:** Ensure that every student at MVHS demonstrates measurable growth as a learner by engaging in challenging, supportive, and meaningful learning experiences that prepare them for future success.

**Performance Objective 3:** By the end of the 2025-2026 school year, the percentage of Special Education students who meet or exceed grade-level standards on STAAR will increase by 5%, and at least 70% of students will demonstrate annual progress toward IEP goals as measured by progress monitoring tools.

**Evaluation Data Sources:** MAPS data, Marking Period Data, EOC Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development in evidence-based instructional practices, including differentiated instruction, co-teaching models, and Universal Design for Learning (UDL).</p> <p>Ensure general education and Special Education teachers collaboratively plan lessons that align TEKS with IEP accommodations/modifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> SE Coordinators, Department Chair, Vice Principal, Dean, Principal</p> <p><b>Problem Statements:</b> Student Learning 2</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 progress monitoring of IEP goals every 3-6 weeks and adjust instruction/interventions accordingly.</p> <p>Utilize small-group and individualized intervention for reading, math, and writing using research-based programs.</p> <p>Provide targeted STAAR preparation with embedded accommodations to build both skill and confidence.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> SE Coordinators, Department Chair, Vice Principal, Dean, Principal</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

## Student Learning





**Problem Statement 2:** The problem is that students with varied backgrounds are not receiving high-level tier one instruction that includes differentiation and built in intervention or extensions to increase student growth. **Root Cause:** Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,

**Goal 3:** Establish and sustain high-functioning Professional Learning Communities (PLCs) that foster the professional growth of all educators and support high levels of learning for every student by focusing on collaboration, data-informed decision making, and continuous improvement in instructional practices.

**Performance Objective 1:** By May 2026, Medina Valley High School will implement high-functioning Professional Learning Communities (PLCs) aligned to the Solution Tree model by:

Ensuring 100% of PLC teams meet consistently (at least twice monthly) using the four critical PLC questions.

**Evaluation Data Sources:** PLC Logs / Calendar, PLC Templates / Minutes, Common Assessment Data, ILT Coaching Schedule, MAP & Benchmark Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build a master schedule to incorporate a PLC planning period for high priority areas. <b>Strategy's Expected Result/Impact:</b> Increase PLC implementation with fidelity. <b>Staff Responsible for Monitoring:</b> Dean, ILT, Instructional Coaches, Admin, Principal  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the PLC Campus Dashboard. <b>Strategy's Expected Result/Impact:</b> Improved process for monitoring teams in need of support <b>Staff Responsible for Monitoring:</b> Dean, Department Chairs, Principal, Instructional Coaches  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Send a new cohort of teachers to Solution Tree PLC training in Summer 2026. <b>Strategy's Expected Result/Impact:</b> Increased skill development in the PLC process. Increased focus on teaching rather than just learning. <b>Staff Responsible for Monitoring:</b> Dean, Principal  <b>Problem Statements:</b> School Processes & Programs 1	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 1 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** The problem is that MVHS does not operate as a true Professional Learning Community. **Root Cause:** Lack of training with Solution Tree, lack of understanding of how a PLC is focus on professional growth, teacher-centric culture vs student learning -centric culture.

# Medina Valley Independent School District

## Medina Valley Middle School

### 2025-2026 Campus Improvement Plan



# Mission Statement

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

## Vision

Medina Valley Middle School will partner with the community to promote educational excellence by empowering students to exhibit the attributes of a life long learner.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The campus goal this year will be to provide teachers with training to differentiate in the classroom so that growth increases for all students.

# Demographics

## Demographics Summary

Medina Valley ISD is one of the fastest growing school districts in the state of Texas. Medina Valley Middle School opened its doors in 1961 and served 1,255 students during the 2024-2025 school year. The student population majority is made up of 64% Hispanic-Latino, 6% African American, and 24% White. As of June 2025, special populations consisted of 17% Special Education, 10% Gifted and Talented, 11% 504, and 15% EB/ESL. 50% of the student population is at risk of failing and 43% participate in the CTE program. 62% of the campus is economically disadvantaged and 16% is connected to the military. The average attendance rate is 94%.

Medina Valley Middle school consist of 59 teachers, 3 counselors, 1 Nurse, 1 LSSP, 1 Social Worker, 1 Speech Therapist, 2 Instructional Coaches, 4 Campus Administrators, and 10 educational aides.

## Demographics Strengths

- Character Building program for all students that services a diverse student population
- variety of computer base programs for intervention
- Student to Student military recognition

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Need to provide more social skills, leadership skills and engagement activities.

**Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 2 (Prioritized):** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction.

**Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 3 (Prioritized):** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.

**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 4 (Prioritized):** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.

**Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

**Problem Statement 5 (Prioritized):** New teachers to MVISD need to be provided with a mentor program to assist in retention.

**Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 6 (Prioritized):** Need to provide accessible communication to parents about programs available through the school to assist with student needs.

**Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 7 (Prioritized):** Continue to provide opportunities for parents and community members to be involved.

**Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

**Problem Statement 8 (Prioritized):** Need to provide recognition for proper behavior and attendance.

**Root Cause:** Attendance rates and behavior incidences have increased.

# Student Learning

## Student Learning Summary

At the end of the 2025 - 2026 school year, Medina Valley Middle School's NWEA MAP assessments reports showed 8th grade Reading and Science in High Achievement/High Growth. Looking at the trend amongst 6th and 7th grade in both Reading and Math, students are showing high achievement but low growth.

At the end of 2025 - 2026 school year, STAAR scores showed that we that we need to start implementing more blended learning and address the "masters" category. Math and Social Studies proves to be the subject that need to be focused on more during the PLC.

## Student Learning Strengths

- time is provided yearly to preplan and development pacing guides
- access to online and supplemental curriculum
- different intervention and instructional strategies were offered this year to assist with academic gaps
- specialist and tutors were available to assist with closing the gaps
- social and emotional learning opportunities were provided from the counseling center for all students

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Need to provide more social skills, leadership skills and engagement activities.

**Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 2 (Prioritized):** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction.

**Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 3 (Prioritized):** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.

**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 4 (Prioritized):** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.

**Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

**Problem Statement 5 (Prioritized):** Need to provide accessible communication to parents about programs available through the school to assist with student needs.

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**Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 6 (Prioritized):** Continue to provide opportunities for parents and community members to be involved.

**Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

**Problem Statement 7 (Prioritized):** Need to provide recognition for proper behavior and attendance.

**Root Cause:** Attendance rates and behavior incidences have increased.

# School Processes & Programs

## School Processes & Programs Summary

Looking at discipline data for the year, the campus had a total of 750 discipline referrals processed. 15 Out of School Suspension, 189 In School Suspension, 20 DAEP placements. All numbers are a decrease from last year.

Throughout the year, the campus offered a variety of family involvement activities such as...orientation, meet the teacher, Science/Math Night, ELA/SS Night, Big Art Day, Elective Night, etc.

## School Processes & Programs Strengths

- Most ELAR teachers are ESL certified
- recognition for good behavior and attendance
- teachers are offered a variety of professional development opportunities
- implementation of a character building program
- communication with parents is done in a variety of different methods
- most blind spots now have a security camera
- counselors are able to go into the classrooms and provide guidance counseling.
- mentor/mentee program

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** New teachers to MVISD need to be provided with a mentor program to assist in retention.

**Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 2 (Prioritized):** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.

**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3 (Prioritized):** Need to provide more social skills, leadership skills and engagement activities.

**Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 4 (Prioritized):** Need to provide accessible communication to parents about programs available through the school to assist with student needs.

**Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 5 (Prioritized):** Need to provide recognition for proper behavior and attendance.

**Root Cause:** Attendance rates and behavior incidences have increased.

**Problem Statement 6 (Prioritized):** Continue to provide opportunities for parents and community members to be involved.

**Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

# Perceptions

## Perceptions Summary

According to the staff survey taken at the end of the 24-25 school year, there is a strong sense of community and family at Medina Valley Middle School, with staff and administration making everyone feel welcome and appreciated.

According to the parent survey taken at the end of the 24-25 school year, parents value the variety of extracurricular activities available to students, including sports, clubs, and electives, which help foster community involvement and personal growth.

## Perceptions Strengths

- Continue a leadership program that provides character building and leadership opportunities for teachers and students
- Continue to use different forms of communication such as social media, newsletters, etc.
- Safety measures have increased resulting in a sense of security
- Most students and parents see value in the learning taken place in the classrooms

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Need to provide more social skills, leadership skills and engagement activities.

**Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 2 (Prioritized):** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.

**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3 (Prioritized):** New teachers to MVISD need to be provided with a mentor program to assist in retention.

**Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 4 (Prioritized):** Need to provide recognition for proper behavior and attendance.

**Root Cause:** Attendance rates and behavior incidences have increased.

**Problem Statement 5 (Prioritized):** Continue to provide opportunities for parents and community members to be involved.

**Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

**Problem Statement 6 (Prioritized):** Need to provide accessible communication to parents about programs available through the school to assist with student needs.

**Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

# Priority Problem Statements

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities.

**Root Cause 1:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction.

**Root Cause 2:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.

**Root Cause 3:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.

**Root Cause 4:** Diversity within the student population is increasing including a higher percentage of special needs.

**Problem Statement 4 Areas:** Demographics - Student Learning

**Problem Statement 5:** New teachers to MVISD need to be provided with a mentor program to assist in retention.

**Root Cause 5:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 5 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 6:** Need to provide accessible communication to parents about programs available through the school to assist with student needs.

**Root Cause 6:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 7:** Continue to provide opportunities for parents and community members to be involved.

**Root Cause 7:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

**Problem Statement 7 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 8:** Need to provide recognition for proper behavior and attendance.

**Root Cause 8:** Attendance rates and behavior incidences have increased.

**Problem Statement 8 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **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
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS data

### **Parent/Community Data**

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

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

- Organizational structure data

# Goals

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



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

**Performance Objective 1:** MVMS will recruit and retain highly qualified staff while offering relevant professional development and leadership opportunities.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** End of year turnover rate will be less than 10%.

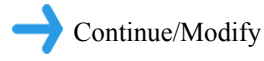
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MVISD will provide support to all new teachers through a mentor program.  <b>Strategy's Expected Result/Impact:</b> Teacher retention will be at least 90%.  <b>Staff Responsible for Monitoring:</b> administration, CIA, mentors</p> <p><b>ESF Levers:</b>                      Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1 - Perceptions 3  <b>Funding Sources:</b> - Title II-Fund 255 - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide research base professional and paraprofessional training as well as provide time for professional learning communities to meet, observe, and discuss best instructional practices.  <b>Strategy's Expected Result/Impact:</b> All staff members should be able to address instructional concerns and students academic needs within the classroom.  <b>Staff Responsible for Monitoring:</b> campus administration, CIA, math specialist, reading specialist</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2  <b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 5:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

#### Student Learning

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

#### School Processes & Programs

**Problem Statement 1:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

#### Perceptions

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

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



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

**Performance Objective 2:** MVMS will provide opportunities for teachers to observe highly qualified teachers, attend professional developments, and demonstrate leadership qualities.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The teacher retention rate will be at least 90%.

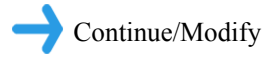
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet weekly during a professional learning community to build academic capacity.  <b>Strategy's Expected Result/Impact:</b> Teachers will grow as a professional and instruction will show improvement based off of student performance.  <b>Staff Responsible for Monitoring:</b> administration, CIA, instructional specialist, Academic Dean, department heads</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 3, 4 - School Processes &amp; Programs 2 - Perceptions 2  <b>Funding Sources:</b> - Title II-Fund 255 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Character Building professional development will be provided to all staff members to assist in classroom management.  <b>Strategy's Expected Result/Impact:</b> The number of discipline referrals will decrease and the academic performance will increase.  <b>Staff Responsible for Monitoring:</b> administration, Academic Dean, instructional specialist, counselors</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2  <b>Funding Sources:</b> - Title II-Fund 255 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

#### Student Learning

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

#### School Processes & Programs

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

#### Perceptions

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.







**Goal 2:** Medina Valley ISD will connect all learners to college and career.

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

**Performance Objective 1:** MVMS will provide opportunities for students to participate in academic activities, extracurricular activities, and field trips.

**HB3 Goal**

**Evaluation Data Sources:** 85% or more of the students will be involved in some activity and the number of field trips taken throughout the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MVMS will provide students and staff access to technology and instructional programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use technology to explore and prepare for college and careers.</p> <p><b>Staff Responsible for Monitoring:</b> administration, technology department, Academic Dean, CTE coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 2, 4</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$12,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MVMS will provide opportunities for students to experience and explore educational pathways and future careers as well as vocational and military options.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to choose their high school pathway base on their interest.</p> <p><b>Staff Responsible for Monitoring:</b> counselors, administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction. **Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

**Student Learning**

**Problem Statement 2:** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction. **Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

**Goal 2:** Medina Valley ISD will connect all learners to college and career.







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

**Performance Objective 2:** MVMS will increase technology access and provide opportunities for technological implementation in the classroom.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The campus will increase technology tools and get closer to a 1:1 status.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide and replace technology used for student learning.  <b>Strategy's Expected Result/Impact:</b> Students will grow academically.  <b>Staff Responsible for Monitoring:</b> administration, Academic Dean, Technology Department</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2 - Student Learning 2  <b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide the needed trainings for all technology resources and software.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to use the technology resources effective throughout the instruction.  <b>Staff Responsible for Monitoring:</b> administration, Academic Dean, instructional specialists, technology department</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2, 4 - Student Learning 2, 4  <b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$5,000, - General-Fund 199 PIC 11</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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:**

**Demographics**

**Problem Statement 2:** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction. **Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

**Student Learning**

**Problem Statement 2:** Need to make sure that all students have technological skills, basic typing skills and knowledge of basic google software programs to help prepare for college and career within the classroom instruction. **Root Cause:** More than 50% of our population is at low socioeconomically disadvantaged status.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.







**Goal 3:** Medina Valley ISD will provide a safe and secure environment for all.

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

**Performance Objective 1:** MVMS will implement programs that provide the needed social-emotional-behavioral learning tools for both staff and students.

**High Priority**

**Evaluation Data Sources:** The number of referrals for behavior will decrease from the previous year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a school-wide program that gives all staff resources to provide students the opportunity to increase and sustain student self-confidence, leadership skills and social and emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and student involvement with campus and district initiatives will increase.</p> <p><b>Staff Responsible for Monitoring:</b> administration, counselors, teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MVMS will provide students with a more structure environment to help improve behaviors that may be hindering a student's academic performance as well as provide the needed services to those students in need of assistance. Such environment could be DAEP and such services could be PRS.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students who returning to DAEP for a second time will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> administration, teachers, counselors, social workers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 6, 8 - Student Learning 5, 7 - School Processes &amp; Programs 4, 5 - Perceptions 4, 6</p> <p><b>Funding Sources:</b> - Title IV-Fund 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 6:** Need to provide accessible communication to parents about programs available through the school to assist with student needs. **Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 8:** Need to provide recognition for proper behavior and attendance. **Root Cause:** Attendance rates and behavior incidences have increased.

### Student Learning

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 5:** Need to provide accessible communication to parents about programs available through the school to assist with student needs. **Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 7:** Need to provide recognition for proper behavior and attendance. **Root Cause:** Attendance rates and behavior incidences have increased.

### School Processes & Programs

**Problem Statement 3:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 4:** Need to provide accessible communication to parents about programs available through the school to assist with student needs. **Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

**Problem Statement 5:** Need to provide recognition for proper behavior and attendance. **Root Cause:** Attendance rates and behavior incidences have increased.

### Perceptions

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 4:** Need to provide recognition for proper behavior and attendance. **Root Cause:** Attendance rates and behavior incidences have increased.

**Problem Statement 6:** Need to provide accessible communication to parents about programs available through the school to assist with student needs. **Root Cause:** The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.






**Goal 3:** Medina Valley ISD will provide a safe and secure environment for all.

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

**Performance Objective 2:** MVMS will promote and encourage parental involvement by providing opportunities for parents to participate in school activities and trainings.

**High Priority**

**Evaluation Data Sources:** Parent involvement will increase from the year before.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Invite parents and community members to participate in different school activities with takeaway educational materials and trainings that offer refreshments and snacks.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and community involvement with campus initiatives will increase.</p> <p><b>Staff Responsible for Monitoring:</b> administration, counselors, social worker, teachers, staff members</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** Medina Valley ISD will strengthen its foundation of core-content academics.



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







**Performance Objective 1:** MVMS will ensure that all students show improvement on core subject assessments, state assessments and NWEA MAP

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student academic growth will increase; therefore, closing gaps for all students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide the needed resources to supplement the core curriculum and provide the needed services to help all students grow. Such as No Red Ink, Progress Learning, Edgenuity, etc</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, the closing of gaps percent will show improvement.</p> <p><b>Staff Responsible for Monitoring:</b> administration, academic dean, teachers, CIA department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 4</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve academic performance across all content areas and grade levels through improved teacher training. Use programs such as Eduphoria to assist with data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to differentiate the instruction to assist with student academic improvement.</p> <p><b>Staff Responsible for Monitoring:</b> administration, CIA department, academic dean, campus instructional specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for students to receive the needed academic and emotional support after school, before school, and through daily tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase academically.</p> <p><b>Staff Responsible for Monitoring:</b> administration, academic dean, instructional specialist, counselors, social worker, CIA department</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A social worker will be provided for those students who have high emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve academically.</p> <p><b>Staff Responsible for Monitoring:</b> social worker, counselors, administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Staff - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Need to provide more social skills, leadership skills and engagement activities. <b>Root Cause:</b> There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.</p>
<p><b>Problem Statement 3:</b> Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. <b>Root Cause:</b> Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.</p>
<p><b>Problem Statement 4:</b> Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. <b>Root Cause:</b> Diversity within the student population is increasing including a higher percentage of special needs. <span style="float: right;">379</span></p>

### Student Learning

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 4:** Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students. **Root Cause:** Diversity within the student population is increasing including a higher percentage of special needs.

### School Processes & Programs

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

### Perceptions

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Goal 4:** Medina Valley ISD will strengthen its foundation of core-content academics.






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

**Performance Objective 2:** MVMS will provide the needed instructional tools and resources to assist in implementing differentiated instruction.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Students will show an improvement in state achievement scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide academic supports for students to improve/supplement the core instruction being provided. Such as instructional coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show an improvement in state achievement scores.</p> <p><b>Staff Responsible for Monitoring:</b> administration, academic dean, instructional specialist, teachers, CIA department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.</p> <p><b>Root Cause:</b> Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.</p>
Student Learning
<p><b>Problem Statement 3:</b> Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.</p> <p><b>Root Cause:</b> Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.</p>

**School Processes & Programs**

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Perceptions**

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom.  
**Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Goal 4:** Medina Valley ISD will strengthen its foundation of core-content academics.



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

**Performance Objective 3:** MVMS teachers will have the needed technology resources and tools to enhance instruction and increase student achievement.

**High Priority**

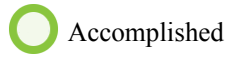
**HB3 Goal**

**Evaluation Data Sources:** administration, academic dean, instructional specialist, CIA department, technology department

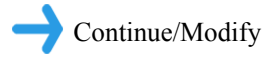
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be trained on how to implement and use technology within the instruction.  <b>Strategy's Expected Result/Impact:</b> Student academic achievement will increase.  <b>Staff Responsible for Monitoring:</b> administration, academic dean, instructional specialist, CIA department, teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 2 - Perceptions 2  <b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> At the end of the 2024-2025 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for 2025-2026 school year and make the needed revisions. In April, the committee will begin the final evaluations.  <b>Strategy's Expected Result/Impact:</b> The campus will continue to improve academically, socially, and emotionally.  <b>Staff Responsible for Monitoring:</b> administration, counselors, academic dean, instructional specialists, teachers, CIA department</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1, 5, 7 - Student Learning 1, 6 - School Processes &amp; Programs 1, 3, 6 - Perceptions 1, 3, 5</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 5:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 7:** Continue to provide opportunities for parents and community members to be involved. **Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

#### Student Learning

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 3:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 6:** Continue to provide opportunities for parents and community members to be involved. **Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

#### School Processes & Programs

**Problem Statement 1:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

**Problem Statement 3:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 6:** Continue to provide opportunities for parents and community members to be involved. **Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

#### Perceptions

**Problem Statement 1:** Need to provide more social skills, leadership skills and engagement activities. **Root Cause:** There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

**Problem Statement 2:** Teachers and support staff need training to help differentiate and meet the needs of all students ( low and high performing students) entering the classroom. **Root Cause:** Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps. 384

## Perceptions

**Problem Statement 3:** New teachers to MVISD need to be provided with a mentor program to assist in retention. **Root Cause:** With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

**Problem Statement 5:** Continue to provide opportunities for parents and community members to be involved. **Root Cause:** All surveys, students, parents and staff, expressed a concern about parental and community involvement.

# State Compensatory

## Budget for Medina Valley Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

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

Monies will be used for supplemental programs and tutoring.

## Personnel for Medina Valley Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aris Vogt	Instructional Coach	1
Megan Nickel	Instructional Coach	1
Rachel Katzman	Social Worker	1

# Title I

# Campus Student Learning Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
TEACHER	SARA VERNON	TEACHER
TEACHER	STEPHANIE POWERS	TEACHER
TEACHER	JANICE ZINSMEYER	TEACHER
TEACHER	ALLLISON HABY	TEACHER
TEACHER	TAYLOR WHEELER	TEACHER
TEACHER	APRIL VILLARREAL	TEACHER
TEACHER	ARIS VOGT	INSTRUCTIONAL COACH
TEACHER	MEGAN NICKEL	INSTRUCTIONAL COACH
ADMIN	MEGAN BRITT	ACADEMIC DEAN

# Campus School Process & Programs Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
TEACHER	MARGO BAKER	TEACHER
TEACHER	LOLITA CAMARILLO-PEREZ	TEACHER
TEACHER	RACHEL BRETTHORST	TEACHER
TEACHER	KELSI JOYER	TEACHER
TEACHER	CELINDA MORALES	TEACHER
TEACHER	RAYMOND SIFUENTES	TEACHER
TEACHER	ANGELA BOWEN	TEACHER
TEACHER	ERNEST WILLIAM	TEACHER
ADMIN	LESLI SOLIS	PRINCIPAL

# Campus Perceptions Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
TEACHER	CLARISSA HERRERA	TEACHER
TEACHER	ALICIA MEDINA	TEACHER
TEACHER	HALEY BELL	TEACHER
TEACHER	LYDIA ZIMMERLIE	TEACHER
TEACHER	COURTNEY MATOS	TEACHER
TEACHER	CRYSTAL BIEDIGER	TEACHER
ADMIN	DIANA PACHECO	COUNSELOR

# Campus Demographics Committee

Committee Role	Name	Position
ADMIN	RODNEY RAMIREZ	ADMIN
TEACHER	ELIZABETH BIPPERT	TEACHER
TEACHER	DAVID GARCIA	TEACHER
TEACHER	ANTONIO MARTINEZ	TEACHER
TEACHER	SCOTT SHERWOOD	TEACHER
TEACHER	JEREMY GUEVARA	TEACHER
TEACHER	DAVID NEUMAN	TEACHER
TEACHER	DYSTANIE BENITES	TEACHER
TEACHER	TRICIA HURTADO	TEACHER

# Medina Valley Independent School District

## Loma Alta Middle School

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Social Studies



# Mission Statement

Loma will meet the needs of each student, build self-directed critical thinkers and develop students to become life long learners.

## Vision

Loma Alta Middle School will inspire a culture of excellence where students are empowered, supported, and celebrated as they grow into creative, responsible leaders of tomorrow.

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# Comprehensive Needs Assessment

## Demographics

### 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 1,334 students in grades 6th through 8th. The student population is 65.07% Hispanic, 17.34% White, 9.50% African American, 2.15% Asian, .41% Pacific Islander, 5.37% two or more races, 52.93% male, and 47.07% female. Loma Alta Middle School serves 17.92% Special Education students, 47.73% Economically Disadvantaged students, 5.45% ESL, 27.17% At-Risk students, 10.49% Gifted and Talented students, and 24.11% 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 64 teachers, three counselors, one social worker, one nurse, two Assistant Principals, seven educational aides, one Academic Dean, and one Principal.

### Demographics Strengths

Loma Alta Middle School's demographic strengths lie in its strong family and community involvement, supported by a dedicated staff that fosters positive relationships. The school offers a wide range of academic opportunities, including high school credit and honor classes, and emphasizes social-emotional learning and character education. The one to one Chromebook program and differentiated instruction ensures that students receive personalized learning experiences. Additionally, the school provides specialized programs such as Math, ELAR, and language academies, and WIN enhancing student achievement in a safe, inclusive environment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Staff need updated technology and instructional resources to meet the needs of all students.

**Root Cause:** Due to our 17.95% mobility rate and 24.11% military affiliation, research indicates school changes impact students' social-emotional wellness and academic

performance. Loma serves 17.92% Special Education students, 47.73% Economically Disadvantaged, 5.45% ESL, 27.17% At-Risk students resulting in the need for specialized differentiated instruction and adaptive technology.

**Problem Statement 2 (Prioritized):** There are areas within our at risk special populations that continue to lag behind or are not able to make the gains (STAAR Growth, K-9 NWEA, TELPAS, TIER III Interventions)

**Root Cause:** Limited success of Tier III interventions among at-risk special populations (Economically Disadvantaged, Special Education, Emergent Bilingual) is primarily caused by inconsistent monitoring, non-differentiated Tier I instruction and adjusting high-leverage instructional strategies.

**Problem Statement 3 (Prioritized):** Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)

**Root Cause:** Insufficient Alignment of Resources and Practice: There is a lack of institutionalized mechanisms to ensure that Tier I instruction is consistently rigorous, differentiated, and directly informs the design and progress monitoring of Tier III Interventions. Inconsistent Instructional Quality and Intervention Fidelity.

**Problem Statement 4:** Loma Alta Middle School faces a significant challenge in maintaining high levels of academic and social-emotional growth (School Progress, Closing the Gaps) for its diverse, high-needs population due to a disproportionate strain on human resources and systemic supports.

**Root Cause:** Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.

**Problem Statement 5 (Prioritized):** The designated Scheduled Embedded PLC time is not effectively translating into sustained high student achievement, particularly in moving students from the "Meets" to the "Masters" category

**Root Cause:** Disconnect between the curriculum materials designed and the complex, rigorous tasks executed during instructional process. Scheduled Embedded PLC time is likely spent on logistical issues and basic curriculum coverage rather than on deep analysis of Masters-level STAAR items and the creation of corresponding high-cognitive-demand lessons.

# Student Learning

## Student Learning Summary

According to the Spring STAAR data for 6th grade Math, the state passing percentage was 69%, while Loma Alta's passing percentage was 83%. The state meets percentage was 24%, while Loma Alta maintained 31%. The state masters percentage was 13%, while Loma Alta maintained 23%. In 7th Grade Math, the state passing percentage was 53%, while Loma Alta's passing percentage was 57%. The state meets percentage was 22%, while Loma Alta maintained 26%. The state masters percentage was 10%, while Loma Alta maintained 13%. In 8th Grade Math, the state passing percentage was 70%, while Loma Alta's passing percentage was 66%. The state meets percentage was 25%, while Loma Alta maintained 20%. The state masters percentage was 15%, while Loma Alta maintained 8%.

Loma Alta Middle School can take pride in its performance, as it generally outperformed the state averages in 6th and 7th-grade math. The school achieved solid results in passing, meets, and masters categories. However, in 8th-grade math, while the school still did well in passing, the passing, meets, and masters percentages were below the state averages.

According to the Spring STAAR data for 6th Grade RLA, the state passing percentage was 75%, while Loma Alta's passing percentage was 84%. The state meets percentage was 30%, while Loma Alta maintained 37%. The state masters percentage was 25%, while Loma Alta maintained 27%. In 7th Grade RLA, the state passing percentage was 72%, while Loma Alta's passing percentage was 77%. The state meets percentage was 24%, while Loma Alta maintained 29%. The state masters percentage was 28%, while Loma Alta maintained 30%. In 8th Grade RLA, the state passing percentage was 78%, while Loma Alta's passing percentage was 92%. The state meets percentage was 26%, while Loma Alta maintained 33%. The state masters percentage was 28%, while Loma Alta maintained 35%.

Loma Alta Middle School achieved strong results in all core content subjects, exceeding the state average in all categories, excluding 8th Grade Math. Although we performed particularly impressive scores in 8th Grade RLA, there was room for improvement in our 8th Grade Math.

2025 Mathematics STAAR	State Overall %	Loma Alta Overall %	State Meets %	Loma Alta Meets %	State Masters %	Loma Alta Masters %
6th Grade	74%	73%	24%	26%	16%	14%
7th Grade	55%	61%	22%	25%	11%	8%
8th Grade	71%	73%	29%	34%	18%	16%
2025 Reading STAAR	State Overall %	Loma Alta Overall %	State Meets %	Loma Alta Meets %	State Masters %	Loma Alta Masters %
6th Grade	77%	86%	27%	33%	29%	33%
7th Grade						
8th Grade						

## Student Learning Strengths

Loma Alta Middle School's greatest academic strength is high literacy and critical thinking across all grades, consistently exceeding state RLA Masters rates and culminating in 92% of 8th graders passing STAAR. Students also demonstrate strong foundational math skills early on, with 6th grade outperforming the state in Math Masters by 10 points.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)

**Root Cause:** Insufficient Alignment of Resources and Practice: There is a lack of institutionalized mechanisms to ensure that Tier I instruction is consistently rigorous, differentiated, and directly informs the design and progress monitoring of Tier III Interventions. Inconsistent Instructional Quality and Intervention Fidelity.

**Problem Statement 2 (Prioritized):** There are areas within our at risk special populations that continue to lag behind or are not able to make the gains (STAAR Growth, K-9 NWEA, TELPAS, TIER III Interventions)

**Root Cause:** Limited success of Tier III interventions among at-risk special populations (Economically Disadvantaged, Special Education, Emergent Bilingual) is primarily caused by inconsistent monitoring, non-differentiated Tier I instruction and adjusting high-leverage instructional strategies.

**Problem Statement 3:** The school is experiencing a concerning rise in its Special Education student population, resulting in unsustainably high caseloads for SPED teachers and a dependence on untrained instructional aides to deliver specialized services.

**Root Cause:** Inconsistent MTSS framework in General Education, which leads to the over-identification of students whose needs could be met through effective Tier 2 intervention. The existing SPED teachers are stretched too thin to effectively manage their administrative and instructional duties, reducing the quality of service delivery and support for aides.

**Problem Statement 4:** The school's existing systems for promoting a positive learning culture and high expectations, including the school-wide positive behavior program (Pillars of Excellence) and various academic initiatives, are not yet systematically integrated or consistently applied across all grade levels and classrooms.

**Root Cause:** High-leverage instructional practices--such as requiring high-level critical thinking, providing rigorous academic feedback, and ensuring all students access grade-level content--are not universally implemented. Behavioral and academic support systems are implemented in isolation preventing staff from recognizing the link between consistent behavior management and rigorous academic expectation.

**Problem Statement 5 (Prioritized):** Loma Alta demonstrates a significant disparity in the school's ability to drive high-level mastery between core subjects, excelling consistently in Reading Language Arts (RLA) while struggling with rigor in Math. The RLA teams consistently achieved high Masters rates (6th: 27%, 7th: 30%, 8th: 35%), which significantly outpaces the ability of the Math teams to achieve comparable rigor, particularly

**Root Cause:** Inconsistencies in high-level teaching practices and shared vision for academic rigor across core content departments.

**Problem Statement 6:** Staff need updated technology and instructional resources to meet the needs of all students.

**Root Cause:** Due to our 17.95% mobility rate and 24.11% military affiliation, research indicates school changes impact students' social-emotional wellness and academic performance. Loma serves 17.92% Special Education students, 47.73% Economically Disadvantaged, 5.45% ESL, 27.17% At-Risk students resulting in the need for specialized differentiated instruction and adaptive technology.

**Problem Statement 7 (Prioritized):** Loma demonstrates an inconsistent instructional ceiling where passing rates significantly exceed the state average, but a disproportionate number of students fail to transition from the "Approaching" to the "Meets" category.

**Root Cause:** Lack of systematic instructional design that explicitly focuses on the cognitive leap between basic recall and complex application required for "Meets" status. PLC time is not consistently used to analyze the difference between "Approaching" and "Meets" STAAR items, leading to daily instruction that overemphasizes basic skill repetition and lack of higher-level questioning and synthesis tasks.

**Problem Statement 8:** Loma Alta Middle School faces a significant challenge in maintaining high levels of academic and social-emotional growth (School Progress, Closing the Gaps) for its diverse, high-needs population due to a disproportionate strain on human resources and systemic supports.

**Root Cause:** Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.

**Problem Statement 9 (Prioritized):** The designated Scheduled Embedded PLC time is not effectively translating into sustained high student achievement, particularly in moving students from the "Meets" to the "Masters" category

**Root Cause:** Disconnect between the curriculum materials designed and the complex, rigorous tasks executed during instructional process. Scheduled Embedded PLC time is likely spent on logistical issues and basic curriculum coverage rather than on deep analysis of Masters-level STAAR items and the creation of corresponding high-cognitive-demand lessons.

# School Processes & Programs

## School Processes & Programs Summary

Loma Alta Middle School utilizes an infrastructure for curriculum and instruction support. Loma Alta Middle School offers relevant and sustainable Professional Development and desired opportunities for teachers and staff. Loma Alta Middle School utilizes restorative school discipline practices that encourage students to accept responsibility and accountability for their actions while building better methods and a sense of community. This is complemented by a wide variety of extracurricular opportunities (Athletics, Band, Choir, Theater, Art) and CTE courses that allow students to explore high school career pathways.

## School Processes & Programs Strengths

Loma Alta Middle School has established a robust framework for academic excellence and professional growth anchored in three key systems. First, a strong curriculum infrastructure exists through Curriculum Design Teams in all subjects and consistent monitoring by Instructional Coaches and an Instructional Leadership Team. Second, the school ensures highly qualified support for diverse learners by requiring all RLA teachers to be ESL certified, which significantly contributes to the campus's high literacy achievement. Third, a commitment to systematic professional development is evident through Scheduled Embedded PLC time for teacher collaboration and a Leadership Academy dedicated to cultivating strong, internal campus leaders.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The designated Scheduled Embedded PLC time is not effectively translating into sustained high student achievement, particularly in moving students from the "Meets" to the "Masters" category

**Root Cause:** Disconnect between the curriculum materials designed and the complex, rigorous tasks executed during instructional process. Scheduled Embedded PLC time is likely spent on logistical issues and basic curriculum coverage rather than on deep analysis of Masters-level STAAR items and the creation of corresponding high-cognitive-demand lessons.

**Problem Statement 2 (Prioritized):** Loma demonstrates an inconsistent instructional ceiling where passing rates significantly exceed the state average, but a disproportionate number of students fail to transition from the "Approaching" to the "Meets" category.

**Root Cause:** Lack of systematic instructional design that explicitly focuses on the cognitive leap between basic recall and complex application required for "Meets" status. PLC time is not consistently used to analyze the difference between "Approaching" and "Meets" STAAR items, leading to daily instruction that overemphasizes basic skill repetition and lack of higher-level questioning and synthesis tasks.

**Problem Statement 3 (Prioritized):** Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)

**Root Cause:** Insufficient Alignment of Resources and Practice: There is a lack of institutionalized mechanisms to ensure that Tier I instruction is consistently rigorous, differentiated, and directly informs the design and progress monitoring of Tier III Interventions. Inconsistent Instructional Quality and Intervention Fidelity.

**Problem Statement 4 (Prioritized):** There are areas within our at risk special populations that continue to lag behind or are not able to make the gains (STAAR Growth, K-9 NWEA, TELPAS, TIER III Interventions)

**Root Cause:** Limited success of Tier III interventions among at-risk special populations (Economically Disadvantaged, Special Education, Emergent Bilingual) is primarily caused by inconsistent monitoring, non-differentiated Tier I instruction and adjusting high-leverage instructional strategies.

**Problem Statement 5:** Loma Alta Middle School faces a significant challenge in maintaining high levels of academic and social-emotional growth (School Progress, Closing the Gaps) for its diverse, high-needs population due to a disproportionate strain on human resources and systemic supports.

**Root Cause:** Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.

# Perceptions

## Perceptions Summary

According to Staff and Parent Surveys, over 15% disagree with how discipline is handled at Loma. Both surveys also reflect the need for timely and effective communication. Nearly 40% of staff surveys suggest the lack of resources, lack of mental health support, and ineffective professional development.

## Perceptions Strengths

We have high quality educators and are a desired District.

The campus is well maintained and custodians take pride

Teachers support each other and are supportive

Administration are visible and supportive.

Instructional Coaches

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Families, community, and students want timely communication regarding upcoming events, deadlines, policies and safety matters from Loma Alta Middle School.

**Root Cause:** Parents want trust, transparency, and to be assured that their children are safe while attending Loma Alta Middle School.

**Problem Statement 2 (Prioritized):** LAMS needs more events that include the community, families, and stakeholders.

**Root Cause:** Families, community, and stakeholders would like to be a part of their child's education by attending events and engagement activities at Loma Alta Middle School.

**Problem Statement 3:** Loma Alta Middle School faces a significant challenge in maintaining high levels of academic and social-emotional growth (School Progress, Closing the Gaps) for its diverse, high-needs population due to a disproportionate strain on human resources and systemic supports.

**Root Cause:** Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.

# Priority Problem Statements

**Problem Statement 1:** There are areas within our at risk special populations that continue to lag behind or are not able to make the gains (STAAR Growth, K-9 NWEA, TELPAS, TIER III Interventions)

**Root Cause 1:** Limited success of Tier III interventions among at-risk special populations (Economically Disadvantaged, Special Education, Emergent Bilingual) is primarily caused by inconsistent monitoring, non-differentiated Tier I instruction and adjusting high-leverage instructional strategies.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)

**Root Cause 2:** Insufficient Alignment of Resources and Practice: There is a lack of institutionalized mechanisms to ensure that Tier I instruction is consistently rigorous, differentiated, and directly informs the design and progress monitoring of Tier III Interventions. Inconsistent Instructional Quality and Intervention Fidelity.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** Families, community, and students want timely communication regarding upcoming events, deadlines, policies and safety matters from Loma Alta Middle School.

**Root Cause 3:** Parents want trust, transparency, and to be assured that their children are safe while attending Loma Alta Middle School.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** LAMS needs more events that include the community, families, and stakeholders.

**Root Cause 4:** Families, community, and stakeholders would like to be a part of their child's education by attending events and engagement activities at Loma Alta Middle School.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** The designated Scheduled Embedded PLC time is not effectively translating into sustained high student achievement, particularly in moving students from the "Meets" to the "Masters" category

**Root Cause 5:** Disconnect between the curriculum materials designed and the complex, rigorous tasks executed during instructional process. Scheduled Embedded PLC time is likely spent on logistical issues and basic curriculum coverage rather than on deep analysis of Masters-level STAAR items and the creation of corresponding high-cognitive-demand lessons.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 6:** Loma demonstrates an inconsistent instructional ceiling where passing rates significantly exceed the state average, but a disproportionate number of students fail to transition from the "Approaching" to the "Meets" category.

**Root Cause 6:** Lack of systematic instructional design that explicitly focuses on the cognitive leap between basic recall and complex application required for "Meets" status. PLC time is not consistently used to analyze the difference between "Approaching" and "Meets" STAAR items, leading to daily instruction that overemphasizes basic skill repetition and lack of higher-level questioning and synthesis tasks.

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs

**Problem Statement 7:** Loma Alta demonstrates a significant disparity in the school's ability to drive high-level mastery between core subjects, excelling consistently in Reading Language Arts (RLA) while struggling with rigor in Math. The RLA teams consistently achieved high Masters rates (6th: 27%, 7th: 30%, 8th: 35%), which significantly outpaces the ability of the Math teams to achieve comparable rigor, particularly

**Root Cause 7:** Inconsistencies in high-level teaching practices and shared vision for academic rigor across core content departments.

**Problem Statement 7 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## 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
- Gifted and talented data
- Response to Intervention (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Loma Alta Middle School will recruit and retain highly qualified staff.

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

**Performance Objective 1:** By the end of the 2025-2026 school year, 100% of Professional Learning Communities (PLCs) at Loma Alta Middle School will implement data-driven instructional strategies, as evidenced by weekly meeting agendas, student performance data, and instructional walk feedback, leading to a minimum of a 3% increase in student achievement across all core subjects.


**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** Agendas, Formative & Summative Evaluations, MAP data, ILT Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Departments will meet bi-weekly to review common assessment data, Map Growth Data, TELPAS data, and STAAR Growth Measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will identify trends and patterns that can help pinpoint areas of improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, Department Heads</p> <p><b>Funding Sources:</b> Eduphoria - State Comp Ed-Fund 199 PIC 24/30/28 - \$3,333</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> ILT will meet monthly to perform walkthroughs, review data from Emergent Tree, NWEA Map, NIET, and TIER I thru TIER III Interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Based on our data analysis, Loma will implement targeted interventions. These could include additional professional development, tutoring, special programs for struggling students, or differentiated instruction strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, Vice Principals, Principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11 - \$100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Loma Alta Middle School will recruit and retain highly qualified staff.





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

**Performance Objective 2:** By mid-year of the 2025-2026 school year, 100% of staff at Loma Alta Middle School will complete relevant training on MVISD and LAMS systems, as evidenced by training attendance logs and post-training assessments, ensuring staff proficiency and effective use of district-wide systems to enhance instructional and operational efficiency.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Agendas, Sign In Sheets, Feedback, Formative and Summative Evaluations, Walk-thrus, ILT Meetings, Department Head/Grade Level Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support new staff to Loma by providing periodic professional learning opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> 100% retention of new/zero teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Loma Alta Middle School is committed to all students growing every year.

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

**Performance Objective 1:** Increase at-risk population academic performance in RLA for all three grade levels by 2%


**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** Common Assessments, NWEA Map Data, Data Analysis at PLCs, Tutoring Logs, HB4545/SB1416

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify ELAR gaps using various data to provide appropriate instructional tools and resources.  <b>Strategy's Expected Result/Impact:</b> Student Performance will increase by 2%  <b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, RLA Teachers, ILT Team</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> No Red Ink, Other Instructional resources - State Comp Ed-Fund 199 PIC 24/30/28 - \$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> Provide instructional support by hiring instructional coaches.  <b>Strategy's Expected Result/Impact:</b> Increase student performance in all core subjects.  <b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, ILT's</p> <p><b>Funding Sources:</b> Instructional Coaches - State Comp Ed-Fund 199 PIC 24/30/28 - \$120,000</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> Provide instructional materials and support systems for economically disadvantaged and at risk students.  <b>Strategy's Expected Result/Impact:</b> Increase student learning  <b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, ILT</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> Academies, instructional supplies, materials and technology - State Comp Ed-Fund 199 PIC 24/30/28 - \$11,508</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Loma Alta Middle School is committed to all students growing every year.





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

**Performance Objective 2:** Increase at-risk population academic performance in Math for all three grade levels by 2%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Common Assessments, NWEA Map Data, Data Analysis at PLCs, Tutoring Logs, HB4545/SB1416





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify Math gaps using various data to provide appropriate instructional tools and resources.  <b>Strategy's Expected Result/Impact:</b> Increase student performance  <b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, ILT, Department Head   <b>Funding Sources:</b> Progress Learning and additional instructional resources - State Comp Ed-Fund 199 PIC 24/30/28 - \$12,500</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 instructional materials and support systems  <b>Strategy's Expected Result/Impact:</b> At Risk students will have resources and systems to address academic gaps and needs.  <b>Staff Responsible for Monitoring:</b> Academic Dean, Instructional Coaches, Admin   <b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>Funding Sources:</b> Instructional Academies; other supplies and materials, Tutoring - State Comp Ed-Fund 199 PIC 24/30/28 - \$66,646</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Loma Alta Middle School is committed to all students growing every year.

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

**Performance Objective 3:** Implement research-based instructional methods and materials that align with the curriculum to increase student learning.

**Evaluation Data Sources:** Faculty Meetings, Agendas, ILT Meetings, Software Analytics, Common Assessments, STAAR, Progress Learning





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide instructional supports and materials for our at risk and highly mobile students.</p> <p><b>Strategy's Expected Result/Impact:</b> Remove barriers and provide supports to help our students be successful on state assessments and promote to the next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean and Administration</p> <p><b>Funding Sources:</b> Instructional support personnel - State Comp Ed-Fund 199 PIC 24/30/28 - \$66,646, Instructional support materials/supplies - State Comp Ed-Fund 199 PIC 24/30/28 - \$11,508</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

**Performance Objective 1:** Provide all students with CCMR opportunities.

**Evaluation Data Sources:** House Bill 5, Four Year Plans, Choice 360, Course Selections, Career Exploration, Guest Speakers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Choice 360 in all Career Exploration Classes. <b>Strategy's Expected Result/Impact:</b> All students will complete their profile and identify a four year plan. <b>Staff Responsible for Monitoring:</b> Counselors, CTE Director, CTE Teachers, Admin	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 3:** Medina Valley ISD will connect all learners to college and career.

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

**Performance Objective 2:** Increase parent/family and community engagement by 10% from the previous year's participation.

**High Priority**

**Evaluation Data Sources:** Agendas, Sign In Sheets, Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide various opportunities for our military families to get connected at Loma.</p> <p><b>Strategy's Expected Result/Impact:</b> More parent and student meaningful connections, Purple Star Campus recognition for 24-25</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Military Liaison, counselors</p> <p><b>Funding Sources:</b> required documentation to meet Purple STAR; planning time for liaison; calendar of events; invites - General-Fund 199 PIC 11</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide multiple opportunities (days and times) for parent/family engagement trainings addressing: attendance, discipline, bullying, STAAR results, safety protocols, accessing Skyward and ParentSquare</p> <p><b>Strategy's Expected Result/Impact:</b> More student meaningful participation; improvement in discipline, attendance and passing rates in state assessment and passing courses.</p> <p><b>Staff Responsible for Monitoring:</b> Parent/Family Engagement campus liaison, Admin, Counselor,</p> <p><b>Funding Sources:</b> Planning time, agendas, sign in sheets - Title I, Part A -Fund 211 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

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

**Performance Objective 1:** Loma Alta Middle School will ensure all students' and staff's safety and health by implementing safety guidelines and the student code of conduct.

**High Priority**

**Evaluation Data Sources:** Safety Procedures, Discipline Reports, Academic Performance, Student Data, Safety Decals,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistent behavior management/intervention programs with a focus on character education and social emotional support for our students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve grades and attendance, also a reduction of office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Social Worker, Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Emergent Tree - State Comp Ed-Fund 199 PIC 24/30/28 - \$7,307, Character Strong - Title IV-Fund 289 - \$2,000, Social Worker - State Comp Ed-Fund 199 PIC 24/30/28 - \$60,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

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

**Performance Objective 2:** Collaborate with various safety agencies to review and update safety and security protocols to ensure best practices for our campus.

**High Priority**

**Evaluation Data Sources:** Safety Drills, Discipline Reports, Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To review and update safety and security protocols to adapt to changing circumstances and emerging threats. <b>Strategy's Expected Result/Impact:</b> Meet State Requirements, Positive Student and Staff surveys regarding safety <b>Staff Responsible for Monitoring:</b> VP of Safety, Admin, Counselors, Teachers	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>				

# State Compensatory

## Budget for Loma Alta Middle School

**Total SCE Funds:** \$323,808.00

**Total FTEs Funded by SCE:** 4.25

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

State Comp Ed funds are utilized to provide programs, resources, and tutorials for at-risk students. We support students by through the support of instructional coaches, social worker, and academic resources.

## Personnel for Loma Alta Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Bertie (9527)	Instructional Coach	1
Christina Astorga (9962)	Special Education BIP	0.25
Ilia Martin-Soliz (4877)	ELA Academy	0.14
Jeffrey Smith (4949)	Math Academy	0.43
Kayla Wiggins (1055)	Social Worker	1
Laura Saenz (9087)	ELA Academy	0.29
Maricela Rodriguez (9123)	Instructional Coach	1
Sonia Chapa (154)	Language Academy	0.14

# Title I

# 2024-2025 Campus Improvement Planning Committee

Committee Role	Name	Position
Parent	Erlinda Rodriguez	Parent
Parent	Marta Rodriguez	Parent
Parent	Alisa Rogers	Parent
Parent	Dava Urbina	Parent
Parent	Juan Urbina	Parent
Parent	Cassandra Aguilar	Parent
Administrator	Juan Pena	Counselor
Community Representative	Nick Fordyce	Community Member
Community Representative	Rick Cantu	Community Member
Business Representative	Ismael Leyva	Business Representative
Business Representative	Christine Leyva	Business Representative
Business Representative	Melissa Hall	Business Representative
Business Representative	Henry Hall	Business Representative
Parent	Tiffany Pulley	Parent
Parent	Haston Pulley	Parent
Classroom Teacher	Kristen Snethen	Inclusion Teacher
Classroom Teacher	Jessica Burrell	Physical Education Teacher
Classroom Teacher	Sonia Chapa	ELAR Teacher
Classroom Teacher	Michelle Wilson	Art Teacher
Classroom Teacher	Abraham Vargas	CTE Teacher
Classroom Teacher	Jeffrey Smith	Math Teacher/Military Liason
Classroom Teacher	Rebecca Delgado	Math Teacher
Non-classroom Professional	Ashley Bertie	Instructional Coach
Non-classroom Professional	Maricela Rodriguez	Instructional Coach
Classroom Teacher	Vanessa McDonald	8th Grade Lead
Classroom Teacher	Jacquelyn Welch	Math Department Head
Classroom Teacher	Laura Saenz	6th Grade Lead

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Yassery Romero	Social Studies Department Head
Classroom Teacher	Lauren Thompson	Science Department Head
Classroom Teacher	Abigail Snell	ELAR Department Head
Non-classroom Professional	Erin Pedroza	Nurse
Non-classroom Professional	Alicia Gallegos	School Psychologist
Administrator	Crista Buckaloo	Counselor
Administrator	Stephanie Bippert	Vice Principal
Administrator	Dan Williams	Vice Principal
Administrator	Sarah Chadwell	Academic Dean
Administrator	Melissa Gonzales	Principal

# Medina Valley Independent School District

## Castroville Elementary

### 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Castroville Elementary serves approximately 602 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. Castroville Elementary has 41 teachers, 14 paraprofessionals, 1 nurse, 3 office staff, 1 counselor, 1 social worker, and 2 administrators.

### Demographics Strengths

1. **Cultural Diversity:** The student body is composed of various cultural and ethnic backgrounds, enriching the learning environment and promoting cultural awareness.
2. **Inclusive Learning Environment:** The diversity encourages the development of an inclusive curriculum that reflects the experiences of all students, fostering engagement and understanding.
3. **Collaboration and Social Skills:** Students learn to collaborate with peers from different backgrounds, enhancing their social skills, empathy, and communication abilities.
4. **Global Citizenship Preparation:** Exposure to diverse perspectives prepares students to thrive in a multicultural society, equipping them with open-mindedness and adaptability.
5. **Family and Community Engagement:** A diverse community encourages strong partnerships with families, leading to increased involvement and support for the school.
6. **Resourcefulness and Innovation:** The variety of backgrounds and experiences within the student population inspires creative approaches to meet diverse learning needs, benefiting all students.

In summary, the demographic strengths of Castroville Elementary lie in its rich diversity, which supports a vibrant, inclusive, and collaborative educational environment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to 2023-24 STAAR results, reading scores in 3rd grade did not meet State standards.

**Root Cause:** This shortfall highlights a critical need for improved literacy instruction and targeted interventions to enhance student reading proficiency and ensure all students achieve academic success.

**Problem Statement 2 (Prioritized):** There is a pressing need for ongoing professional development for all teachers at Castroville Elementary in the areas of classroom management and differentiation.

**Root Cause:** There are inconsistencies in classroom environments and instructional strategies, which can hinder student engagement and learning outcomes. By providing targeted training and resources, we can equip educators with effective techniques to manage diverse classrooms and tailor instruction to meet the varied needs of all students.

**Problem Statement 3:** Despite the commitment to provide equitable educational opportunities, Castroville Elementary is facing a significant challenge with a 0% passing rate among its special education students.

**Root Cause:** Factors contributing to this issue may include inadequate individualized support, insufficient training for educators on specialized teaching methods, and a lack of targeted interventions.

# Priority Problem Statements

**Problem Statement 1:** Campus survey indicates that teachers feel there are not consistent consequences and expectations for student behavior.

**Root Cause 1:** A campus wide behavior management system needs to be in place and consistent.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** According to 2023-24 STAAR results, reading scores in 3rd grade did not meet State standards.

**Root Cause 2:** This shortfall highlights a critical need for improved literacy instruction and targeted interventions to enhance student reading proficiency and ensure all students achieve academic success.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** Purchase and/or renew technology programs (campus wide) to supplement math and reading intervention and/or enrichment opportunities.

**Root Cause 3:** As a campus, we need to improve systems that involve creating targeted intervention plans for our at risk population with gaps (tier 2 and tier 3) in grade level readiness

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs

**Problem Statement 4:** There is a pressing need for ongoing professional development for all teachers at Castroville Elementary in the areas of classroom management and differentiation.

**Root Cause 4:** There are inconsistencies in classroom environments and instructional strategies, which can hinder student engagement and learning outcomes. By providing targeted training and resources, we can equip educators with effective techniques to manage diverse classrooms and tailor instruction to meet the varied needs of all students.

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

# Goals





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

**Performance Objective 1:** Strengthen Professional Learning Communities (PLC) and the Instructional Leadership Teams (ILT).

**High Priority**

**Evaluation Data Sources:** NWEA  
District Common Assessments  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solution Tree Conference/training for campus ILT team and additional teachers 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> Principal Vice Principal Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly ILT meeting with Coaches and Admin to build leadership capacity and consistency.</p> <p><b>Strategy's Expected Result/Impact:</b> More productive PLC meetings building instructional capacity throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice Principal Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create weekly PLC agenda to ensure continuity and on task productivity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher collaboration and student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice Principal Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Staff - State Comp Ed-Fund 199 PIC 24/30/28</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 2:** Ensure campus systemic processes are in place to serve our special population, focusing on special education.

**High Priority**

**Evaluation Data Sources:** NWEA

District Common Assessments





STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize NWEA MAP Growth in grades K-5 to improve student mastery in reading, math and science by providing student growth data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Admin Coaches Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></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 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> Campus Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** Strengthen MTSS Process with campus-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 scheduled intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></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 Castroville Elementary and utilize data to improve literacy and numeracy skills for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of students requiring TIER 3 Interventions</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** Increasing student growth and performance through targeted interventions





**Evaluation Data Sources:** NWEA MAP  
 MTSS Data  
 STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide students with research based instructional intervention supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin            MTSS Coordinators</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Progress Learning, Brain Pop, Near Pod, Facts4me, supplies and materials, academic support - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





**Performance Objective 1:** Build the leadership capacity of the current leadership team and develop leadership skills in high- potential employees for future leadership positions on campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage participation in District Aspiring Leadership Academy.  <b>Strategy's Expected Result/Impact:</b> Increase leadership knowledge among Castroville Elementary staff.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 2:** Continue to encourage and provide staff development in the areas of classroom management and differentiation.

**Evaluation Data Sources:** staff satisfaction surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide micro PD for teachers during staff meetings based on teacher needs input.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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> Encourage teachers to attend outside PD in the areas of classroom management and differentiation.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity with teachers</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 3:** Implement consistent consequences and expectations for student behavior. (Emergent Tree)

**High Priority**

**Evaluation Data Sources:** Survey Data





Discipline Reports

Student Behavior

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Emergent Tree strategies consistently campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student discipline Consistent campus wide behavior expectations Consistent consequences for disruptions</p> <p><b>Staff Responsible for Monitoring:</b> Vice Principal Emergent Tree Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</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 3:** Foster an environment of parental and community support.

**Performance Objective 1:** Castroville Elementary will provide opportunities for students to participate in academic activities, extracurricular activities, and field trips





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement K- 12 CCMR age appropriate counseling lessons technology resources, college and career presentations/field trips.</p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11</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> Each grade level will have an opportunity to participate in an off campus field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose all students to career opportunities outside Castroville Elementary.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Improve Community-Wide relationships.

**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a Career Day on campus  <b>Strategy's Expected Result/Impact:</b> Increase parental and community involvement on campus.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</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 Military-connected Family Engagement Plan.  <b>Strategy's Expected Result/Impact:</b> connected families  <b>Staff Responsible for Monitoring:</b> Campus Social Worker (Military Designee)</p> <p><b>TEA Priorities:</b>            Connect high school to career and college  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</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> Increase usage of Parent Square Communication  <b>Strategy's Expected Result/Impact:</b> Better informed school community  <b>Staff Responsible for Monitoring:</b> Classroom Teachers            Administration</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</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> Implement at least 1 Family Engagement Night per semester <b>Strategy's Expected Result/Impact:</b> Increased family participation <b>Staff Responsible for Monitoring:</b> Principal Counselor Social Worker  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Supplies and Snacks - Title I, Part A -Fund 211	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 1:** To monitor and provide appropriate security measures to ensure the safety of all students, staff and stakeholders

**Evaluation Data Sources:** Door Sweep Documentation, Drills, Raptor, Staff Meetings, Parent Square

**Goal 4:** Finance and Operations

**Performance Objective 2:** To meet and review our Emergency Operations Plan with our Crisis Management Team to ensure current data and training are implemented and communicated

**Evaluation Data Sources:** Sign-in sheets for meetings, CMT Meetings and EOP

**Goal 4:** Finance and Operations

**Performance Objective 3:** To continue communicating, supporting and placing priority on school safety, health and security for all students and staff

**Evaluation Data Sources:** Radios present in all related areas

Parent Square implemented/used

Staff Meetings

Cub Hub

# State Compensatory

## Budget for Castroville Elementary

**Total SCE Funds:** \$30,398.00

**Total FTEs Funded by SCE:** 4

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

The programs and services funded through our SCE funds to support the academic achievement of our at risk students include: Emergent Tree Framework-positively supports the campus with students' social, emotional, and behavioral needs. Progress Learning- Supplemental intervention resource to support student growth in reading and math Campus Social Worker- Provides additional social and emotional supports Pre-Kinder Instructional Aides-Provides additional support for the students in the pre-kinder program Instructional Coach-Provides additional supports for teachers and students to better support tier 2 and tier 3 students. Will provide additional academic support before, during, after school and Saturday school.

## Personnel for Castroville Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abigail Allen	Social Worker	1
Alisa Williams	Pre-Kinder IA	1
Lisa Alvarez	Pre-kinder IA	1
Melissa DeCock	Instructional Coach	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Neumann	Instructional Coach	Title 1	1

# Medina Valley Independent School District

## LaCoste Elementary

### 2025-2026 Campus Improvement Plan

Accountability Rating: C

**Distinction Designation**  
Academic Achievement in Science



# Mission Statement

At LaCoste Elementary, we encourage students to learn, lead, and thrive. Fueled by curiosity, kindness, and courage, we inspire every LaCoste Cub to grow with confidence and make a difference in their world.

## Vision

LaCoste Elementary empowers confident, curious, and kind learners in a safe, supportive community where every child believes in themselves and grows to their full potential.

## Value Statement

At LaCoste Elementary, we value curiosity, kindness, and courage as the foundation of learning. We believe every child deserves a safe and supportive community where they are empowered to lead, inspired to grow with confidence, and encouraged to make a meaningful impact on the world around them.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

## Needs Assessment Overview – LaCoste Elementary

LaCoste Elementary serves **720 students** in a diverse, Title I schoolwide setting. The campus student body is majority **Hispanic/Latino (66.5%)**, with representation across all racial/ethnic groups and a near-even distribution of male (48.8%) and female (51.2%) students. Demographically, the campus has significant populations of students identified as **Economically Disadvantaged (61%)**, **At-Risk (27%)**, **Special Education (19%)**, and **Emergent Bilingual (17%)**, reflecting the need for differentiated instruction, targeted supports, and family engagement to meet a wide range of learning needs.

### Student Learning

Student achievement data shows steady progress, with **76% of students scoring Approaches or higher** on STAAR and **47% meeting grade-level standards**, demonstrating that most students are accessing grade-level curriculum. Growth is particularly strong in mathematics, where effective instruction and interventions have shown results. However, **performance gaps remain** for economically disadvantaged, SPED, and Emergent Bilingual students, especially at the **Meets and Masters** levels in reading and writing. Special education students scored **41% Approaches, 20% Meets, and 9% Masters**, highlighting a continued need for stronger **specially designed instruction (SDI)** and consistent intervention delivery. English learners maintain steady progress in language proficiency, but their academic achievement lags behind all-student averages.

### School Processes & Programs

LaCoste has established strong instructional foundations through **aligned pacing guides, checkpoints, and common assessments** across grade levels. Evidence-based programs such as **95% Phonics, MTSS, and dyslexia interventions (Esperanza, Wells)** are in place, though additional time and resources for interventions remain a need. Staff benefit from **PLC collaboration, coaching support, and ongoing professional development**, but further training is needed in **dyslexia, autism, behavior management, technology integration, and upper-grade SDI**.

Technology integration is above average, with 1:1 devices in grades 2–3 and consistent use of online platforms, though K–1 classrooms need expanded access and teachers request more training on tools such as Viewboards. Communication systems (ParentSquare, newsletters, social media) are effective, but families have asked for **greater consistency in event updates, grading communication, and teacher–parent conferences**.

Discipline and campus climate are generally positive, but both staff and families identified a need for **more consistent behavior expectations and equitable discipline practices** across grade levels. Family engagement is strong in certain events (STEAM Night, Family Learning Nights, PTO events), yet overall **PTO participation and broader parent involvement remain areas for growth**.

### Demographics & Community

LaCoste benefits from stable enrollment, strong teacher retention, and staff demographics that mirror the student population, fostering inclusivity and representation. Paraprofessionals play a critical role in SPED and bilingual classrooms, ensuring instructional support for diverse learners. The school maintains strong community partnerships and organizes a wide range of **family-centered activities** that contribute to a positive culture. However, with **61% of students classified as economically disadvantaged**, the campus must remain attentive to equitable resource allocation, closing learning gaps, and sustaining attendance improvements.

## Perceptions

Parents and students overwhelmingly affirm **safety, student learning, and caring teachers** as defining strengths of LaCoste. Students report feeling safe and challenged in their work, with access to extra help when needed. Parents appreciate strong communication tools, visible leadership, bilingual support, and extracurricular offerings. At the same time, families identified **areas for improvement** in discipline consistency, cafeteria/playground facilities, and communication on grades and events.

## Summary of Needs

LaCoste Elementary demonstrates a strong academic foundation, a positive school culture, and committed staff, but must address:

- Closing achievement gaps for **SPED, EB, and economically disadvantaged students**, particularly at Meets and Masters.
- Expanding **SDI, intervention supports, and teacher training** in specialized areas.
- Ensuring **consistent discipline practices** and improved **family communication** around events and student progress.
- Increasing **PTO and family engagement participation** beyond core events.
- Expanding **technology access for K–1 students** and training for staff on maximizing tools.

# Demographics

## Demographics Summary

### Demographics Summary – LaCoste Elementary

LaCoste Elementary serves a total student population of 720 students. The gender distribution is 51.25% female (369 students) and 48.75% male (351 students).

In terms of ethnicity and race, the majority of students are Hispanic/Latino (66.53%), followed by White (22.78%), Black/African American (5.00%), Two-or-More Races (4.31%), Asian (0.97%), American Indian/Alaskan Native (0.28%), and Native Hawaiian/Pacific Islander (0.14%).

Student program participation highlights the diversity of learning needs on campus. 19.03% of students (137) receive Special Education (SPED) services, and 4.86% (35) receive Section 504 services. 17.36% (125) of students are identified as Emergent Bilingual (EB), with 15.56% (112) enrolled in Bilingual programs and 0.97% (7) in ESL. Dyslexia services are provided to 4.17% (30) of students, and 6.94% (50) are identified as Gifted and Talented.

Additional indicators include 27.36% (197) of students identified as At-Risk, 60.97% (439) classified as Economically Disadvantaged, 10.97% (79) identified as Military Connected, 0.83% (6) in Foster Care, and 4.03% (29) Transfer-In students.

LaCoste Elementary operates as a Title I, Part A Schoolwide Program campus, with 100% of students benefiting from Title I services.

## Demographics Strengths

### Demographics Strengths Summary – LaCoste Elementary

LaCoste Elementary serves a diverse student body of **720 students**, with a near-even distribution of **51% female and 49% male** students. The majority of students are **Hispanic/Latino (66.5%)**, with representation across all racial/ethnic groups, ensuring a broad cultural learning environment. Importantly, **no student subgroup has been flagged for three consecutive years of missed targets**, meaning the campus has not been identified for Comprehensive, Targeted, or Additional Targeted Support under TEA—a strong indicator of equity in student achievement.

#### Enrollment and Community:

Enrollment remains stable, with a healthy student-to-teacher ratio that allows for individualized instruction. The school's increasing diversity mirrors the broader community, preparing students for cultural awareness and global competencies. Parent confidence in the school's academic priorities and discipline practices reflects strong school–community alignment.

#### Attendance and Student Programs:

Attendance has improved by **1.29%** compared to last year, supporting consistent learning opportunities across grade levels. Special populations, including **19% SPED** and **17% Emergent Bilingual (EB)** students, benefit from a lower teacher-to-student ratio, which enables targeted support. Programs such as **Esperanza Dyslexia** intervention, **MTSS systems** for at-risk students, and **Beast Academy/GT leadership opportunities/Edgenuity (4 students)** for advanced learners ensure that diverse academic needs are met.

#### Staffing Strengths:

LaCoste enjoys strong teacher retention, with staff demographics closely reflecting the student population, promoting inclusivity and cultural understanding. Staff quality is supported

through **PLC collaboration** and **instructional coach availability**, ensuring alignment with best instructional practices. Paraprofessionals play a vital role, particularly in SPED and bilingual classrooms, strengthening instruction and student support.

**Family and Community Engagement:**

The campus fosters a **family-centered culture through** events such as Family Learning Nights, community activities, clubs, UIL, and volunteer opportunities. These initiatives build strong home–school partnerships and reinforce student success.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** LaCoste Elementary continues to experience achievement and growth gaps among special education, bilingual/EB, and economically disadvantaged students. These subgroups consistently perform below the all-student average on STAAR.

**Root Cause:** Professional development needs: Teachers require additional training in targeted intervention, behavior supports, and effective integration of adaptive technology to meet the diverse needs of students

**Problem Statement 2 (Prioritized):** Achievement gaps persist among emergent bilingual, special education, and economically disadvantaged students, with these groups showing lower rates of meeting or exceeding grade-level expectations in reading and math compared to their peers.

**Root Cause:** High student mobility and inconsistent attendance disrupt learning continuity, intervention resources (MTSS, dyslexia, SDI) are not implemented with full fidelity, reducing the effectiveness of supports designed for at-risk learners.

# Student Learning

## Student Learning Summary

### Student Learning Summary – LaCoste Elementary

Overall, LaCoste students demonstrate steady achievement with areas of notable growth, but performance gaps remain among specific student groups.

- **Achievement on State Assessments (STAAR):**

In 2025, 76% of all students scored at Approaches Grade Level or higher, with 47% at Meets and 19% at Masters across subjects. However, economically disadvantaged, special education, and emergent bilingual students performed significantly lower than their peers, especially in reaching Meets/Masters.

- **Academic Growth:**

LaCoste earned an Academic Growth score of 69, reflecting that most students made expected progress, with strong evidence of growth in mathematics. Reading growth was more variable, with gaps persisting for EB/EL and SPED students

- **English Learners (EL Progress):**

EB/EL students continued to show progress in English language proficiency, maintaining consistent accountability scores (rating of 4 in 2023–2025), but their STAAR achievement rates lagged behind all-student averages

- **Special Programs:**

Special education students achieved 41% Approaches, 20% Meets, and 9% Masters, indicating the need for strengthened specially designed instruction (SDI) and more consistent intervention supports.

## Student Learning Strengths

### LaCoste Elementary – Student Learning Strengths

#### Achievement:

- 76% of students scored at Approaches or higher on STAAR, showing that most students are meeting basic grade-level expectations.
- Nearly half (47%) of students scored at Meets Grade Level, reflecting a solid foundation of grade-level mastery.

#### Academic Growth:

- LaCoste earned a Growth score of 69, showing that the majority of students are making expected yearly progress.

- Mathematics growth was particularly strong, demonstrating effectiveness in math instruction and intervention strategies.

### **Distinction Designations:**

- The campus earned a Distinction in Science for Grade 5, with 14% of students scoring Masters (top quartile performance).

### **English Learner Progress:**

- EB/EL students maintained consistent progress in English language proficiency (accountability rating of 4 sustained from 2023–2025).

### **Special Education Programs:**

- While gaps remain, SPED students showed 41% Approaches, demonstrating that intervention systems and instructional supports are helping many access grade-level content.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Less than half of students consistently reach the Meets Grade Level standard across STAAR subjects (47% overall, with only 39% of economically disadvantaged and emergent bilingual students reaching Meets), and growth is uneven across grade levels, particularly in reading. This indicates that not all learners are benefiting equally from blended learning practices intended to accelerate achievement.

**Root Cause:** The implementation of blended learning is inconsistent across classrooms, with gaps in the effective use of small group instruction, adaptive technology, and rigorous TEKS-aligned tasks. Teachers need deeper professional development and coaching on how to leverage blended learning to provide differentiated, data-driven instruction--especially for EB/EL, SPED, and at-risk students who require more s

**Problem Statement 2 (Prioritized):** Across grade levels, LaCoste students show persistent challenges in extended writing tasks on STAAR Reading and Math assessments. Many score in the Limited range on ECRs, indicating difficulty with organizing ideas, citing text evidence, and applying academic vocabulary; overall, their written communication skills require significant strengthening.

**Root Cause:** Writing instruction is not consistently embedded across content areas, and students lack structured opportunities to practice reading-writing connections (e.g., citing text evidence in RLA, explaining problem-solving steps in math). Teachers need more support in implementing rigorous writing tasks aligned to TEKS, integrating Talk-Read-Talk-Write (TRTW) strategies.

**Problem Statement 3 (Prioritized):** LaCoste Elementary students show inconsistent achievement in reading and math, with many--especially emergent bilingual and economically disadvantaged--remaining at Did Not Meet or Approaches. While PLC structures exist, collaboration often focuses on compliance rather than deep analysis of learning; strengthening PLC and ILT processes is critical to raise achievement in reading and math.

**Root Cause:** Teams do not yet consistently operate around the four guiding PLC questions. Data conversations often focus on assessment completion rather than actionable next steps for instruction, limiting the impact of of interventions. PLCs need tighter alignment between pacing guides, formative data, and instructional responses, particularly in small-group and MTSS Tier 2/Tier 3 supports.

# School Processes & Programs

## School Processes & Programs Summary

### LaCoste Elementary – School Processes & Programs Summary

#### Curriculum & Instruction

- The campus has aligned pacing guides, checkpoints, and common assessments, supporting consistency across grade levels.
- Evidence-based programs such as 95% Phonics, MTSS, and dyslexia interventions (Esperanza, Wells) are in use, but additional intervention resources are needed to close learning gaps.
- Teachers note a need for fewer assessments and more instructional time, as well as support to strengthen specially designed instruction (SDI) in upper grades

#### Professional Development

- Staff actively participate in PLCs and benefit from coaching support, particularly in reading and math.
- Ongoing PD is needed in areas such as dyslexia, autism, behavior management, and technology integration to ensure consistent instructional practices across all classrooms

#### Leadership & Decision-Making

- Campus leadership engages staff feedback through ParentSquare, surveys, and faculty meetings.
- There is a strong emphasis on aligning campus priorities with district initiatives, though staff express concerns about rapid change and workload, highlighting a need for more balance in implementation pacing

#### Communication & Organization

- ParentSquare, newsletters, and social media are used effectively to share information with families.
- Scheduling allows for grade-level collaboration and support services (counseling, tutoring), though there is a need for earlier tutoring intervention and additional counseling/social worker support, particularly for bilingual students

#### Support Services & Extracurriculars

- The campus offers a range of family and student engagement activities: Family Learning Nights, STEAM Night, UIL, community garden, and PTO events.

- Participation is strong in some areas, but PTO attendance and broader family engagement remain inconsistent

### **Technology Integration**

- Teachers demonstrate above-average technology knowledge, with 1:1 devices in grades 2–3 and extensive online resources supporting blended learning.
- Needs include 1:1 devices for lower grades (K–1), updated hardware, and additional training on maximizing tools like Viewboards and online data systems

### **Other Context**

- Safety and academics are rated highly by staff, students, and parents.
- Challenges remain around discipline consistency, staff morale, and workload management, which directly impact organizational climate and capacity for sustained improvement

### **School Processes & Programs Strengths**

#### **School Processes & Programs – Strengths**

##### **Curriculum & Instruction**

- Aligned pacing guides, checkpoints, and common assessments ensure consistency across grade levels.
- Implementation of evidence-based programs such as 95% Phonics, MTSS, and dyslexia interventions (Esperanza, Wells).

##### **Professional Development**

- Strong participation in **PLCs** with ongoing coaching support, especially in reading and math.
- Staff demonstrate willingness to engage in training aligned with district instructional priorities.

##### **Leadership & Decision-Making**

- Leadership actively gathers staff input through ParentSquare, surveys, and faculty meetings.
- Clear alignment of campus priorities with district initiatives.

##### **Communication & Organization**

- Effective use of ParentSquare, newsletters, and social media to communicate with families.
- Grade-level collaboration time is scheduled and utilized for instructional planning and support.

### **Support Services & Extracurriculars**

- Wide range of family and student engagement opportunities: Family Learning Nights, STEAM Night, UIL, community garden, PTO events.
- Strong community involvement in specific events and programs.

### **Technology Integration**

- Teachers demonstrate above-average technology proficiency.
- 1:1 devices in grades 2–3 and strong use of online platforms to support blended learning.

### **Other Context**

- Campus climate reflects high ratings in safety and academics from staff, students, and parents.
- A strong culture of academic focus and high expectations is evident.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** LaCoste Elementary demonstrates inconsistent student attendance hinder the campus's ability to close learning gaps.

**Root Cause:** Attendance Barriers - Chronic absenteeism, especially among mobile, economically disadvantaged, and EB/EL students, reduces instructional access and continuity of learning. Parent education on the importance of regular attendance remains limited--impacting both students' academic progress.

# Perceptions

## Perceptions Summary

### Parent Perceptions

- **Strengths:**

Parents overwhelmingly see student learning and safety as high priorities. Staff and teachers were frequently praised as approachable, caring, and responsive. Parents appreciated communication through ParentSquare, extracurricular opportunities, and the new leadership at the campus, noting a welcoming and positive atmosphere

- **Best Things About School:**

Families highlighted engaged teachers, supportive staff, safety measures, strong communication, and family events. Many noted excitement about extracurriculars, bilingual support, and the principal's visible leadership

- **Areas for Improvement:**

Parents requested better communication on events and grading, increased teacher–parent conferences, and more consistent discipline. They also suggested improvements to cafeteria food, recess/playground facilities, and technology/facility upgrades

### Overall Themes:

- Both students and parents value caring teachers, strong relationships, safety, and communication as defining strengths of LaCoste.
- Areas to grow include student engagement through enrichment (recess, science, clubs), communication consistency with families, and ensuring equitable discipline and facility/technology improvements.

### Perceptions Strengths

#### Perceptions Strengths Summary – LaCoste Elementary

##### Parent Perceptions:

Parents strongly affirm that **safety and student learning are top priorities** on campus. They consistently describe staff and teachers as approachable, caring, and responsive to family needs. Communication is effective and reliable through **ParentSquare and other tools**, helping families stay connected and informed. Parents also value the **variety of extracurricular opportunities, bilingual support**, and the **visible presence of campus leadership**. Family engagement events and school activities are seen as meaningful opportunities to strengthen the **home–school connection**.

##### Student Perceptions:

Students report feeling **safe at school** and express confidence in knowing how to report bullying. They describe teachers as **caring, supportive, and committed to their success**.

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Students feel that their schoolwork is **challenging** and that **extra help is available** when needed. Technology is recognized by students as a strong tool that enhances learning, while friendships, teacher relationships, and engaging activities contribute to a **positive school culture**.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** LaCoste Elementary parent survey results highlight concerns with inconsistent teacher communication and timeliness of academic feedback.

**Root Cause:** Communication and engagement systems are not yet fully aligned across classrooms and grade levels. Some teachers rely on last-minute updates or inconsistent grading practices, while family engagement opportunities remain concentrated in events rather than ongoing two-way academic communication.

# Priority Problem Statements

**Problem Statement 1:** Less than half of students consistently reach the Meets Grade Level standard across STAAR subjects (47% overall, with only 39% of economically disadvantaged and emergent bilingual students reaching Meets), and growth is uneven across grade levels, particularly in reading. This indicates that not all learners are benefiting equally from blended learning practices intended to accelerate achievement.

**Root Cause 1:** The implementation of blended learning is inconsistent across classrooms, with gaps in the effective use of small group instruction, adaptive technology, and rigorous TEKS-aligned tasks. Teachers need deeper professional development and coaching on how to leverage blended learning to provide differentiated, data-driven instruction--especially for EB/EL, SPED, and at-risk students who require more s

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Across grade levels, LaCoste students show persistent challenges in extended writing tasks on STAAR Reading and Math assessments. Many score in the Limited range on ECRs, indicating difficulty with organizing ideas, citing text evidence, and applying academic vocabulary; overall, their written communication skills require significant strengthening.

**Root Cause 2:** Writing instruction is not consistently embedded across content areas, and students lack structured opportunities to practice reading-writing connections (e.g., citing text evidence in RLA, explaining problem-solving steps in math). Teachers need more support in implementing rigorous writing tasks aligned to TEKS, integrating Talk-Read-Talk-Write (TRTW) strategies.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** LaCoste Elementary continues to experience achievement and growth gaps among special education, bilingual/EB, and economically disadvantaged students. These subgroups consistently perform below the all-student average on STAAR.

**Root Cause 3:** Professional development needs: Teachers require additional training in targeted intervention, behavior supports, and effective integration of adaptive technology to meet the diverse needs of students

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Achievement gaps persist among emergent bilingual, special education, and economically disadvantaged students, with these groups showing lower rates of meeting or exceeding grade-level expectations in reading and math compared to their peers.

**Root Cause 4:** High student mobility and inconsistent attendance disrupt learning continuity, intervention resources (MTSS, dyslexia, SDI) are not implemented with full fidelity, reducing the effectiveness of supports designed for at-risk learners.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:**

LaCoste Elementary students show inconsistent achievement in reading and math, with many--especially emergent bilingual and economically disadvantaged--remaining at Did Not Meet or Approaches. While PLC structures exist, collaboration often focuses on compliance rather than deep analysis of learning; strengthening PLC and ILT processes is critical to raise achievement in reading and math.

**Root Cause 5:** Teams do not yet consistently operate around the four guiding PLC questions. Data conversations often focus on assessment completion rather than actionable next steps for instruction, limiting the impact of of interventions. PLCs need tighter alignment between pacing guides, formative data, and instructional responses, particularly in small-group and MTSS Tier 2/Tier 3 supports.

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**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** LaCoste Elementary demonstrates inconsistent student attendance hinder the campus's ability to close learning gaps.

**Root Cause 6:** Attendance Barriers - Chronic absenteeism, especially among mobile, economically disadvantaged, and EB/EL students, reduces instructional access and continuity of learning. Parent education on the importance of regular attendance remains limited--impacting both students' academic progress.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** LaCoste Elementary parent survey results highlight concerns with inconsistent teacher communication and timeliness of academic feedback.

**Root Cause 7:** Communication and engagement systems are not yet fully aligned across classrooms and grade levels. Some teachers rely on last-minute updates or inconsistent grading practices, while family engagement opportunities remain concentrated in events rather than ongoing two-way academic communication.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Communications data

# Goals

Revised/Approved: November 12, 2025

**Goal 1:** Every Student Grows Every year.





**Performance Objective 1:** All students and student groups will demonstrate at least one year of academic growth by the end of the school year, as measured by campus, district, and state academic assessments and progress reports.

**High Priority**

**Evaluation Data Sources:** Progress monitoring data, progress reports, report cards, MTSS data, end-of-year (EOY) assessments, STAAR assessment reports, and MAP data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement school wide interventions in grades K-5 to provide high-quality tier 1 instruction delivered by classroom teachers, specialists, and campus tutors, utilizing district approved instructional support materials, research-based programs, and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will participate in extended PLC meetings, weekly grade-level planning sessions, and MTSS collaboration meetings, review common assessment data, teacher data trackers, progress monitoring data, district assessments, MAP data, and prior year state assessment results, when applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> All teachers will implement blended learning during their reading and math instructional blocks to target specific objectives and skills, delivering reinforcement for students needing additional support and enrichment for students demonstrating advanced mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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> Teachers will implement the district's Multi-Tiered System of Supports (MTSS) with fidelity by systematically collecting, monitoring, and documenting student progress in alignment with established district protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations, while strengthening early intervention systems to reduce the number of student referrals for special education testing.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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> Teachers will implement the Talk, Read, Talk, Write (TRTW) framework to support the campus instructional goal of literacy and strengthen student writing across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 2:** Expose all learners to military, college, and career readiness through a K-12 program that includes field trips, Career Day, spirit days, announcements, and career lessons, while also inviting staff and community leaders to share potential career paths, college opportunities, and other options with students.

**Evaluation Data Sources:** Student participation, teacher input, family/community feedback, and campus/district data (including walkthroughs and event records) will be collected and reviewed to monitor alignment with District Scorecard goals.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors and staff will provide military, college, and career readiness exposure through Career Day, lessons, announcements/newsletters, class discussions, field trips, and spirit days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness of college, career, and military opportunities to support future goals and planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Counselors, &amp; Campus Staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May



**Goal 1:** Every Student Grows Every year.

**Performance Objective 3:** LaCoste Elementary will implement the Pillars of Excellence and Character Strong frameworks to establish and maintain a consistent Positive Behavior Interventions and Support (PBIS) and character education program, while also providing systematic social-emotional learning opportunities through counselor-led lessons, ensuring all students develop the skills necessary to thrive academically, socially, and emotionally.

**Evaluation Data Sources:** Discipline Data, Attendance Records, Student Surveys, Teacher/Staff Surveys, Parent Surveys, Counselor Lesson Logs, PBIS Data Reports, Classroom Walkthroughs, Recognition Records





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide campus-wide implementation of PBIS and Character Strong by establishing clear behavioral expectations, teaching and reinforcing those expectations in all settings, and integrating character education lessons into daily routines. Counselors will deliver systematic social-emotional learning (SEL) lessons, while teachers and staff will consistently model, recognize, and celebrate positive behavior through schoolwide incentives, recognition systems, and family engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent behavioral expectations and SEL lessons will reduce discipline referrals, strengthen school culture, and increase student engagement and readiness to learn.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Counselors, &amp; Campus Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Recruit and Retain Staff.

**Performance Objective 1:** Maintain a teacher turnover rate of less than 3% by providing strong instructional support, meaningful professional development, opportunities to build in-house leadership capacity, active participation in PLCs, and shared ownership in campus decision-making.

**Evaluation Data Sources:** Teacher district surveys, campus feedback surveys, and end-of-year resignation reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assign mentors to all new staff members and establish a monthly New Panther Cohort meeting, facilitated by the instructional leadership team, to provide ongoing support, collaboration, and professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved knowledge and expertise in instructional practices, curriculum delivery, and the effective use of district instructional resources to support student achievement and strengthen campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate effectively with all staff through multiple systems, including monthly faculty meetings, extended PLCs, instructional team meetings, grade-level lead meetings, committee meetings, and New Cub Cohort meetings, as well as weekly staff newsletters, friendly reminder emails, and a campus-wide Google calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen knowledge, enhance communication, increase transparency, and build expertise in instructional practices, curriculum delivery, and the effective use of district resources to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement support systems by providing extended PLCs to increase teacher collaboration and planning time during conference periods, and conduct a 120-minute data dig every nine weeks to identify areas for reteach, intervention, and instructional improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and expertise in instructional practices, curriculum delivery, and the effective use of district resources to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide ongoing professional development and training for staff on state standards, curriculum content, best instructional practices, and effective use of instructional materials, while regularly surveying staff for feedback to guide future training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and expertise in instructional practices, curriculum delivery, and the effective use of district resources to support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Recruit and Retain Staff.

**Performance Objective 2:** Provide staff with meaningful incentives and resources that promote collaboration, recognition, and a positive campus culture.

**Evaluation Data Sources:** Staff surveys, professional development opportunities, incentive programs, mentorship and coaching support, recognition initiatives, and collaborative planning structures


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support staff by providing collaborative opportunities and planned events throughout the year that foster a positive campus culture, including BOY family socials, holiday celebrations, staff luncheons, attendance incentives, monthly staff and teacher of the month awards, "adopt-a-staff-meeting" activities, weekly shout-outs, designated parking spots, and other forms of recognition and acknowledgment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture and staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Foster an Environment of Parental and Community Involvement.

**Performance Objective 1:** Provide ongoing opportunities for parent and community involvement throughout the school year, including parent trainings, family engagement events, and volunteer opportunities.

**Evaluation Data Sources:** Parent/community participation data, feedback and perception surveys, volunteer involvement logs, student impact indicators (attendance, achievement, behavior), and campus event records.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent involvement by expanding family engagement events and volunteer opportunities, including STEAM nights, cultural celebrations, literacy events, attendance incentive activities, and campus traditions. Parents and community members will also be encouraged to serve as volunteers, mentors, classroom helpers, and event supporters to strengthen home-school partnerships and enrich student learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community participation will strengthen home-school partnerships, leading to improved student attendance, greater academic support at home, enhanced campus culture, and higher student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Instructional Leadership Team, Instructional Coaches, and Front Office</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May



**Goal 4: Finance and Operations**

**Performance Objective 1:** LaCoste Elementary will develop clearly defined and sustainable programs supported by careful financial planning and operational oversight, ensuring that all resource allocations and expenditures are strategically evaluated for impact on student achievement and staff success.

**Evaluation Data Sources:** Budget and expenditure reports, cost-benefit analyses, program evaluations, resource utilization data, student performance results, staff feedback surveys, inventory/asset records, attendance and enrollment data, and annual audit/compliance reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align all budget allocations with campus improvement goals by conducting quarterly budget reviews, linking expenditures to student achievement data and staff development outcomes, and discontinuing programs/resources that show limited impact.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget allocations will be strategically aligned to campus priorities, ensuring that financial resources directly support student achievement and staff professional growth. Ineffective programs will be phased out, resulting in more efficient use of funds, greater sustainability, and measurable gains in student performance and teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Instructional Leadership Team, Instructional Coaches, and Principal's Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff with equitable access to professional learning by funding opportunities for teachers and leaders to attend district-approved or campus-selected conferences, workshops, and training sessions, as well as bringing in external experts to deliver on-site professional development aligned with campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher expertise and instructional capacity across grade levels, leading to more consistent implementation of high-quality instructional practices. Staff will feel supported and valued through access to relevant professional learning, resulting in higher staff retention, stronger PLC collaboration, and measurable gains in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, and Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Medina Valley Independent School District

## Potranco Elementary

### 2025-2026 Campus Improvement Plan



# 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.

### **Profile of a Graduate:**

- **Citizenship**- Responsible, respectful, trustworthy, and self-disciplined citizens who are actively engaged in their community
- **Communications**- Can listen and read critically, speak and write articulately, communicate using advanced technologies, and adapt their communication style appropriately
- **Academics**- Process necessary skills to produce quality work and be prepared for the future
- **Problem-Solver**- Collaborative, creative, and innovative critical thinkers
- **Well-Rounded**- Confident, goal driven, college and career ready individuals, who challenge themselves to continue to learn and grow

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- ESL teacher in each grade level
- Every grade level has an assigned SPED case manager
- Gifted and Talented services are provided by a GT cluster teacher
- The campus offers a variety of opportunities for our diverse population of students to participate in; such as, Hispanic Heritage Week, Military Kids Week, Bubbles for Autism, Literacy and Steam nights
- We have a good population of veteran teachers with years of service

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Due to an increasing SPED population to our campus, we need more special education staff to include-Special Education Teachers, inclusion assistants, evaluation team (LSSP, SLP, etc.)

**Problem Statement 2:** Instructional support for our diverse population of students not identified, but have noticeable gaps

**Problem Statement 3:** Need for ESL/GT resources and training to further their growth and knowledge

**Problem Statement 4:** Recruit/increase Pre-k enrollment in order to target at-risk populations (Emergent Bilingual, economically disadvantaged, homeless, foster care)

# Student Learning

## Student Learning Strengths

1. Educational programs/software: Lonestar Learning, ESGI, mClass, 95 Phonics, curriculum grades K-1, Pre-K Frog Street. As well as the access/ use of Google Classroom/Google Suite (3-5) and Learning A-Z NWEA MAP, Curipod, Progress Learning, Unique, HMH, SAVAA , Age of learning ( K-1) and Beast Academy ( 1st-5th).
2. Reading and Math Coaches: Campus are able to use 95% Phonics Intervention Program and AIRR Math, Fly Leaf.
3. Focus Groups: Enrichment/ intervention/ resources time built into student academic schedule with support staff as required.
4. Reading Interventions Site, Math Intervention Site, and Curriculum Central ( created by curriculum department) for planning. MTSS Program/Same Goal MTSS Data- MTSS Resource Website ( created by campus coaches) to help with the MTSS process and training, support, data, and implementation in a timely manner.
5. 95% has hand writing incorporated
6. Provided TEKS resources system to support curriculum planning, instruction and assessment.
7. Provided tutoring to all grade levels in math, reading, and science.
8. Provided Character Strong and Pillars of Excellence to support behaviors in the general education populations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Renew/begin subscriptions ( campus -wide) of all technology programs for intervention/in-class supplemental learning in reading/math/504/ ESL/ SPED.

**Problem Statement 2:** Provide supplemental math and reading curriculum grades k-5 that can target all student populations. For example: high risk, ESL, GT, special education, and Tier 1/ general education.

**Problem Statement 3:** Provide on-going staff development/training for all programs used on campus, best practices, and resources for intervention, special education, and classroom instruction.

**Problem Statement 4:** Continue an in-school small group tutoring intervention program in reading/ math/writing/ Science for all students K-5 to include all sub populations.

**Problem Statement 5:** Support and expand classroom novel sets, classroom libraries, develop campus literacy room with new materials/resources for classroom use, as well as, continue support with math and science manipulatives, lab equipment, materials, and resources.

**Problem Statement 6:** Continue to incorporate professional learning communities for teacher growth and a teacher resource library.

**Problem Statement 7:** Proved ESL Academic Materials for teachers.

**Problem Statement 8:** More devices for 1:1 for PK-5, SPED, headphones, headphones w/ microphones to use with programs.

# School Processes & Programs

## School Processes & Programs Strengths

1. Adequate personnel (teachers and aids) to support special education students to aid teachers within the classroom for inclusion
2. PLC's on set days to help support teacher instruction and grade levels meeting every Monday for planning
3. Great atmosphere and culture
4. Google Education/ Workspace Access
5. Online Assessment and Instructional Programs
6. Technology for Parent Communication and Volunteer Opportunities
7. Interactive Whiteboards/ Presentation Devices for Every Classroom
8. Tutoring for all grade levels
9. Campus Hub to access all needed documents
10. Grade-level specific and appropriate intervention programs as well as assessment tools and learning management systems, licenses, and subscriptions (Progress learning, beast academy, etc.)
11. Frequent check-ins from administration during PLC, Behavior & Biscuits, and MTSS to gauge academics, behavior, staff morale levels and provide open communication time and support.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** TECH: Increase Wi-Fi capabilities throughout the campus to help provide adequate online services for students and staff both educationally(online district programs) and safety (RAPTOR alerts)

**Problem Statement 2:** Tech: Provide more technology devices to support curriculum to increase student device ratio and access. Goal is 1:1 devices for students. Other devices as needed (iPads, tablets, Chromebooks, etc.) Replacement devices should be of same or better quality/model (Ex: features such as touch screens).

**Problem Statement 3:** Tech: Provide/replace campus necessary and emergency communications devices (Walkie-talkies, /inter-school phone systems)

**Problem Statement 4:** SQR: Different option for mentor/mentee program at the campus level for new teachers that are not zero year teachers but are new to the campus from within the district or new to the district but not new to teaching.

**Problem Statement 5:** Tech: Technology accessories are needed to enable the proper use of devices (Ex: mice, headphones, cameras, microphones) in both labs and classrooms.

**Problem Statement 6:** SQR: More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.

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**Problem Statement 7:** SCO: Replace, maintain, or remove current carpeting/flooring, old furniture, etc. to include upkeep of the building on the inside and out.

**Problem Statement 8:** SQR: Instructional materials (consumables) to aid in teacher retention that follows the TEKS and are updated frequently.

**Problem Statement 9:** SCO: Positive tangible reinforcement for student's behavior throughout the campus both individual and campus wide.

**Problem Statement 10:** SQR: Proper information and training responsibilities in the classroom in correlation to teacher's role when working with assistants, support staff, and inclusion aids. Allow collaboration between teachers and support staff throughout the year (every 6 weeks).

**Problem Statement 11:** SCO: Provide consistent information and review of expectations for substitutes when it comes to classroom routines, classroom management, and other campus expectations or roles such as cafeteria duty.

**Problem Statement 12:** SQR: More training on campus materials/consumables.

# Perceptions

## Perceptions Strengths

### \*Family and Community Involvement\*

Family Engagement Events: Meet the Teacher, Back to School Bash, Grandparent's Day, Military Parent meet and greet, Military breakfast, Open House, Trunk-or-Treat, Career Day, Veteran's Day presentation/parade/letters, S.T.E.A.M. Night, Thanksgiving Dinner, "Deck the Halls" Christmas walkthrough, Literacy Night, Family Picnic, Father/Daughter Dance, Mother/Son Dance, PreK Rodeo, grade level awards, and GT parent night, GT showcase

Parent Involvement Meetings: monthly PTO meetings and grade level performance, parent volunteer training, title 1 district parent and family engagement meeting, district monthly grandparents raising grandchildren support group

Parent Communication: Skyward, ParentSquare, campus biweekly newsletter, grade level weekly newsletter, social media, enrichment activity tracker in student data folders, MAP/Mclass reports, six week parent/teacher check-in

School Clubs: Chess, Drama, Art, STEAM, Student Council, PETV, Folklorico, UIL, Pep Squad, Lego, 5K run

Educational Supplies: refreshments and food provided by Title 1 funds

Campus fundraiser: Big Kahuna, Kids Heart Challenge, SchoolStore, Bookfair

### \*School Culture and Climate\*

-There is more secure closed off office, visitor badge required at all times, enforced drop off/pick up times

-Parents feel welcome at school during the times they are allowed to be on campus and have good relationships with teachers

-Parent options for care programs for before/after school and during holiday breaks

-Students are provided a variety of chances to join UIL, clubs, events, and organizations to promote social emotional, health, and leadership opportunities

-weekly STAR student award and parent/student lunch

-Community/parental involvement and outreach through school events

-The campus provides various means of communication systems for the school.

-Monthly Math Jams challenges to encourage attendance and grade level appropriate fact fluency.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** FCI: Continue to build student, staff and community capacity by providing timely correspondence with regard to campus updates, events, trainings, and

activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

**Problem Statement 2:** FCI: Continue to build student incentive programs for Reading and Math.

**Problem Statement 3:** SSC: Implement and recognize students through Character Building, Social and Emotional Program to include individual awards for the students displaying good character traits.

**Problem Statement 4:** FCI: Improving Mentoring Programs: Watchdogs, Watchmoms, Bigbrother/Sister with specific duties

**Problem Statement 5:** SSC: Enforce policies and procedures that maintain staff/student safety, and CCR.

**Problem Statement 6:** SSC: Monitor and support the well being, and social emotional needs of students.

# Priority Problem Statements

# Goals

**Goal 1:** Recruit and retain staff





**Performance Objective 1:** Maintain a turnover rate of less than 8% of staff members (90) by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision-making.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Turnover rate less than 7%.  
 Data source: EOY resignations in comparison to BOY campus roster, teacher surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate effectively to all staff members by having a bi-weekly staff meeting, weekly bulletin/campus updates, and a campus-wide google calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a turnover rate of less than 8% of staff members (90) by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Reading Specialist, Math Specialist, Campus Secretary</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement support systems and time to support collaborative planning through grade-level planning meetings, PLC's, peer observations, etc. which provides teachers with the capacity to be reflective about their practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a turnover rate of less than 8% of staff members (90) by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Reading Specialist, Math Specialist, Grade Level Chairs, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a turnover rate of less than 8% of staff members (90) by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Curriculum Department, Google Trainer, District Librarian, Reading Specialist, Math Specialist, Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1:** Recruit and retain staff

**Performance Objective 2:** Provide staff incentives and resources to enhance campus culture.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Resources, professional development, incentives, staff surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Provide staff incentives and resources to enhance campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Reading Specialist, Math Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Every student Grows every year.

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





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Progress monitoring data, progress reports, report cards, MTSS data meetings, EOY assessments, STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading Specialist - Title I, Part A -Fund 211, Math Specialist - State Comp Ed-Fund 199 PIC 24/30/28, Prek Aide - State Comp Ed-Fund 199 PIC 24/30/28, Tutors - State Comp Ed-Fund 199 PIC 24/30/28 - \$19,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data meetings to review progress monitoring and assessment data to develop academic interventions</p> <p><b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.</p> <p><b>Staff Responsible for Monitoring:</b> Math and Reading Interventionist, Principal, Vice Principal, Evaluation Team (LSSP/SLP)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211, - Title IV-Fund 289</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide curriculum and technological resources so teachers can better teach the TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, C&amp;I</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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> Implement a Multi-tier system of support (MTSS) system with training, procedures, and documents.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Reading Specialists, Math Specialists, Reading Specialists, Special Education Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Progress Learning - State Comp Ed-Fund 199 PIC 24/30/28 - \$8,500</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> Students to have access to resources which will help them better access the curriculum, support skills, and master TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Math Specialist, Reading Specialist, Special Education Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - General-Fund 199 PIC 11, - State Comp Ed-Fund 199 PIC 24/30/28 - \$11,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The campus will increase technology access and provide opportunities for technological implementation in the classroom. <b>Strategy's Expected Result/Impact:</b> The campus will increase technology tools to get closer to a 1:1 status.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Every student Grows every year.

**Performance Objective 2:** Strengthen parental involvement in support of student social development and academic achievement.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent involvement will increase from the previous year

Data Sources: List of campus events, sign in sheets from campus events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide volunteer training throughout the year.  <b>Strategy's Expected Result/Impact:</b> Principal, Vice Principals, Counselor, Federal Programs Staff</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disseminate information through campus marquee, campus and teacher websites, teacher newsletters, campus newsletters, social media, parent conferences, email, phone calls, and Parent Square.  <b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Teachers, Counselors, Social Media Specialist, PTO</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> All students and student groups will increase or sustain academic performance at or above grade level at the end of the academic year as measured by campus, district, and state level academic reports.  <b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Teachers, Counselors</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211 - \$1,000, - General-Fund 199 PIC 11</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Disseminate annual parent survey to measure satisfaction <b>Strategy's Expected Result/Impact:</b> Strengthen parental involvement in support of student social development and academic achievement. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Every student Grows every year.

**Performance Objective 3:** The campus will implement programs that provide the needed social emotional and behavioral learning tools for both staff and students





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** The number of referrals for behavior will decrease from the 22-23 school year.

Data Sources: Student referral report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide the campus with a behavior program with follow-up training throughout the year to help support all teachers on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will implement programs that provide the needed social emotional and behavioral learning tools for both staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Social Worker, Counselor, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Emergent Tree - State Comp Ed-Fund 199 PIC 24/30/28 - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will provide violence, bullying, and drug prevention lessons, programs, or information.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will implement programs that provide the needed social emotional and behavioral learning tools for both staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Social Worker, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will implement programs that provide the needed social emotional and behavioral learning tools for both staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Social Worker, Counselor, Teachers</p> <p><b>Funding Sources:</b> Social Worker - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**Performance Objective 1:** To promote College and Career Readiness through various avenues, including field tips, designated college spirit days, Guidance Lessons provided by our counselors and social workers in classroom discussions and student groups.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Guidance lesson plans and classroom related discussions based on future or career minded topics.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use guidance lessons, TEK - based objectives related to CCR and social discussions to promote CCR</p> <p><b>Strategy's Expected Result/Impact:</b> To promote College and Career Readiness through various avenues, including field tips, designated college spirit days, Guidance Lessons provided by our counselors and classroom discussions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Social Worker, Counselors, Teachers</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> To create academic opportunities for students to attend promoting CCR (field trips, concert, virtual discussions, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> To promote College and Career Readiness through various avenues, including field tips, designated college spirit days, Guidance Lessons provided by our counselors and classroom discussions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Social Worker, Counselors, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 4:** Finance, Safety, Operations.

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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus drills, surveys, door sweep log, staff meetings, raptor, parent square

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Display and utilize updated campus maps and drill procedures. <b>Strategy's Expected Result/Impact:</b> All campus staff will continue to place a high priority on school safety, health, and security for students and staff. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, School Safety Committee	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and refine arrival and dismissal procedures. <b>Strategy's Expected Result/Impact:</b> All campus staff will continue to place a high priority on school safety, health, and security for students and staff. <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers and staff, Safety Committee	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote physical health through participation in SHAC, Hoops for Heart, Elementary Track, Fitness Gram, Mile Club, and Field Day. <b>Strategy's Expected Result/Impact:</b> All campus staff will continue to place a high priority on school safety, health, and security for students and staff. <b>Staff Responsible for Monitoring:</b> PE Teacher, PE Aide, Principal, Vice Principal, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote, train, and implement the WATCH Dogs/ MOMS program <b>Strategy's Expected Result/Impact:</b> Increase community involvement in safety measures <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Counselors, Social Worker	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Medina Valley Independent School District

## Ladera Elementary

### 2025-2026 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Ladera Elementary, opened in 2021, serves approximately 931 students from Early Education through 5th grade, with the largest populations in grades 2–5. The campus has a diverse student body, with 60% identifying as Hispanic/Latino and a balanced gender distribution. Nearly half of students are economically disadvantaged (48.87%), and 22.77% are military-connected, reflecting strong ties to the military community.

The campus prioritizes high-quality instruction and student support through weekly Professional Learning Communities (PLCs), regular staff meetings, and targeted professional development. Students have 1:1 technology in grades 3–5, daily integration in PK–2, and access to clubs and organizations that promote 21st-century skills and leadership. Staff leadership opportunities include DWAC, committee roles, team leads, UIL coaching, and PD presentations.

Ladera engages families through multiple opportunities, including Meet the Teacher, PTO performances, Parents on Patrol, Night of Family Learning, Read Across America, and STEAM Night. Family surveys reflect strong relationships, high expectations, and a safe learning environment. Staff surveys indicate positive campus culture and communication, with a need for additional resources and professional development to further support student growth.

# Demographics

## Demographics Summary

Medina Valley ISD is one of the fastest growing school districts in the state of Texas. Ladera Elementary opened in 2021 and currently serves about 931 students across Early Education through 5th grade. The largest student populations are in 3rd grade (17.08%) and 2nd grade (16.65%), followed closely by 4th grade (15.68%) and 5th grade (15.14%). Lower grade levels show smaller cohorts, with 1st grade comprising 13.86% of enrollment, Kindergarten 12.24%, Pre-Kindergarten 7.95%, and Early Education 1.4%.

The majority of students identify as Hispanic/Latino, representing 60.37% of the population. Other racial groups include White (17.29%), Black/African American (12.35%), Two or More Races (7.3%), Asian (1.93%), Native Hawaiian/Pacific Islander (0.64%), and American Indian/Alaskan Native (0.11%). Overall, the student body reflects a diverse population, with a strong Hispanic representation and a balanced gender distribution.

At Ladera Elementary, 22.02% of students are identified as at-risk, and 48.87% are classified as economically disadvantaged, with 39.85% receiving free meals and 9.02% receiving reduced-price meals. Additionally, 22.77% of students are military-connected, reflecting the school's close ties to the military community. Small percentages of students are identified as foster care (0.21%), homeless (0.21%), or transfer-in students (2.26%). The campus has no students currently identified as immigrant, migratory, or unschooled asylee/refugee. Overall, the data indicate that nearly half of the student population faces economic challenges, while a significant portion is connected to military families.

## Demographics Strengths

- **Growing and Stable Enrollment:** Ladera's steady enrollment of 931 students across all grade levels reflects consistent growth and stability within a rapidly expanding district. The relatively balanced distribution across grades suggests sustainable enrollment patterns.
- **Diverse Student Population:** The school serves a culturally and racially diverse student body, with a strong Hispanic/Latino representation and multiple other racial and ethnic groups. This diversity enriches the school culture and provides opportunities for inclusive practices and multicultural learning experiences.
- **Balanced Gender Distribution:** The nearly even split between male (53%) and female (47%) students supports equitable participation and representation across programs and activities.
- **Strong Military Community Connection:** With 22.77% of students identified as military-connected, the campus benefits from a strong sense of community, resilience, and family engagement often associated with military families.
- **Targeted Support Opportunities:** While 22% of students are identified as at-risk and 48.87% as economically disadvantaged, these data points highlight the school's opportunity to provide focused academic, social, and emotional support that can positively impact student outcomes.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to provide targeted instructional support, resources, and professional development to meet the academic and language development needs of our diverse student population. (Eco. Dis, EB, Hispanic, two or more races, African Am., Special Education, GT, Dyslexia etc.)

**Root Cause:** Core instructional practices are not consistently differentiated or aligned to meet the varied academic and language development needs of students from diverse backgrounds.

**Problem Statement 2:** There is a need to provide differentiated instruction to meet the needs of all student populations, including high-achieving learners.

**Root Cause:** Gaps in differentiated instruction and enrichment opportunities limit the ability to fully meet the needs of diverse student populations.

**Problem Statement 3:** The campus requires continued allocation of resources to meet student learning needs and strengthen staff capacity.

**Root Cause:** Ongoing changes in curriculum, student needs, and instructional expectations require continual investment in resources and staff development.

**Problem Statement 4:** Targeted training is needed for teachers and staff to ensure high-quality teaching and effective implementation of instructional programs.

**Root Cause:** Inconsistent student growth on campus and state assessments is linked to the need for stronger Tier 1 instruction and teacher support.

# Student Learning

## Student Learning Summary

Ladera Elementary's 2025 STAAR results show both areas of growth and opportunities for improvement across grade levels and subjects. In reading, overall performance remains a strength, with 4th grade showing the most significant gains, increasing from 83% to 88% at the Approaches Grade Level standard and from 32% to 35% at Meets. Fifth-grade reading also improved notably, rising from 79% to 87% Approaches, demonstrating recovery from previous declines. Third-grade reading remained relatively stable at 79%, showing consistency across cohorts.

Math performance showed mixed results. Third grade improved slightly from 70% to 72% Approaches, while fourth grade decreased marginally from 71% to 69%. Fifth grade experienced the largest decline, dropping from 86% to 63% Approaches and from 29% to 21% Meets, signaling a need for targeted intervention and support in upper-grade math.

Science performance declined significantly, with 5th grade dropping from 65% to 44% at Approaches and from 16% to 15% at Meets, suggesting a need to strengthen content mastery and hands-on learning opportunities in science instruction.

Overall, reading continues to be an area of strength for Ladera Elementary, while math and science data indicate a need for renewed focus on conceptual understanding, problem-solving, and academic rigor, particularly in upper grades.

## Student Learning Strengths

- **Consistent Reading Achievement:** Reading continues to be a strong area across all grade levels. Third-grade reading remains steady at 79% Approaches, and fourth- and fifth-grade reading showed gains of 5% and 8% at the Approaches standard, respectively.
- **Growth in Meets Grade Level for Reading:** Both fourth- and fifth-grade students improved or maintained performance at the Meets standard, with fourth grade increasing from 32% to 35% and fifth grade holding steady at 33%. This indicates that students are not only approaching grade-level expectations but also meeting them at higher rates in reading.
- **Third-Grade Math Stability:** Third-grade math showed a modest increase from 70% to 72% at the Approaches standard and a significant gain at Masters (10% increase), highlighting effective foundational math instruction at the early upper-elementary level.
- **Fifth-Grade Math Masters Growth:** Although overall Approaches percentages decreased in fifth-grade math, students achieving Masters increased from 10% to 20%, indicating that the highest-performing students are excelling.
- **Strong Performance in Fourth-Grade Reading:** Fourth grade achieved the highest Approaches percentage for reading at 88%, demonstrating that instructional strategies in this grade level are supporting a large majority of students in meeting grade-level expectations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need to provide targeted supports, data-driven interventions, resources, and strategies designed to address specific academic, behavioral, and social-emotional needs. (ex: tutoring, staff development, high-quality instructional materials, dedicated intervention time)

**Root Cause:** Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthened core instruction and increased academic rigor within the general education setting.

**Problem Statement 2:** There is a need to provide differentiated instruction to meet the needs of all student populations, including high-achieving learners.

**Root Cause:** Gaps in differentiated instruction and enrichment opportunities limit the ability to fully meet the needs of diverse student populations.

**Problem Statement 3:** As a designated bilingual hub, the campus needs expanded instructional resources and teacher/staff professional development to meet the academic and linguistic needs of emergent bilingual learners.

**Root Cause:** Access to high-quality bilingual resources, limited targeted professional development, and varying teacher experience with dual language instruction have contributed to gaps in meeting the academic and linguistic needs of emergent bilingual learners.

**Problem Statement 4:** Teachers and staff need additional training and support to consistently implement an effective social-emotional learning strategies and campus-wide behavioral interventions.

**Root Cause:** Staff need additional training and support to consistently implement effective social-emotional learning strategies and behavioral interventions across classrooms.

**Problem Statement 5:** Need additional technology implementation/instruction within classrooms

**Root Cause:** More than 50% of our population is considered Low Socioeconomically Disadvantaged

# School Processes & Programs

## School Processes & Programs Summary

Professional Learning Communities (PLCs) are held weekly to review and align student data, monitor MTSS progress, and conduct campus-wide universal reviews. Weekly staff meet to align campus goals, deliver campus-wide professional development, and share essential data with staff. A variety of campus clubs and organizations provided students with opportunities to develop 21st-century skills and leadership abilities. Technology access was provided on a 1:1 ratio for students in grades 3–5, with daily technology integration for PK–2 students. Staff leadership opportunities included participation in DWAC, team lead roles, committee leadership, UIL coaching, and professional development presentations.

## School Processes & Programs Strengths

- Arrival and Dismissal Processes  
- Arrival and dismissal procedures are structured to ensure the safety and efficiency of all students. Clear routines, staff supervision, and well-communicated protocols support smooth transitions at the beginning and end of each school day.
- Support Services - A variety of support services are available and effectively implemented to meet the academic, social, and emotional needs of students. These services are monitored regularly to ensure they are used efficiently and have a positive impact on student growth.
- UIL Participation - Students have opportunities to participate in University Interscholastic League (UIL) events, promoting academic competition, teamwork, and personal growth while enhancing school spirit and engagement.
- SPED Supports - Special education supports are robust, ensuring that students with diverse learning needs receive individualized instruction, accommodations, and interventions that foster academic success and personal development.
- Campus Instructional Resources - Instructional resources continue to expand, providing teachers with tools and materials to deliver high-quality, engaging instruction across all grade levels and subject areas.
- Certified Staff (ESL, BL, SPED, GT) - The campus is staffed with certified teachers in ESL, bilingual education, special education, and gifted and talented programs, ensuring that all students receive instruction from highly qualified educators trained to meet diverse learning needs.
- Security Cameras - Security cameras are in place throughout the campus to enhance safety, monitor student activity, and maintain a secure learning environment.
- Character Education Program - The campus implements a comprehensive character education program designed to teach students core values, promote positive behavior, and develop social-emotional skills essential for lifelong success.
- School Marshal - A dedicated school marshal provides an additional layer of safety, supporting campus security and ensuring a safe environment for students, staff, and visitors.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Need one defined form of communication for all

**Root Cause:** Growing population with diversity within community

**Problem Statement 2:** Teachers and staff need additional training and support to consistently implement an effective social-emotional learning strategies and campus-wide behavioral interventions.

**Root Cause:** Students have social, emotional and academic learning gaps/needs

**Problem Statement 3:** Ongoing staff training needed to meet the needs of all students

**Root Cause:** Student population is increasing with more diversity, gaps and specific learning needs

**Problem Statement 4:** Need to provide resources to assist in closing academic and social gaps

**Root Cause:** Student population increase with more diversity, wider gaps in learning and specific learning needs

**Problem Statement 5:** Need additional opportunities and events for families and community to be involved in their child's education

**Root Cause:** Diversity of community and student population is changing/ increasing

**Problem Statement 6:** Continue to implement processes, procedures and measures for safety and health

**Root Cause:** Growing population with diverse needs

# Perceptions

## Perceptions Summary

### Parent/Community Engagement

Ladera Elementary provides multiple opportunities for family involvement throughout the year, including Meet the Teacher, PTO performances, Parents on Patrol Volunteer Program, Night of Family Learning, Read Across America, Career Fair, and STEAM Night. According to the 2024–2025 Family Survey, the majority of parents feel that strong relationships exist between the school and community. Over 81% of parents reported that Ladera holds high expectations for students and provides a safe learning environment.

### Staff Engagement

Staff at Ladera are offered multiple avenues for input and leadership throughout the year, including DWAC, campus committees tailored to school needs, grade-level and staff meetings, and collaborative team meetings. The 2024–2025 Staff Survey indicates that most staff feel culture is strong within the campus.

## Perceptions Strengths

- Respectful Staff and Administration - Staff and administration consistently demonstrate professionalism and respect in all interactions with students, families, and colleagues, fostering a positive and supportive campus culture.
- Safe Environment - Ladera provides a safe and secure learning environment where students feel protected, supported, and ready to engage in learning.
- Learning is a Priority - The campus maintains a strong focus on academic growth, ensuring that instruction, resources, and interventions are aligned to meet student needs and promote achievement.
- Effective Communication - Communication between staff, families, and administration is clear, timely, and purposeful, supporting collaboration and transparency across the campus community.
- Parents on Patrol Program - The Parents on Patrol program is well-established and consistently implemented, allowing families to actively support campus safety and engagement.
- Facebook and ParentSquare Communication - Social media and digital platforms, including Facebook and ParentSquare, are used consistently to keep families informed, engaged, and connected to campus events and updates.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Need to communicate Mission and Vision for unification and clarity for goals

**Root Cause:** Diversity of community and growing population

**Problem Statement 2:** Need character building programs and initiatives to grow leaders, strengthen students and allow opportunities for students to lead

**Root Cause:** Increasing population for student, staff and community

**Problem Statement 3:** Continuous training for all staff throughout the year in order to continue supporting our students' needs

**Root Cause:** Diversity in students, their needs and increase in staff population

**Problem Statement 4:** Need parent training and continuing education opportunities

**Root Cause:** Growing population with diverse needs

**Problem Statement 5:** Need additional resources to better service our growing population with diverse needs

**Root Cause:** Population growth (across special populations)

# Priority Problem Statements

**Problem Statement 1:** There is a need to provide targeted instructional support, resources, and professional development to meet the academic and language development needs of our diverse student population. (Eco. Dis, EB, Hispanic, two or more races, African Am., Special Education, GT, Dyslexia etc.)

**Root Cause 1:** Core instructional practices are not consistently differentiated or aligned to meet the varied academic and language development needs of students from diverse backgrounds.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:**

There is a need to provide targeted supports, data-driven interventions, resources, and strategies designed to address specific academic, behavioral, and social-emotional needs. (ex: tutoring, staff development, high-quality instructional materials, dedicated intervention time)

**Root Cause 2:** Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthened core instruction and increased academic rigor within the general education setting.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


# Goals




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






**Performance Objective 1:** Literacy: Students reading and writing at/above grade level as measured by the meets grade level standard in NWEA Map Growth will increase 3% annually.

**Evaluation Data Sources:** Unit Assessments  
Common Assessments  
NWEA Map Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide acceleration, intervention, and or enrichment opportunities for students before, during, and/or after school to support at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Materials, tutors, PD - State Comp Ed-Fund 199 PIC 24/30/28 - \$10,500, - General-Fund 199 PIC 11 - \$100</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To provide a tiered process of supports (MTSS), in order to monitor student progress including programs, interventions and timelines for expected outcomes</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement MTSS Data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> NWEA Map Reading will be assessed for 1st - 5th grades at BOY, MOY, and EOY to track student progress throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 100 % of all K-3 students will receive research based phonics instruction daily as part of their RLA instructional block for building a strong literacy foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<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 2:** Strengthen our MTSS process and intervention time, campus-wide, for all students in order to support specific needs including at-risk students.

**Evaluation Data Sources:** Intervention data  
 Master Schedule  
 Same Goal Data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with resources and additional time to strategically plan to meet the academic needs of all students including at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers            Instructional Coaches</p> <p><b>Funding Sources:</b> Reading Decodable instructional materials - State Comp Ed-Fund 199 PIC 24/30/28 - \$6,000, - General-Fund 199 PIC 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and implement research-based instructional resources and strategies in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers            Instructional Coaches</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze data across all grade levels/subjects to develop and implement action plans to address student instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective Tier 1 instruction - driven by data Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 3:** Mathematics: Students at/above grade level as measured by the meets grade level standard on NWEA Map Math Growth will increase 3% annually.

**Evaluation Data Sources:** NWEA Map Data  
Digital Data Wall  
T-TESS Growth Trackers

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> NWEA Map Math will be assessed for grades K - 5, at BOY, MOY, and EOY to track student progress throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students in K-5 will track their individual growth on campus designated assessments to reflect on their strengths and areas for improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Data Team Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 4:** Ladera teachers will implement Character Strong and the Emergent Tree framework to build social emotional, and behavioral systems that support all students.


**Evaluation Data Sources:** Walkthrough Data  
Campus referrals  
Teacher feedback


**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Replace Emergent Tree with Pillars of Excellence

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Master Schedule will reflect SEL time to allow teachers to teach Character Strong and reinforce Emergent Tree concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of campus referrals Teacher feedback Emergent Tree Fidelity Checks Walkthrough Data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors Emergent Tree Committee</p> <p><b>ESF Levels:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will increase student involvement in clubs and organizations to build 21st century skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students participating in club/organization opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Club sponsors Counselors</p> <p><b>ESF Levels:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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


**Performance Objective 5:** Teachers will facilitate blended learning groups to increase student engagement, personalized learning, flexibility, and collaboration.

**Evaluation Data Sources:** Campus walkthroughs  
Blended Learning cohort participation  
Teacher feedback  
Student data

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Offer Blended Learning PD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide campus resources to allow teachers to facilitate blended learning in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher Student Achievement Stronger Tier 1 instruction Differentiated Instruction Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers PD focusing on blended learning implementation to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher Student Achievement            Stronger Tier 1 instruction            Differentiated Instruction            Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Coaches            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue






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

**Performance Objective 6:** Student Attendance: Prioritize student attendance for all Ladera Elementary students.

**Evaluation Data Sources:** Campus Attendance Incentive Programs  
 Daily ADA Tracker by District by Campus  
 Daily Enrollment Tracker by District by Campus

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue Monitoring Attendance With Incentives






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor attendance throughout the school year, and provide perfect attendance incentives for students and staff</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance                      Increase staff attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Campus Clerk                      Teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 7:** To provide a challenging and differentiated curriculum that fosters critical thinking, creativity, and independent learning in gifted and talented students.

**Evaluation Data Sources:** Gifted and Talented Student Data (NWEA Map, STAAR)

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integration of technology and other resources to extend learning in order to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators GT Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







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

**Performance Objective 8:** To support and maximize the academic, social, and emotional growth of special education students through individualized and research based instructional strategies.

**High Priority**

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

**Summative Evaluation:** Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase effectiveness of inclusion through consistent scheduling, in class support, and PD opportunities for general education teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers SPED Dept.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and implement research-based instructional resources and strategies in special education classes to meet the needs of all Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers SPED Dept.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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:** To promote bilingual students' proficiency in both English and their native language, while supporting their academic and social-emotional and cultural growth in an inclusive environment.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide awareness to all staff of districtwide special programs and resources (i.e. ESL/Bilingual, At-Risk, Sp. Ed. /504).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Bilingual Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



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








**Performance Objective 1:** To maintain a turnover rate of less than 6% by providing and encouraging staff growth using professional development, PLC participation, ownership of campus decision-making and other opportunities to enhance student learning

**Evaluation Data Sources:** Professional Development  
 Staff Meetings,  
 Sign-In Sheets  
 Staff Surveys/Feedback

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** More Specific Instructional SpEd Training

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To provide mentors to our new staff using periodic check-ins and district professional development/meetings involving new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Growth (positively impacting student progress)</p> <p><b>Staff Responsible for Monitoring:</b> Mentors, mentees and admin</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule and implement instructional learning walks for teachers to observe effective teaching practices while building a collaborative campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Coaches            Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals            - <b>ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 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>
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Coaches will support teachers to refine teaching strategies, analyze student data to inform instruction, and serve as partners to help address academic challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement Highly effective lessons Collaborative campus culture Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide focused professional development and training for all staff in classroom management techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional development opportunities to all staff to improve effectiveness of "in-class support" and to meet the individualized needs of students in special education.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of special education students who meets or masters on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches SPED Dept.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No Progress			
<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 2:** To provide staff incentives and resources to enhance campus culture and student learning.

**Evaluation Data Sources:** Resources  
Incentives  
Professional Development

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** more SpEd Opportunities for PD offered by C Perez

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support our campus staff in order to assist with providing students the necessary support needed for individual growth (including professional development, resources, staff meetings, PLC's, ILT's and other opportunities providing professional growth)</p> <p><b>Strategy's Expected Result/Impact:</b> Professional growth</p> <p><b>Staff Responsible for Monitoring:</b> Evaluations, data from PLC's/ILT's, walkthroughs and student growth</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase offerings and opportunities for faculty and staff to engage in activities for personal growth and professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vertical Alignment Teams will meet each six weeks as part of PLC with the purpose to improve instruction campus wide.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches ILT Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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:** Provide professional development opportunities for all staff to increase student achievement in math and reading.

**High Priority**

**Evaluation Data Sources:** Student Data (NWEA, STAAR, etc.)

Professional development opportunities


PLC effectiveness



Walkthrough Data







Effective Tier 1 Instruction

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Student Ratio 1:1 with devices (IPads or Chromebooks)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Invest in effective academic resources to focus on student at-risk of not meeting academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement</p> <p>Highly effective lessons Collaborative campus culture Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> instructional materials, software, etc - State Comp Ed-Fund 199 PIC 24/30/28 - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Coaches will provide on-going support to teachers serving at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement            Highly effective lessons            Collaborative campus culture            Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Coaches            Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Title I-Reading Coach - Title I, Part A -Fund 211, SCE-Math Coach - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase technology campus-wide to allow students to access technology resources to enhance engagement and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement            Highly effective lessons            Collaborative campus culture            Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - State Comp Ed-Fund 199 PIC 24/30/28 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Instructional paraprofessionals will be hired to assist in our Pre-Kinder classrooms in order to implement a highly effective Pre-Kinder program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Achievement            Highly effective lessons            Collaborative campus culture            Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Title I-Reading Coach - Title I, Part A -Fund 211, SCE-Math Coach - State Comp Ed-Fund 199 PIC 24/30/28, PreK Aides - State Comp Ed-Fund 199 PIC 24/30/28</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide teachers with additional time to plan interventions, engaging lessons and analyze student data to that focus on student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective Tier 1 Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators            Instructional Coaches</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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:** To invite staff and community leaders to discuss potential careers, college and/or military opportunities.

**Evaluation Data Sources:** Career/Community Involved Events

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** ILT Team is now Impact Team



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To create an Instructional Leadership Team (ILT), communicate campus expectations and ensure data and expectations are communicated effectively</p> <p><b>Strategy's Expected Result/Impact:</b> Communication via SMORE's, staff meetings, PLC's &amp; ILT meetings</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ILT &amp; staff</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invest in resources and incentives for Career Day and CCR events.</p> <p><b>Strategy's Expected Result/Impact:</b> Educating community in CCR related options</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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:** Plan, communicate and execute family nights, events and involvement opportunities to enhance and extend knowledge of core subjects

**Evaluation Data Sources:** Sign-in sheets, LES calendar, Social Media, event turn-out

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host family events, such as Night of Family Learning, Spring Family Night, PTO Performances, Veteran's Day and other family engagement or involvement opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement Family/school partnership Collaborative campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ladera Elementary School will provide regular parent/family communication support by placing priority on campus newsletters, Parent Square messages, and parent teacher conferences.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent/family communication will be available to parents in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<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 3:** To promote various academic opportunities including field trips, designated college spirit days, Guidance Lessons provided by our counselors and classroom discussions

**Evaluation Data Sources:** Guidance Lesson Plans and classroom related discussions based on future or career-minded topics

**Summative Evaluation:** Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use guidance lessons, TEKS-based objectives, and social discussions to promote academic learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To create academic opportunities for at-risk and economically disadvantaged students (field trips, concerts, virtual discussions, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in knowledge of CCR related topics</p> <p><b>Staff Responsible for Monitoring:</b> All staff and leadership</p> <p><b>Funding Sources:</b> Instructional Fieldtrips - State Comp Ed-Fund 199 PIC 24/30/28 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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:** To monitor and provide appropriate security measures to ensure the safety of all students, staff and stakeholders

**Evaluation Data Sources:** Door Sweep Documentation, Drills, Raptor, Staff Meetings, Parent Square

**Summative Evaluation:** Met Objective







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote, train and implement the Parents on Patrol program</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** Finance and operations.

**Performance Objective 2:** To meet and review our Emergency Operations Plan with our Crisis Management Team to ensure current data and training are implemented and communicated.

**Evaluation Data Sources:** Sign-in sheets for meetings, CMT Meetings and EOP

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Display and utilize district-provided campus maps and drill procedures to include Raptor Drills, Alerts, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety awareness Knowledge of safety procedures</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice-Principals Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff and visitors will wear badges at all times</p> <p><b>Strategy's Expected Result/Impact:</b> Support of safety protocol/procedures</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice-Principal Secretary Receptionist Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Accomplished			
<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 3:** To continue communicating, supporting and placing priority on school safety, health and security for all students and staff.

**Evaluation Data Sources:** Radios present in all related areas  
 Parent Square implemented/used  
 Staff Meetings  
 Ladera Hub

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** more walkie-talkies please







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To ensure staff have the appropriate forms of communication in order to communicate safety/security needs <b>Strategy's Expected Result/Impact:</b> Additional radios Increase knowledge of Campus/District Safety Protocols & Procedures <b>Staff Responsible for Monitoring:</b> Principal Vice-Principal Staff District Safety Director	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To ensure students social-emotional needs are met by providing SEL support and staffing <b>Strategy's Expected Result/Impact:</b> SEL support <b>Staff Responsible for Monitoring:</b> Social Worker Counselors Administration Staff  <b>Funding Sources:</b> Social Worker - State Comp Ed-Fund 199 PIC 24/30/28	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
<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:** Ladera Elementary will invest in academic resources, attendance incentives, and staffing needs to improve student achievement.

**Evaluation Data Sources:** Attendance data  
Student achievement data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To provide student incentives to help in motivating SEL, attendance, and academics.  <b>Strategy's Expected Result/Impact:</b> Increase SEL awareness, awareness, and self reflection                      Decrease in discipline referrals  <b>Staff Responsible for Monitoring:</b> Administrators                      Counselors                      Teachers    <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-5.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Administrators                      Teachers                      Instructional Coaches    <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<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>				

# State Compensatory

## Budget for Ladera Elementary

**Total SCE Funds:** \$42,988.00

**Total FTEs Funded by SCE:** 5

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

Ladera Elementary supports our highly mobile, economically disadvantaged and At Risk students by providing an instructional coach, Prek-aides, social worker, instructional supports, materials, and opportunities for academic related field trips.

## Personnel for Ladera Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chantel Franco	PreK Aide	1
Dolce Cassares	PreK Aide	1
Jill Baker	Math Coach	1
Lauren Seuferer	Prek Aide	1
Toni Flores	PreK Aide	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Virgina Arocha	Reading Coach	Reading	1

# Medina Valley Independent School District

## Luckey Ranch Elementary

### 2025-2026 Campus Improvement Plan



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

Revised/Approved: September 30, 2025

## Demographics

### Demographics Summary

Luckey Ranch Elementary, currently serves approximately 944 students and is the second largest elementary campus in the district. The population for 2022-2023 was 975 and 1042 students in 2024/2025 school years. The student population is made up of 69% Hispanic, 14% White, 9% African American, and 3% Asian. The campus is 66% economically disadvantaged. The campus is 24% military connected families.

### Demographics Strengths

Luckey Ranch Elementary places a high priority on education and celebrating our students and community. To meet the diverse needs of our community we provide robust supports for our teachers, students, and community to include:

- Character Strong
- Differentiated Instruction
- Blended Learning
- Highly Qualified Teachers
- T-TESS Training
- GT Program
- PLC
- ILT
- During school intervention and enrichment for all students

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.)

**Root Cause:** Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.

**Problem Statement 2:** The beginning of the school year the campus had experienced turnover in administration, special education, and teaching positions. High turnover and new administration have affected campus culture.

**Root Cause:** New administrative staff and a high amount of new teachers on campus have created a need to build a positive campus culture.

**Problem Statement 3 (Prioritized):** Need to provide differentiated instruction to all student populations.

**Root Cause:** We see our high-achieving students are lacking additional instructional support.

# Student Learning

## Student Learning Summary

Achievement levels at Luckey Ranch has dropped for the 2024 2025 school year as per STAAR when compared to the 2023 2024 school year. Comparative data shows that third and fourth grade reading and math scores both declined while fifth grade saw scores increase across all tested subjects.

- Achievement on State Assessments (STAAR): In 2025, 72% of all students scored at Approaches Grade Level or higher, with 44% at Meets and 16% at Masters across subjects. However, economically disadvantaged and special education students performed significantly lower than their peers, especially in reaching Meets/Masters. STAAR performance for EB students varied by test and grade level with EB students outperforming their mono-lingual classmates in some instances.
- Academic Growth: Luckey Ranch earned an Academic Growth score of 71%, reflecting that most students made expected progress.
- Luckey Ranch student achievement on open text response (STAAR) measured that 43% of students received a score of 0.

## Student Learning Strengths

### Academic Achievement

- Achievement on State Assessments (STAAR): In 2025, 72% of all students scored at Approaches Grade Level or higher
- Luckey Ranch 5th grade students demonstrated an 18% point improvement in science % passing from 55% to 73%
- Luckey Ranch 5th grade students demonstrated an 7% point improvement in Masters performance from 20% in 2024 to 27% in 2025.

### Growth

- Academic Growth: Luckey Ranch earned an Academic Growth score of 71%, reflecting that most students made expected progress.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Less than half of students consistently reach the meets grade level standard across STAAR subjects (44% overall, with only 39% economically disadvantaged and 41% emergent bilingua students reaching Meets), and growth is uneven across grade levels, particularly in reading. This indicates that not all learners are benefiting equally from blended learning practices intended to accelerate achievement.

**Root Cause:** The implementation of blended learning is inconsistent across classrooms, with gaps in the effective use of small group instruction, adaptive technology, and rigorous TEKS-aligned instruction and tasks. Teachers need deeper professional development and coaching on how to leverage blended learning to provide differentiated, data-driven instruction--especially for EB/EL, SPED, and at-risk students.

**Problem Statement 2 (Prioritized):** Across grade levels, Luckey Ranch student achievement on open text response (STAAR) measured that 43% of students received a score of 0.

**Root Cause:** Writing instruction is not consistently embedded across content areas, and students lack structured opportunities to practice reading-writing connections (e.g., citing text evidence in RLA, explaining problem-solving steps in math). Teachers need more support in implementing rigorous writing tasks aligned to TEKS, integrating Talk-Read-Talk-Write (TRTW) strategies.

**Problem Statement 3 (Prioritized):** Luckey Ranch Elementary students show inconsistent achievement in reading and math, with many remaining at Did Not Meet or Approaches.

While PLC structures exist, collaboration often focuses on compliance rather than deep analysis of learning; strengthening PLC and ILT processes is critical to raise achievement in reading and math.

**Root Cause:** While teams focus on, and respond to the four questions, the emphasis on compliance results in minimal impact on classroom instruction.

# School Processes & Programs

## School Processes & Programs Summary

### C&I

- The campus has aligned pacing guides, checkpoints, and common assessments, supporting consistency across grade levels.
- Evidence-based programs such as 95% Phonics, MTSS, and dyslexia interventions are in use, but additional intervention resources are needed to close learning gaps.

### Professional Development

- Campus benefits from ongoing campus based support from C&I to include:
  - Blended Learning
  - Phonics Instruction
  - Crafting Learning targets
  - Adaptive Tech
- Ongoing need for PD in SPED Practices to include de-escalation, collaborative teaching, and data collection

### Leadership & Decision Making

- Campus leadership engages staff feedback through ParentSquare, surveys, and faculty meetings.
- There is a strong emphasis on aligning campus priorities with district initiatives, though staff express concerns about rapid change and workload, highlighting a need for more balance in implementation pacing and support.

### Communication & Organization

- ParentSquare, newsletters, Title I presentation, academic nights and social media are used effectively to share information with families
- Scheduling allows for grade-level collaboration (PLC) and support services (counseling, tutoring, intervention/enrichment), though there is a need for earlier tutoring intervention and additional counseling/ social worker support.

### Support Services & Extra Curriculars

- Wide range of family and student engagement opportunities: Family Learning Nights, STEAM Night, UIL, community garden, PTO events.
- Strong community involvement with specific opportunities for family engagement activities every month.

### Technology Integration

- Ongoing professional development has increased teacher capacity with regards to technology integration
- 1:1 device ration for upper grades, and 8 devices per class for grades Pre-K through 1st

## School Processes & Programs Strengths

### Strengths

- Strong relationship with C&I promotes a culture of continuous improvement.
- Teacher knowledge of technology

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Luckey Ranch Elementary has the lowest attendance rate in the district.

**Root Cause:** Attendance Barriers - Chronic absenteeism, especially among mobile, economically disadvantaged, and EB/EL students, reduces instructional access and continuity of learning. Parent education on the importance of regular attendance remains limited--impacting both students' academic progress.

# Perceptions

## Perceptions Summary

### Parent Perceptions

- Most parents strongly agree or agree that student learning, safety, communication, and respect are prioritized at the school.
- Parents view the school staff and leadership favorably, particularly highlighting strong relationships with teachers.
- There is high appreciation for teacher communication, school safety, and a welcoming community environment.
- Areas of concern include inconsistent communication, lack of disciplinary consistency, limited extracurricular options, and office staff demeanor.
- Parents express a desire for better event organization, more parent engagement opportunities, and improved transparency in behavior management.

### Perceptions Strengths

#### Parent Strengths

- Most parents strongly agree or agree that student learning, safety, communication, and respect are prioritized at the school.
- Parents view the school staff and leadership favorably, particularly highlighting strong relationships with teachers.
- There is high appreciation for teacher communication, school safety, and a welcoming community environment.

#### Student Strength

- Students overwhelmingly feel safe at school and trust that adults will help them when needed.
- Most students believe their teachers care about them and encourage their success.
- Students report feeling proud of their school and understand expected behaviors.

#### Staff Strengths

- The majority of staff report feeling proud to work at Luckey Ranch ES, with high marks for teamwork, culture, and professional pride.
- Positive relationships among coworkers and appreciation for supportive administration are common themes.
- Staff members highly value student relationships and a collaborative, inclusive campus environment.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Luckey Ranch parent survey results highlight concerns with inconsistent communication and better event organization.

**Root Cause:** Infrequent communication and posting campus events to a yearly calendar.

# Priority Problem Statements

**Problem Statement 1:** Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.)

**Root Cause 1:** Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Need to provide differentiated instruction to all student populations.

**Root Cause 2:** We see our high-achieving students are lacking additional instructional support.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Less than half of students consistently reach the meets grade level standard across STAAR subjects (44% overall, with only 39% economically disadvantaged and 41% emergent bilingual students reaching Meets), and growth is uneven across grade levels, particularly in reading. This indicates that not all learners are benefiting equally from blended learning practices intended to accelerate achievement.

**Root Cause 3:** The implementation of blended learning is inconsistent across classrooms, with gaps in the effective use of small group instruction, adaptive technology, and rigorous TEKS-aligned instruction and tasks. Teachers need deeper professional development and coaching on how to leverage blended learning to provide differentiated, data-driven instruction--especially for EB/EL, SPED, and at-risk students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Across grade levels, Luckey Ranch student achievement on open text response (STAAR) measured that 43% of students received a score of 0.

**Root Cause 4:** Writing instruction is not consistently embedded across content areas, and students lack structured opportunities to practice reading-writing connections (e.g., citing text evidence in RLA, explaining problem-solving steps in math). Teachers need more support in implementing rigorous writing tasks aligned to TEKS, integrating Talk-Read-Talk-Write (TRTW) strategies.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Luckey Ranch Elementary students show inconsistent achievement in reading and math, with many remaining at Did Not Meet or Approaches. While PLC structures exist, collaboration often focuses on compliance rather than deep analysis of learning; strengthening PLC and ILT processes is critical to raise achievement in reading and math.

**Root Cause 5:** While teams focus on, and respond to the four questions, the emphasis on compliance results in minimal impact on classroom instruction.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Luckey Ranch Elementary has the lowest attendance rate in the district.

**Root Cause 6:** Attendance Barriers - Chronic absenteeism, especially among mobile, economically disadvantaged, and EB/EL students, reduces instructional access and continuity of learning. Parent education on the importance of regular attendance remains limited--impacting both students' academic progress.

**Problem Statement 6 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

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

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

- Communications data

# Goals

Revised/Approved: September 30, 2025

## Goal 1: Every Student, Every Day





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

### High Priority

**Evaluation Data Sources:** Progress monitoring data, progress reports, report cards, MTSS data, end-of-year (EOY) assessments, STAAR assessment reports, and MAP data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement school wide interventions in grades K-5 to provide high-quality tier 1 instruction delivered by classroom teachers, specialists, and campus tutors, utilizing district approved instructional support materials, research-based programs, and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will participate in extended PLC meetings, weekly grade-level planning sessions, and MTSS collaboration meetings, review common assessment data, teacher data trackers, progress monitoring data, district assessments, MAP data, and prior year state assessment results, when applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will implement blended learning during their reading and math instructional blocks to target specific objectives and skills, delivering reinforcement for students needing additional support and enrichment for students demonstrating advanced mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement the district's Multi-Tiered System of Supports (MTSS) with fidelity by systematically collecting, monitoring, and documenting student progress in alignment with established district protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations, while strengthening early intervention systems to reduce the number of student referrals for special education testing.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will implement the Talk, Read, Talk, Write (TRTW) framework to support the campus instructional goal of literacy and strengthen student writing across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and close performance gaps across all student subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> All certified staff, including the Principal, Vice Principal, and Instructional Coaches.</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.) <b>Root Cause:</b> Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.</p>

### Demographics

**Problem Statement 3:** Need to provide differentiated instruction to all student populations. **Root Cause:** We see our high-achieving students are lacking additional instructional support.

### Student Learning

**Problem Statement 1:** Less than half of students consistently reach the meets grade level standard across STAAR subjects (44% overall, with only 39% economically disadvantaged and 41% emergent bilingual students reaching Meets), and growth is uneven across grade levels, particularly in reading. This indicates that not all learners are benefiting equally from blended learning practices intended to accelerate achievement. **Root Cause:** The implementation of blended learning is inconsistent across classrooms, with gaps in the effective use of small group instruction, adaptive technology, and rigorous TEKS-aligned instruction and tasks. Teachers need deeper professional development and coaching on how to leverage blended learning to provide differentiated, data-driven instruction--especially for EB/EL, SPED, and at-risk students.

**Problem Statement 3:** Luckey Ranch Elementary students show inconsistent achievement in reading and math, with many remaining at Did Not Meet or Approaches. While PLC structures exist, collaboration often focuses on compliance rather than deep analysis of learning; strengthening PLC and ILT processes is critical to raise achievement in reading and math. **Root Cause:** While teams focus on, and respond to the four questions, the emphasis on compliance results in minimal impact on classroom instruction.


**Goal 2: Attendance**

**Performance Objective 1:** Luckey Ranch Elementary will increase the overall student attendance rate from 92.6% in 2024-2025 to 95% in 2025-2026.


**High Priority**

**Evaluation Data Sources:** Campus attendance data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish monthly recognition for students and classes with outstanding attendance (e.g., certificates, incentives, celebrations).</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly recognition will incentivize students to maintain 95% attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Instructional Leadership Team, Instructional Coaches, Attendance clerk.</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor weekly attendance data to identify students at risk of chronic absenteeism and provide timely interventions (calls, parent conferences, counselor support).</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly intervention will inform parents about the importance of daily attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Instructional Leadership Team, Instructional Coaches, Attendance clerk.</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Luckey Ranch Elementary has the lowest attendance rate in the district. **Root Cause:** Attendance Barriers - Chronic absenteeism, especially among mobile, economically disadvantaged, and EB/EL students, reduces instructional access and continuity of learning. Parent education on the importance of regular attendance remains limited--impacting both students' academic progress.

# **Medina Valley Independent School District**

## **Silos Elementary**

### **2025-2026 Campus Improvement Plan**

# Mission Statement

We develop S.I.L.O.S. (self-directed, innovative learners on-site)

## Vision

Silos Teachers will collaborate to support and enrich ALL learners.

## Value Statement

Silos teachers will nurture the following student traits:

- 
- 
- 
- 
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- 
- 
- 

Invested in learning  
Leader  
Inquisitive  
Resilient  
Collaborative  
Inclusive  
Empathetic  
Self-Aware

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Silos Elementary, a newly established campus formed from the merger of three schools, faces several key challenges. The diverse student population highlights the need for equitable support, including targeted interventions for academic, social-emotional, and language-based disparities. There is a need to integrate blended learning to increase engagement and personalize instruction, but this is hindered by insufficient technology and teacher training. Additionally, the school must enhance communication with the community by providing timely updates, educational materials, and incentives to build greater involvement and capacity. These areas of need underscore the importance of targeted strategies and professional development to ensure success for all students and foster a stronger connection with the community.

# Demographics

## Demographics Summary

Silos Elementary is home to a diverse student population of approximately 1,000 students, representing a wide range of ethnic and cultural backgrounds. The demographic breakdown is as follows:

- **Hispanic/Latino:** 62.6%
- **White:** 18.6%
- **Black/African American:** 9.3%
- **Two or More Races:** 7.2%
- **Asian:** 1.6%
- **American Indian/Alaskan Native:** 0.3%
- **Native Hawaiian/Pacific Islander:** 0.3%

This diverse student body reflects the community's rich cultural fabric and emphasizes the need for inclusive practices that meet all students' educational and social-emotional needs. The variety of perspectives and experiences present in the student population further reinforces our commitment to **equity and access** in every aspect of the **Campus Improvement Plan**.

## Demographics Strengths

Silos Elementary's diverse demographics offer a wealth of opportunities to create a learning environment that is inclusive, culturally enriching, and responsive to the varied needs of its students. These strengths align with our commitment to fostering equity and excellence throughout the campus. The cultural richness of Silos Elementary offers a dynamic environment where students are exposed to a variety of traditions, languages, and perspectives. This diversity promotes cultural understanding and global awareness, preparing students to thrive in a multicultural world. The high percentage of Hispanic families, which often come from strong family-oriented cultures, supports a collaborative atmosphere with potential for increased community and parental involvement. These partnerships between home and school can strengthen student support systems and improve overall educational outcomes.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.

**Root Cause:** Identifying and adapting to the population's needs while enhancing training to support our diverse students.

# Student Learning

## Student Learning Summary

Silos Elementary serves approximately 1,000 students representing a diverse and culturally rich community. Student achievement data from the 2025 STAAR shows that 68% of students performed at Approaches Grade Level or above, 41% at Meets, and 14% at Masters across tested subjects. Reading/Language Arts demonstrated the highest performance (72% Approaches, 46% Meets, 16% Masters), followed by Math (66% Approaches, 40% Meets, 14% Masters) and Science (63% Approaches, 29% Meets, 8% Masters). Economically disadvantaged students performed at 63% Approaches, while Emergent Bilinguals scored 60%, and students in Special Education reached 41% at Approaches. Gifted and Talented learners achieved 99% Approaches and 49% Masters, reflecting advanced academic potential. Local MAP and benchmark data indicate continued growth in reading fluency and problem-solving, supported by targeted interventions, co-teach inclusion, and data-driven PLCs.

## Student Learning Strengths

Silos Elementary students are showing steady progress across core subjects, with 68% performing at Approaches Grade Level or above on STAAR. Growth is most evident in Reading/Language Arts, where students are developing stronger comprehension and writing skills through small-group and targeted interventions. Math scores continue to improve in problem-solving and number sense, supported by blended learning and structured practice.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Integrate blended learning to increase student engagement and personalize instruction for all learners

**Root Cause:** Teacher training to effectively implement blended learning.

**Problem Statement 2 (Prioritized):** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.

**Root Cause:** Identifying and adapting to the population's needs while enhancing training to support our diverse students.

# School Processes & Programs

## School Processes & Programs Summary

Silos Elementary offers a variety of programs and processes to support rigorous Tier 1 instruction, Blended Learning, high attendance, SEL supports and extra-curricular activities.

## School Processes & Programs Strengths

- Professional Learning Communities
- Grade level planning
- Focus Time
- Back to School Open House
- Back to School parent conferences
- Perfect Attendance Palooza
- Silos Staff Shout-outs by Staff
- Silos PTO
- Fellowship of Christian Athletes
- Community Events (Chick-Fil-A Night, Texas Roadhouse "Dine to Donate",
- Red Ribbon Week
- Book Character Parade
- Khai Sining Zone (Through singing, students will learn to express power, confidence, and freedom.)
- The Cub Store (via campus Counselors)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Develop clear systems for behavior, attendance, and instruction with regular updates and opportunities to debrief, update, and streamline as we continue to shape our campus.

**Root Cause:** Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

# Perceptions

## Perceptions Summary

Our parent, staff, and student surveys highlight what makes Silos strong and where we can grow. Families praised caring teachers, clear leadership communication, and a strong sense of community. Staff celebrated supportive leadership and a family-like culture, while students shared joy in friendships, activities, and a safe, welcoming campus. Growth areas across all groups pointed to improving consistency in communication, strengthening behavior and bullying responses, enhancing SPED support, and expanding opportunities for family engagement. Our 2025–2026 action plans focus on clarity, consistency, and connection to ensure every student and family feels supported and every staff member feels empowered.

## Perceptions Strengths

- **Parent Strengths:** Families praised the caring relationships teachers build with students, strong communication from campus leadership, and the sense of community fostered through events and school spirit.
- **Student Strengths:** Students highlighted positive friendships and supportive teachers, enjoyment of activities like recess, PE, clubs, and events, and appreciation for a safe, welcoming campus and modern facilities.
- **Staff Strengths:** Teachers and staff celebrated supportive leadership, a family-like team culture, and a joyful, student-centered environment filled with celebrations and recognition.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Continue to build student/ community capacity by providing timely correspondence about campus updates, events, training, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

**Root Cause:** Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.

**Problem Statement 2 (Prioritized):** Develop clear systems for behavior, attendance, and instruction with regular updates and opportunities to debrief, update, and streamline as we continue to shape our campus.

**Root Cause:** Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

# Priority Problem Statements

**Problem Statement 1:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.

**Root Cause 1:** Identifying and adapting to the population's needs while enhancing training to support our diverse students.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Integrate blended learning to increase student engagement and personalize instruction for all learners

**Root Cause 2:** Teacher training to effectively implement blended learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Develop clear systems for behavior, attendance, and instruction with regular updates and opportunities to debrief, update, and streamline as we continue to shape our campus.

**Root Cause 3:** Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

**Problem Statement 3 Areas:** School Processes & Programs - Perceptions

**Problem Statement 4:** Continue to build student/ community capacity by providing timely correspondence about campus updates, events, training, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

**Root Cause 4:** Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local benchmark or common assessments 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals


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

**Performance Objective 1:** Silos Elementary will develop a plan to ensure every student grows: academically, emotionally, socially, and developmentally.


**High Priority**

**Evaluation Data Sources:** Progress monitoring data, progress reports, report cards, MTSS data meetings, MAP assessments, STAAR assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a PLC community that focuses on the whole child and bases instructional decisions on the MTSS framework</p> <p><b>Strategy's Expected Result/Impact:</b> All students will achieve or increase grade-level performance by the end of the year, supported by targeted interventions and assessments at campus, district, and state levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data meetings to review progress and assessment results for developing targeted academic interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will achieve or increase grade-level performance by the end of the year, supported by targeted interventions and assessments at campus, district, and state levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211, - Title IV-Fund 289</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause**  
: Identifying and adapting to the population's needs while enhancing training to support our diverse students.

**Student Learning**


**Problem Statement 2:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause**  
: Identifying and adapting to the population's needs while enhancing training to support our diverse students.

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

**Performance Objective 2:** Silos Elementary will ensure every student demonstrates measurable academic growth across core subjects by implementing evidence-based strategies such as blended learning.

**Evaluation Data Sources:** MAP data, progress monitoring, and report cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize adaptive technology formative assessments to track student progress and adjust interventions as needed</p> <p><b>Strategy's Expected Result/Impact:</b> All students will achieve or increase grade-level performance by the end of the year, supported by targeted interventions and assessments at campus, district, and state levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><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> Provide teachers with the necessary resources to implement station rotations, ensuring students engage in multiple modes of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will achieve or increase grade-level performance by the end of the year, supported by targeted interventions and assessments at campus, district, and state levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</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> Sentence Stems & Complete Responses - Require students from Pre-K upward to respond in complete sentences, reinforced across all content areas, specials, library and during Blended Learning. <b>Strategy's Expected Result/Impact:</b> Increase in writing achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Independent Reading Accountability - Ensure students read at appropriate levels (not just for enjoyment) with scaffolds that build endurance for longer assessments; independent reading will be an opportunity for learning during Blended Learning. <b>Strategy's Expected Result/Impact:</b> Increase in writing achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches  <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Cross-Curricular Writing (RACE Strategy) - Embed writing in complete sentences across all content areas, with rubrics allowing writing to be assessed alongside science, math, social studies and during Blended Learning. <b>Strategy's Expected Result/Impact:</b> Increase in writing achievement and growth <b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers, Instructional Coaches  <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.
Student Learning
<b>Problem Statement 1:</b> Integrate blended learning to increase student engagement and personalize instruction for all learners <b>Root Cause:</b> Teacher training to effectively implement blended learning.






## Student Learning

**Problem Statement 2:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause**  
: Identifying and adapting to the population's needs while enhancing training to support our diverse students.

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

**Performance Objective 3:** We will provide targeted intervention programs for students who are below grade level.

**Evaluation Data Sources:** MTSS data, MAP growth data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a Multi-Tiered System of Support (MTSS) framework to address the needs of struggling learners through differentiated instruction, small group interventions, and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in Progress Monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Vice Principals Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</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> Silos will implement accelerated instruction strategies that provide targeted interventions for students who need additional support. This includes the use of high-impact tutoring, small-group instruction, and progress monitoring systems to close gaps quickly and ensure all students reach grade-level mastery. Through PLTs, grade levels are also implementing a "shuffle and deploy" model to ensure all students at risk of not meeting standards receive timely, targeted support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving accelerated instruction will show measurable growth toward grade-level mastery, as evidenced by progress monitoring and assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Vice Principals Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No Progress			
<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:**







<b>Demographics</b>
<b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.
<b>Student Learning</b>
<b>Problem Statement 2:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.

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

**Performance Objective 4:** Promote emotional and social well-being, ensuring students are equipped with the skills necessary for healthy social interactions and emotional regulation.

**Evaluation Data Sources:** Counselor 80/20 data, Emergent Tree data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will conduct guidance lessons on social-emotional topics like conflict resolution, emotional regulation, and self-awareness on a consistent basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with the social-emotional tools needed to thrive and succeed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Social Worker</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</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 a campus-wide behavior program with ongoing training and support throughout the year to assist all teachers in managing and promoting positive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will implement a campus-wide behavior approach that is vertically aligned and provides the needed social-emotional and behavioral learning tools for both staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</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> The campus will strengthen proactive systems for preventing and addressing violence through clear behavior expectations, restorative practices, and staff training. Early intervention, counseling support, and student awareness programs will be emphasized to ensure a safe and respectful learning environment. In alignment with our Pillars of Excellence, we will also use campus assemblies and daily morning meetings to reinforce positive behaviors, build community, and address concerns before they escalate.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline incidents and office referrals will decrease as staff consistently implement restorative practices and clear behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice Principals Teachers Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will promote student wellness through coordinated health education, physical activity, nutrition initiatives, and counseling services. Partnerships with families and community health providers will ensure students' physical, emotional, and social needs are addressed, supporting overall academic success. This includes frequent guidance lessons that reinforce social-emotional learning, healthy choices, and resilience skills for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improved overall well-being through increased participation in wellness activities and strengthened social-emotional skills.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Nutrition Team Safety Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<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:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Develop clear systems for behavior, attendance, and instruction with regular updates and opportunities to debrief, update, and streamline as we continue to shape our campus. <b>Root Cause:</b> Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.</p>

## Perceptions

**Problem Statement 2:** Develop clear systems for behavior, attendance, and instruction with regular updates and opportunities to debrief, update, and streamline as we continue to shape our campus. **Root Cause:** Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

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

**Performance Objective 5:** Student Achievement: Raising expectations, improving rigor, and aligning assessment practices.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** CFAs

STAAR

MAP Growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Goal Setting with Students - Implement campus-wide systems for students to set realistic but ambitious goals (e.g., moving beyond "I'm okay with a 70"). Teachers will model and monitor goal setting during CFAs and unit benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Questioning &amp; Rigor - Increase exposure to STAAR-level question types by embedding higher-order IQ questions into CFAs and PLC-developed common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase growth in STAAR and MAP Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strategy Expectations - Establish campus-wide expectations for test-taking and problem-solving strategies, including: annotation and showing work; use of RACE strategy in reading/writing; schema posters to support student thinking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>
Student Learning
<p><b>Problem Statement 2:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>

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





**Performance Objective 6:** School Progress (Academic Growth & Relative Performance): Ensuring every student grows, regardless of starting point.

**High Priority**

**Evaluation Data Sources:** Pre-Assessments  
SameGoal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Assessments for Smart Groups - Use pre-assessments in math and reading to form flexible, data-based groups for blended learning and targeted small-group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiation to allow for increased student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tiered Interventions + SameGoal Documentation - Students performing below grade level receive Tier 2/Tier 3 interventions with clear entry criteria, progress monitoring every 2-3 weeks, and documentation in SameGoal.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps in student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Vertical Tools + Proactive Support Requests - Maintain vertical alignment of tools (problem-solving journals, whiteboards, schema posters) and ensure consistent use during assessments. Teachers should also seek out additional opportunities (tutoring, push-in/pull-out support, planning time) and submit requests to administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>
Student Learning
<p><b>Problem Statement 1:</b> Integrate blended learning to increase student engagement and personalize instruction for all learners <b>Root Cause:</b> Teacher training to effectively implement blended learning.</p>
<p><b>Problem Statement 2:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>





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

**Performance Objective 7:** Closing the Gaps: Meeting the needs of student subpopulations (EB, SpEd, Eco Dis, African American)

**High Priority**

**Evaluation Data Sources:** CFAs  
TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intentional CFA Tracking - Disaggregate CFA results by subgroup to monitor growth and adjust strategies for special pops.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth in all subgroups</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.52, 2.53, 2.534</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TELPAS Readiness - Provide structured opportunities for EB students to practice academic speaking and listening (recordings, sentence stems, structured turn &amp; talk).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth and achievement for EB students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> - Title I, Part A -Fund 211</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 7 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>

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

**Performance Objective 8:** Campus-Wide Culture of High Expectations & Stamina


**High Priority**

**Evaluation Data Sources:** CFAs  
Student artifacts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Embed writing in complete sentences across all content areas, with rubrics allowing writing to be assessed alongside science, math, and social studies</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance writing fluency across all grade levels and subjects</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches VPs Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance initiatives will focus on reducing chronic absenteeism through early identification, parent communication, and incentives that celebrate strong attendance. We will build a culture where students are motivated and supported to be present and engaged every day. To reinforce this, the campus will provide grading period incentives for perfect attendance and host Level Up competitions that celebrate classes and grade levels with outstanding attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Chronic absenteeism will decrease, and overall student attendance will improve to meet or exceed the 96% target.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice Principals Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 8 Problem Statements:**

**Demographics**

**Problem Statement 1:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause**  
: Identifying and adapting to the population's needs while enhancing training to support our diverse students.

**Student Learning**

**Problem Statement 2:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause**  
: Identifying and adapting to the population's needs while enhancing training to support our diverse students.





**Goal 2:** Recruit and retain staff

**Performance Objective 1:** Silos Elementary will create, foster and promote a culture of belonging

**High Priority**

**Evaluation Data Sources:** Turnover statistics, campus survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish regular check-ins and feedback opportunities for staff to voice concerns and feel heard.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be clearer and more open channels of communication between staff and administration and staff will feel more connected, valued, and supported, fostering a positive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals and Leadership team</p> <p><b>Problem Statements:</b> Perceptions 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 staff recognition programs to celebrate achievements and contributions.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be clearer and more open channels of communication between staff and administration and staff will feel more connected, valued, and supported, fostering a positive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals and Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</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> Host regular team-building and community-building activities to strengthen connections.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be clearer and more open channels of communication between staff and administration and staff will feel more connected, valued, and supported, fostering a positive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals and Leadership team</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</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> PD &amp; Resource Lists - Offer optional PD aligned to district-provided resources; publish a clear resource list for teachers supporting SpEd and EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be equipped to support EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals and Leadership team</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Continue to build student/ community capacity by providing timely correspondence about campus updates, events, training, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives. <b>Root Cause:</b> Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.</p>

**Goal 3:** Foster an environment of parental and community involvement


**Performance Objective 1:** Silos Elementary will develop a strong partnership with the community: great customer service.


**High Priority**

**Evaluation Data Sources:** PTO feedback, community survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create user-friendly newsletters and social media presence to promote events and provide accessible information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community engagement and improved communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, teachers</p> <p><b>Problem Statements:</b> Perceptions 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> Develop joint programs (e.g., mentorship, after-school activities, sponsorship of school events) that benefit both the school and community partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community engagement and improved communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principal, Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</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> We will expand opportunities for families to partner with the school through consistent communication, volunteer programs, and family engagement events. Parent voice will be encouraged through feedback sessions, and parents will be equipped with resources to support learning at home. Signature events such as Pancakes with the Principal and the addition of parent volunteers on campus will further strengthen relationships and foster a welcoming, collaborative school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Family engagement and volunteer participation will increase, with parents reporting stronger connections to the school and greater confidence supporting learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Vice Principals Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 No Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**





**Perceptions**

**Problem Statement 1:** Continue to build student/ community capacity by providing timely correspondence about campus updates, events, training, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives. **Root Cause:** Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.

**Goal 3:** Foster an environment of parental and community involvement

**Performance Objective 2:** Implement customer service training for front-office staff to ensure professionalism and empathy in interactions with the community.

**Evaluation Data Sources:** Community feedback, informal conversations





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff to greet everyone with a warm, friendly demeanor, whether in-person or on the phone, to create a positive first impression.</p> <p><b>Strategy's Expected Result/Impact:</b> Visitors and callers feel valued and welcomed, promoting a positive school image.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Vice Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure office staff are well-informed about school policies, events, and resources to answer questions quickly and accurately.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, students, and community members receive consistent, accurate information, reducing confusion.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, Secretary</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 4: Finance & Operations**

**Performance Objective 1:** Silos Elementary will develop clearly defined and robust programs that allow for the resources and programs staff and students need to be successful.

**High Priority**

**Evaluation Data Sources:** Campus and community surveys, ILT feedback, grade chairs and PTO feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a standardized communication protocol for staff, parents, and students, using clear, consistent channels (newsletters, emails, meetings).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved transparency, reduced miscommunication, and a more cohesive understanding of school policies and expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals and ILT</p> <p><b>Problem Statements:</b> Perceptions 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> Create a structured system for regular planning and collaboration meetings, with clear agendas, objectives, and follow-up action items</p> <p><b>Strategy's Expected Result/Impact:</b> More productive meetings, increased collaboration, and more cohesive instructional strategies across grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Vice Principals, and ILT</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. <b>Root Cause</b> : Identifying and adapting to the population's needs while enhancing training to support our diverse students.</p>

### Student Learning

**Problem Statement 2:** Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment. **Root Cause** : Identifying and adapting to the population's needs while enhancing training to support our diverse students.

### Perceptions

**Problem Statement 1:** Continue to build student/ community capacity by providing timely correspondence about campus updates, events, training, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives. **Root Cause:** Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.